



Teachers' and Students' Perceptions of the Use of Animated Video Media in Fiqh Learning at Madrasah Salafiyah Wustha Ma'had Baitul Muhsinin Medari, Sleman

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Abstract:

The integration of technology in fiqh learning in salafiyah madrasas faces challenges between maintaining traditional values and adopting modern learning media. This study aims to analyze the perceptions of teachers and students towards the use of animated video media in fiqh learning at Madrasah Salafiyah Wustha Ma'had Baitul Muhsinin Medari Sleman. Descriptive qualitative research with a case study approach, involving 1 fiqh teacher and 3 grade VIII students. Data were collected through in-depth interviews, participant observation, and documentation. Teacher perceptions show that animated videos greatly help visualize complex materials such as hajj pilgrimage and zakat, increase student learning motivation, and align with pesantren values. Students responded positively with high enthusiasm, better understanding, and improved memory retention of the material. Supporting factors include adequate technological infrastructure and management support, while obstacles include limited equipment and preparation requiring extra time. Animated video media effectively improves the quality of fiqh learning in salafiyah madrasas while maintaining traditional pesantren values.

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Introduction (مقدمة)

Islamic education in the digital era faces significant challenges in maintaining the authenticity of traditional values while adapting modern technology in the learning process (Aminudin et al., 2019). Traditional Islamic schools (*madrasah salafiyah*), as institutions rooted

in classical Islamic education, are now at a crossroads between preserving conventional teaching methods and the need to integrate contemporary learning media (Fahmi & Rahmawati, 2020).

Fiqh learning, as one of the core subjects in the *madrasah salafiyah* curriculum, has traditionally relied on methods such as *sorogan*, *bandongan*, and memorization of classical texts (Suharto, 2021). However, the advancement of educational technology has introduced various innovative learning media, including animated videos that can transform abstract fiqh concepts into more concrete and easily understandable forms (Prihatmojo & Badawi, 2020).

Animated video as a learning medium offers advantages in presenting complex material in a simpler and more engaging way (Nurfadhillah et al., 2021). In the context of fiqh learning, this medium can help explain procedures of worship, Islamic legal rulings, and the application of Islamic teachings in daily life through more visual and interactive approaches (Safitri & Dafit, 2021). A study by Handayani and Subakti (2020) shows that the use of animated video media can improve students' learning outcomes by up to 85% compared to conventional methods.

Ma'had Baitul Muhsinin Medari Sleman, as one of the salafiyah educational institutions in Yogyakarta, has begun to explore the use of animated video media in fiqh learning. This development is particularly interesting considering the traditional nature of *madrasah salafiyah*, which tends to maintain classical teaching approaches (Rahman & Sultoni, 2021).

Teachers' and students' perceptions toward the use of animated video media become a crucial factor in the successful implementation of educational technology in pesantren environments (Mustakim, 2020). Positive perceptions can encourage broader adoption of technology, while negative perceptions may hinder the modernization of learning processes (Widodo & Kartikasari, 2021). A study by Fitriyani et al. (2020) indicates that teachers' positive perceptions of learning technology strongly correlate with the effectiveness of its implementation in the classroom.



Method (منهج)

3.1 Research Type and Approach

This study employs a qualitative approach using a descriptive method and a case study design. The qualitative approach is chosen because the study aims to gain an in-depth understanding of the perceptions and experiences of research participants regarding the phenomenon being investigated (Creswell & Poth, 2018). Through this approach, the researcher can explore meanings, interpretations, and responses from participants in a natural setting. The descriptive method is used to systematically describe the findings as they occur in the field. Meanwhile, the case study design allows the researcher to focus on a specific institution as the main unit of analysis. This combination is considered appropriate for examining educational practices in a real-life context.

3.2 Research Location and Time

The research was conducted at Madrasah Salafiyah Wustha Ma'had Baitul Muhsinin Medari Sleman on July 14, 2025. The selection of this location is based on its unique characteristics as a salafiyah institution that has begun implementing animated video media in fiqh learning. This makes it a relevant and representative site for examining the integration of traditional and modern learning approaches. The timing of the research was adjusted to coincide with the active learning schedule to ensure authentic data collection. Conducting the study in a

natural classroom setting allows for more accurate observations of the teaching and learning process. Therefore, both location and time were strategically determined to support the research objectives.

3.3 Research Subjects

The subjects of this study consist of several key participants. First, one fiqh teacher (Ustadz Hidayat, 35 years old, with 3 years of teaching experience) was involved as the main instructor. Second, three eighth-grade students participated, namely Dzulfikar, Ahmad Nur Rasyid, and Anas Abdul Aziz, each aged 14 years and having studied at the boarding school for one year. These students were selected to represent learners experiencing the use of animated video media. Third, a key informant, namely the head of the madrasah or caretaker, was included to provide broader institutional insights. The selection of these subjects aims to obtain diverse perspectives from both educators and learners. This combination strengthens the depth and validity of the data collected.

