



ANALYSIS OF USING LEARNING MEDIA IN THE SUBJECT OF FIQH GRADE VII AT MTS N 1 PONTIANAK

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ABSTRACT

Education has the power to enhance understanding, awareness, and skills for changes in knowledge and attitudes. For instance, in the teaching of Fiqih, an educator certainly requires instructional media as an intermediary between themselves and the learners. Instructional media plays a crucial role in the learning process by stimulating learning interest and enhancing learning effectiveness. The subject of Fiqh in Islamic education helps learners comprehend Islamic laws and apply them in their daily lives. The use of instructional media in Fiqh can enhance learner engagement and enrich the learning experience, provided that the chosen media align with the learning objectives and support a proper understanding of Fiqh concepts. This research employs a qualitative approach with a descriptive method. To gather research data, interview techniques, observation techniques, and documentation techniques are used. The data analysis includes data collection, data reduction, data display, and verification or conclusion drawing. The results of this research are as follows: The instructional media used in the 7th-grade Fiqh subject at MTs N 1 Pontianak include human-based media, visual media such as whiteboards, books, images/photos, and audio-visual media such as InFocus projectors (slides/videos). The steps for using Learning media Of Subject Fiqih at MTs N 1 Pontianak generally comprise: preparation, implementation, and follow-up.

Keywords: Usage, Instructional Media, Fiqh Subject

INTRODUCTION

Media plays a crucial role in making learning enjoyable, thus influencing the success of students' education. The role of instructional media in the teaching and learning process is an inseparable component of the educational realm (Rosyid et al., 2020). Instructional media encompass everything that can be utilized to convey the sender's message to the recipient, thereby stimulating the minds, feelings, attention, and interest of learners (Nur Fadhillah, 2021). The use of instructional media in learning activities significantly enhances the effectiveness of the learning process and the delivery of lesson

content. In addition to fostering motivation and interest in learning, instructional media aids in the learning process, improves comprehension, presents data attractively, facilitates data interpretation, and consolidates information (Nur Fadhillah, 2021). Essentially, educators must consistently enhance their abilities and skills in selecting and using various instructional media to ensure that learning genuinely conditions the effort to equip students with basic abilities and skills, enabling them to become outstanding individuals. The subject of Fiqh aids in comprehending the principles and regulations within the Islamic religion that govern the actions and behavior of Muslim communities. Participants learn about various issues such as prayer, fasting, almsgiving, pilgrimage, marriage, inheritance, justice, and many more. They also study how to apply these religious principles in their daily lives. The content covered in the Fiqh subject includes sources of Islamic law, such as the Quran, Hadith (sayings and actions of Prophet Muhammad), *ijtihad* (legal reasoning by scholars), *qiyas* (analogy), and *ijma'* (consensus among scholars). In addition, students delve into the methods of reasoning and understanding used to establish Islamic laws (Al-Ghazali 2005).

Participants are taught how to confront diverse situations and make decisions based on relevant Fiqh principles. Through the Fiqh subject, it is expected that students will develop a profound understanding of Islamic laws and be capable of applying them correctly in their lives. This contributes to building a strong moral and ethical foundation in Muslim society, aiding individuals in living in accordance with their religious teachings. Therefore, to facilitate understanding of the material presented by educators regarding Fiqh, it is essential for educators to utilize instructional media. The use of media in the learning process requires teachers to possess skills and capabilities, ensuring that the applied media becomes more effective and efficient while adhering to criteria for instructional media.

State Islamic Junior High School 1 Pontianak is one of the schools equipped with adequate facilities. Nevertheless, the utilization of available media within the school by educators or fiqh teachers during class instruction needs to be examined. Media serves as a mediator between educators and learners and has the potential to enhance learning motivation and improve learners' academic outcomes. Previous research has investigated the use of media in the learning process. For instance, in 2020, Ryan conducted a study on the Utilization of Audio-Visual Media in Fiqh Learning for Class VII at MTs Ma'arif Al-Bajuri, Ponorogo. The findings indicated that the use of audio-visual media in fiqh learning was perceived to offer numerous benefits for both teachers and students. These benefits included facilitating the learning process, making the use of time more effective and efficient, and aiding students in understanding the material conveyed by educators.