3.4 Data Collection Techniques

Data in this study were collected through several techniques. First, in-depth interviews were conducted using structured interview guidelines to explore the perceptions of teachers and students toward the use of animated video media. These interviews allowed participants to express their experiences and opinions in detail. Second, participant observation was carried out to directly observe the fiqh learning process using animated video media in the classroom. This method enabled the researcher to capture real-time interactions and teaching practices. Third, documentation was used to collect supporting data such as syllabi, lesson plans, and photographs of learning activities. The combination of these techniques ensures comprehensive and reliable data collection.

3.5 Data Analysis Techniques

The data analysis in this study follows the model proposed by Miles and Huberman (2019), which consists of three main steps: data reduction, data display, and conclusion drawing and verification. Data reduction involves selecting, simplifying, and organizing the raw data obtained from the field. Data display refers to presenting the data in a structured form, such as narratives or tables, to facilitate understanding. Finally, conclusions are drawn based on patterns and relationships identified in the data, followed by verification to ensure their accuracy. To ensure data validity, triangulation techniques were applied, including source triangulation, method triangulation, and time triangulation. This systematic analysis process enhances the credibility and trustworthiness of the research findings.

Result (نتائج)

4.1 Teachers' Perceptions of Animated Video Media

Based on the interview with Ustadz Hidayat, the findings indicate that the teacher's perception of animated video media in fiqh learning is highly positive. The teacher views animated videos as "very helpful in learning, especially for subjects that really require explanation through video so that students can understand more easily and stay focused." This shows that visual media plays an important role in supporting comprehension in complex religious subjects. Furthermore, the teacher emphasized that such media helps

bridge abstract concepts into more concrete understanding. The positive perception also reflects openness toward integrating technology into traditional learning environments. This finding aligns with previous studies highlighting the effectiveness of multimedia in education.

The advantages of animated video media from the teacher's perspective include several aspects. First, in terms of visualization of complex materials, the teacher stated that students can "directly see the object being explained," particularly for topics such as zakat measurement using *sho'* units and the rituals of Hajj. This supports the idea that multimedia learning enhances understanding of abstract concepts (Mayer, 2020). Second, regarding motivation and engagement, animated videos have strong "attractiveness and learning motivation," as students were observed to be highly enthusiastic and even asked for the continuation of the videos. This finding is consistent with Ainina (2020), who found that visual media significantly increases student motivation. Third, in terms of compatibility with Islamic boarding school values, the teacher confirmed that the videos are carefully selected and filtered to ensure alignment with Islamic teachings, supporting the argument by Rahman and Sultoni (2021) that technology can coexist with traditional values.

However, the teacher also identified several challenges. These include the need for extra preparation time to search for appropriate video materials, additional effort in classroom preparation, and reduced direct interaction between teacher and students. These findings are in line with Saputra and Febriani (2019), who noted that technology integration requires careful planning. Despite these challenges, the overall perception remains positive. The teacher still considers the benefits to outweigh the limitations. This indicates a strong potential for continued use of animated media in fiqh learning. Thus, teacher readiness becomes a key factor in successful implementation.

4.2 Students' Perceptions of Animated Video Media

The analysis of the three students' perceptions shows a consistent and positive response toward the use of animated video media in fiqh learning. All students expressed high enthusiasm when learning with this medium. Dzulfikar stated that he felt "more enthusiastic because it was my first time learning with animated video in an Islamic boarding school." Ahmad Nur Rasyid described the learning experience as "very good, interesting, and enjoyable," while Anas Abdul Aziz felt "happy and found the lesson easier to understand." These responses indicate that animated videos create a more engaging learning environment. This also suggests that students are more receptive to visually supported instruction.

In terms of understanding the material, students reported significant improvement, especially in topics such as Hajj rituals. Ahmad Nur Rasyid explained that concepts he previously did not understand became clearer after watching the animation. This supports findings by Wulandari et al. (2020), which show that animated videos enhance conceptual understanding. Students were able to visualize abstract religious practices more concretely. This indicates that visual representation plays a crucial role in comprehension. Therefore, animated media can serve as an effective instructional tool in religious education.

Students also showed a clear preference for animated videos compared to traditional methods. Anas Abdul Aziz stated that animated videos have a "very strong influence" on his understanding compared to conventional approaches. He emphasized that the presence of images and real examples makes learning easier. In addition, animated videos were found to improve memory retention. Dzulfikar mentioned that visual elements helped him remember the material more easily. This suggests that multimedia learning supports both comprehension and retention. Overall, students' perceptions strongly support the integration of animated media in fiqh learning.

4.3 Effectiveness of Animated Video Media in Fiqh Learning

Based on both teacher and student perspectives, animated video media demonstrates high effectiveness in fiqh learning, particularly for materials requiring visualization such as Hajj rituals and zakat. The teacher reported that students were able to understand and even practice the procedures of *thawaf* after watching the animated videos. This indicates successful transfer from theoretical knowledge to practical application. Such findings align with constructivist learning theory, which emphasizes the importance of visual experience in knowledge construction (Piaget in Santrock, 2019). The use of animated media thus supports meaningful learning.

In addition, classroom observations showed increased student participation. Students became more active and engaged during lessons involving animated videos. The classroom atmosphere was described as more lively and enthusiastic. Students paid greater attention and were more involved in discussions. This indicates that animated media not only enhances understanding but also improves classroom dynamics. Therefore, it contributes to both cognitive and affective aspects of learning.

To evaluate effectiveness, the teacher used a *muroja'ah* (review) method by revisiting the video material for about 10 minutes in the following lesson. This strategy proved effective in measuring students' retention and understanding. It also reinforces learning through repetition. The combination of visual learning and review strengthens knowledge acquisition. Thus, animated video media can be considered an effective tool when combined with appropriate evaluation methods.

4.4 Supporting and Inhibiting Factors

Several supporting factors were identified in the implementation of animated video media. These include the availability of adequate technological infrastructure such as internet access and supporting facilities. In addition, strong institutional support from the madrasah plays a significant role in facilitating the use of technology. The nature of fiqh material, which often requires visualization, also makes it highly suitable for animated media. Furthermore, students' familiarity with digital technology contributes to the smooth implementation of this learning method. These factors collectively enhance the effectiveness of animated video integration.

On the other hand, several inhibiting factors were also identified. These include limited technological devices, such as malfunctioning monitors and insufficient equipment. Preparation time is another challenge, as teachers need extra effort to find suitable video materials. Physical infrastructure issues, such as limited electricity access and inconvenient socket placement, also hinder implementation. Additionally, classroom conditions like excessive lighting can affect video visibility. These challenges highlight the need for better infrastructure and planning. Addressing these issues is essential for optimizing the use of technology in learning.



Discussion (مناقشة)

The findings of this study indicate that the integration of animated video media in fiqh learning within a *madrasah salafiyah* can harmoniously align with traditional Islamic values. This challenges the assumption that traditional educational institutions resist technological innovation (Ghavifekr & Rosdy, 2020). Instead, the study shows that technology can be adapted to fit within religious and cultural frameworks. This demonstrates the flexibility of

Islamic education in responding to modern developments. It also highlights the importance of contextual adaptation in educational innovation.

From a theoretical perspective, this study supports the Technology Acceptance Model (TAM), which emphasizes perceived usefulness and ease of use as key factors in technology adoption (Venkatesh et al., 2019). In the context of Islamic education, an additional factor emerges, namely compatibility with religious values. This adds a new dimension to the application of TAM in religious-based institutions. From a practical perspective, several implications can be drawn. These include the need to develop Islamic-based animated video repositories, improve technological infrastructure, provide teacher training, and design hybrid learning models that integrate traditional wisdom with modern technology.



Conclusion (خاتمة)

Based on the research findings, several conclusions can be drawn. First, teachers demonstrate a highly positive perception of animated video media, considering it an effective tool for visualizing complex fiqh materials, increasing students' motivation, and aligning with the values of Islamic boarding schools. Although it requires additional preparation, the benefits are considered significant. Second, students also show consistently positive responses, characterized by high enthusiasm, improved understanding, and better retention of the material. They clearly prefer animated video-based learning over traditional methods, especially for topics requiring visualization such as Hajj rituals. Third, supporting factors include adequate technological infrastructure, strong institutional support, and the suitability of fiqh materials for visual learning, while inhibiting factors involve limited devices, time-consuming preparation, and suboptimal physical infrastructure. Finally, animated video media is proven to be effective in enhancing conceptual understanding, increasing active participation, and facilitating the transfer of learning from theory to practice.

For educational institutions, it is recommended to improve technological infrastructure, including electrical systems and learning devices, and to develop a repository of animated fiqh learning videos that align with Islamic values. Institutions are also encouraged to implement hybrid learning models that integrate technology with traditional teaching methods. For teachers, it is important to participate in training programs on technology integration to enhance digital competence, develop more comprehensive evaluation strategies, and maintain a balance between technological use and direct interaction with students. For future researchers, it is suggested to conduct experimental studies to measure the quantitative impact of animated video media on learning outcomes, explore its application in other Islamic subjects, and develop specific technology integration models for traditional Islamic educational institutions.



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