Moreover, in 2020, Mualifah researched the Influence of the Use of Learning Media on the Learning Outcomes of Students in the Islamic Religious Education Subject at SMP Negeri 3 Kedungwaru Tulungagung. The study revealed a significant impact of using recorded media on students' learning outcomes. Furthermore, in 2019, Indrawati investigated the Use of Learning Media by Akidah Akhlak (Faith and Morality) Teachers in Madrasah Tsanawiyah Mathla'ul Anwar Pontianak. The research highlighted that the planning of learning media usage involves considering various aspects, including learning objectives, material characteristics, media availability, audience conditions (students), costs, teaching strategies, available time, evaluation forms to be applied, and the teacher's ability to operate the learning media. The evaluation of learning media usage is measured through process evaluation with indicators indicating successful media usage when it: 1) captures students' attention, 2) addresses passive student attitudes in the learning process,

3) makes the learning process more interactive, 4) facilitates teachers in conducting the learning process, and 5) enhances learning outcomes.

Therefore, this research aims to analyze and examine the use of instructional media in the subject of Fiqih for seventh-grade students at MTs N 1 Pontianak. The expected outcomes of this research are intended to be utilized and beneficial for: 1) educators, serving as a reference for developing innovative and interactive instructional media, 2) students, fostering enthusiasm and ease in understanding Fiqih material, and 3) the school, aiding in the procurement and management of resources and instructional media. The research questions are formulated as follows: 1) What are the instructional media utilized by Fiqih teachers for seventh-grade students at MTs N 1 Pontianak? 2) What are the steps in the use of media in teaching Fiqih for seventh-grade students at MTs N 1 Pontianak?

RESEARCH METHOD

This research employs a qualitative research method. According to Anggito and Setiawan (2018), qualitative research involves the collection of data in a natural setting with the aim of interpreting phenomena. In this approach, the researcher serves as the key instrument, data sources are purposefully and snowball-sampled, data collection techniques include triangulation (a combination of methods), data analysis is inductive or qualitative in nature, and the emphasis of qualitative research lies more on meaning than generalization. Meanwhile, Khairawati and Andina (2018) state that qualitative research, using an approach that involves words, statements, documents, field notes, audio recordings, and similar data, seeks to obtain answers to the researched problems.

Primary data sources in this study consist of research data obtained from Fiqh teachers of grade VII and the head of MTs N 1 Pontianak. Secondary data sources encompass all supporting documents related to the research. Data collection techniques employed in this research include observation, interviews, and documentation. Observation is a distinctive data collection technique with specific characteristics compared to other methods (Sugiyono, 2018). Interview technique involves purposeful conversation between the interviewer and the interviewee to obtain responses to posed questions (Moleong, 2013). Documentation technique is a way to gain insights from the subject's perspective through written media or various other forms of documents (Khairawati and Andina, 2018). The qualitative data analysis in this study comprises data reduction, data presentation, and drawing conclusions. Data analysis is crucial for researchers to derive solutions to the ongoing research problems (Sugiyono, 2018). It is a process of organizing, categorizing data, searching for patterns/themes to understand their meanings (Suwendra, 2018).

RESULT AND DISCUSSION

Understanding Learning Media

The term "media" originates from the Latin word "medius," which literally means "middle," "intermediary," or "introducer." In Arabic, media is described as a mediator (وسائل) or a conveyer of messages from the sender to the receiver (Arsyad, 2015). According to Arif Sadiman et al. (2014), the word "media" is derived from Latin and is the plural form of the word "medium," which literally signifies an intermediary or introducer. The term "learning media" refers to tools used to deliver instructional material (Sumiharsono and Hasanah, 2017). Septy Nurfadillah (2021) defines learning media as a learning resource, which can also be interpreted as humans, objects, or events that create conditions where learners may acquire knowledge, skills, or attitudes.

Functions of Instructional Media

In the learning process, instructional media serves functions for both educators and learners (Sundayana, 2016). For educators, instructional media functions as follows:

1. Providing guidance and direction to achieve goals.
2. Explaining the structure and sequence of teaching effectively.
3. Offering a systematic framework for teaching.
4. Facilitating instructor control over the subject matter.
5. Assisting in precision and accuracy in presenting instructional material.
6. Instilling confidence in an instructor.
7. Enhancing the quality of teaching.

Meanwhile, for learners, instructional media serves the following functions:

1. Enhancing motivation for learning.
2. Providing and improving teaching and learning variations.
3. Offering the structure of instructional material and facilitating learning for learners.
4. Providing core information systematically, making it easy for learners to study.
5. Stimulating learners to focus and analyze.
6. Creating a learning environment without pressure.
7. Allowing learners to understand the instructional material systematically presented by the instructor through instructional media.

Types of Learning Media

There are several types of learning media, including:

1. Human-Based Media

Human-based media is the oldest form of conveying and communicating messages or information. This media is particularly beneficial when the goal is to change attitudes or when direct involvement in monitoring students' learning is desired. Human media can guide and influence the learning process through guided exploration by analyzing over time what happens in the learning environment. Often in the learning atmosphere, students have experienced poor learning experiences and perceive learning as something negative. Human "as a medium" can intuitively sense the needs of students and provide them with learning experiences that will help achieve learning goals (Karmila Nengsih, et al., 2021).

2. Visual Media

Visual media is one of the categories of media that exclusively engages the sense of sight, without the inclusion of auditory components. This class of media encompasses print media, in addition to various types of visual media such as non-projected media, photos, illustrations, and charts, among others (Kristanto, 2016). On the other hand, projected visual media consists of overhead projectors (OHP), slides, films, LCDs, and so forth.

3. Audiovisual Media

Audiovisual media, on the other hand, involves the integration of audio and visual components in a specific type of media that is often projected and used in digital aids. The combination of these elements is anticipated to expedite

students' comprehension and enhance their motivation to learn. Examples of this media can be observed in television, Android-based PC/mobile applications, internet educational sites, PowerPoint slides allowing the presentation of recordings, illustrations, graphics, and engaging animation effects. Essentially, this form of media can be experienced both visually and aurally (Gunawan, 2019).

Considerations in Selecting Instructional Media

Sadiman (2010) mentioned that the criteria for selecting media should be developed in accordance with the intended goals, conditions, and existing limitations, taking into account the capabilities and inherent characteristics of the respective media. Meanwhile, according to Arsyad (2017), there are several criteria that should be considered in selecting media, including:

1. Alignment with the intended goals.
2. Support for the subject matter, whether it involves facts, concepts, principles, or generalizations.
3. Practical, flexible, and enduring.
4. Skillfully used by the teacher.
5. Target audience grouping.
6. Technical quality.

Furthermore, Arsyad (2017) emphasizes that for the selection of media to be appropriately targeted, several factors need to be considered as the basis for considerations in choosing instructional media. These factors are as follows: Alignment with the intended objectives: Media should be chosen based on the predetermined instructional objectives, generally referring to one or a combination of the cognitive, affective, and psychomotor domains. Suitability for supporting lesson content of factual, conceptual, principled, or generalized nature: Different types of media, such as film and graphics, should be chosen based on their appropriateness to reinforce the content of the lesson. The need for different symbols and codes necessitates distinct processes and mental skills to comprehend them. To effectively aid the learning process, media must be aligned and suited to the requirements of learning tasks and students' mental abilities. Practical, flexible, and enduring. These criteria guide teachers in selecting existing media that are easily obtainable or can be created by the teachers themselves. The chosen media should be usable anywhere and anytime with the available equipment in the vicinity, as well as easy to transport and carry around. Skillful teacher utilization. This is a primary criterion. Regardless of the media, teachers must be adept at using it in the learning process. The value and benefits of media are greatly determined by the teacher's ability to incorporate it into the learning process.

Fiqh Learning

The term "fiqh" linguistically translates to al-fahm (understanding). Initially, the term Fiqh was used to denote any form of understanding of the Qur'an, hadiths, and even history. The comprehension of theological verses and hadiths was also referred to as Fiqh, as evident in titles like Abu Hanifa's book, *Fiqh al-Akbar*. Understanding the Prophet's life history was termed as *fiqh al-sira'*. However, with the specialization of religious sciences, the term Fiqh became specifically associated with the understanding of Sharia (Islamic law), particularly concerning human conduct (Rahmatullah et al., 2014).

Fiqh is referred to as a science or knowledge because it is indeed a field of study. Understanding it as a science implies that Fiqh is not the religion itself; rather, it is

intricately connected to the religion. It can be stated that Fiqh is one of the religious sciences, alongside theology (the science of monotheism) and Sufism (the science of Islamic ethics). The term "ilm" (knowledge) is used with Fiqh because it employs scientific methods in its formulation, both in its discovery and presentation.

Based on the above definition, it can be concluded that the study of Fiqh is a learning process aimed at equipping participants to comprehend and understand the fundamental principles of Islamic law in detail and comprehensively. This involves both rational (aqli) and transmitted (naqli) evidence.

Objectives of Fiqh Learning

The learning of the Fiqh subject has the main objective of providing a deep understanding of the principles of Islamic law contained in the Sharia (Sabiq, 1982). The theoretical objectives of Fiqh learning include, firstly, enlightening students about Islamic laws that encompass various aspects of life, such as worship, transactions (muamalah), criminal law, and others. This understanding includes knowledge of obligatory, recommended, forbidden, disliked, and permissible laws. Secondly, familiarizing students with the sources of Islamic law, such as the Quran, Hadith, consensus of scholars (ijma'), and analogy (qiyas). This enables them to derive laws from these sources and understand the process of ijihad (legal reasoning) carried out by scholars. Thirdly, comprehending legal issues faced in daily life and being able to apply Fiqh methodology to find solutions based on the principles of Islamic law. Fourthly, understanding that the principles of Islamic law can adapt to the developments of time and societal conditions. This learning teaches them how to apply the law contextually (Al-Ghazali 2005).

The Fiqh subject not only has theoretical objectives but also provides practical guidance for implementing religious teachings in daily life, including guiding students in regulating their behavior and actions in accordance with the principles of Islamic law. This involves daily worship, business ethics, and others, understanding Islamic laws that can be applied in daily activities, helping students understand the importance of ethics in life, such as honesty, responsibility, and empathy towards others, respecting the diversity of Islamic laws since there are several legal schools (madhabs) in Islam. Fiqh learning also aims to teach students about the validity of legal opinions and how to understand these differences (Al-Jawziyyah 2002).

According to the Ministry of National Education of the Republic of Indonesia Law No.20 of 2003, the goal of national education is to encourage the development of abilities and cultivate a dignified disposition and civilization on a national scale. The aim is to educate the community and enable the potential of learners to become individuals who support faith and belief in the Almighty, have noble characters, maintain good health, possess knowledge and skills, demonstrate creativity, independence, and become democratic and responsible citizens. In the context of Fiqh Learning, its goals align with national education in creating individuals who believe and fear the Almighty. In the context of Secondary Schools or Islamic Junior High Schools (MTs), the objective of Fiqh learning is to provide learners with a detailed and comprehensive understanding of Islamic law, both through revealed and rational postulations (Ministry of Religious Affairs Regulation No. 20 of 2013). This knowledge and understanding are expected to serve as a guide for personal and social life.

Fiqh Learning in Madrasah Tsanawiyah

The study of fiqh in Madrasah Tsanawiyah encompasses various subjects in Islamic religious education that delve into the jurisprudence of worship. There is a particular

emphasis on introducing and understanding the methods of implementing the pillars of Islam, applying them in daily life. Additionally, the curriculum includes fiqh muamalah, which deals with the fundamental understanding and recognition of permissible and forbidden aspects related to food and beverages, circumcision, aqiqah, sacrificial procedures, and principles of purchasing and borrowing. The aim of fiqh studies is to inspire students to practice and apply the pillars of Islam in their daily lives, fostering harmony and balance in relationships between individuals and Allah SWT, as well as with fellow living beings and the environment.

The primary objective of fiqh studies in Madrasah Tsanawiyah is to equip students with knowledge and understanding of the methods of implementing Islamic law in both worship and transactions. This knowledge serves as a guide for personal and social life. Furthermore, this research aims to encourage students to correctly and appropriately apply Islamic legal provisions, reflecting their obedience to Islamic teachings in their interactions with Allah SWT, fellow humans, and the environment (Minister of Religious Affairs Regulation No. 2 of 2008).

Scope of Fiqh Learning in Madrasah Tsanawiyah

The scope of the fiqh subject in Madrasah Tsanawiyah includes various essential components, aiming to achieve harmony and continuity in relationships between humans and Allah, humans and each other, and humans and the universe and their environment. Moreover, the focus of the fiqh curriculum in Madrasah Tsanawiyah revolves around two key aspects. First, fiqh ibadah involves the introduction and understanding of proper ways to perform the pillars of Islam, such as purification, prayer, fasting, almsgiving, and pilgrimage, if feasible. Second, fiqh muamalah encompasses the understanding and acknowledgment of regulations concerning permissible and forbidden aspects of food and beverages, circumcision, sacrifice, and procedures for conducting buying and selling transactions and loans (Minister of Religious Affairs Regulation No. 2 of 2008).

Curriculum of Fiqh Learning in Madrasah Tsanawiyah

The development of the Fiqh curriculum in Madrasah Tsanawiyah is connected to the continuation of the curriculum established in Elementary Islamic School (MI), with specific elements of the curriculum serving as extensions and deepening of the previous curriculum. Educators bear the responsibility of creating a learning approach aligned with core competencies and basic competencies, ensuring that all stakeholders, including parents and the community at large, play an integral role in supporting the achievement of these objectives. Core competencies and basic competencies result from the reflection, contemplation, and evaluation of previously implemented curricula.

The new curriculum is expected to help equip students with the necessary skills to face future challenges. Competency standards and basic competencies are designed to provide survival skills and expertise in facing various changes, competitions, uncertainties, and complexities in life. This curriculum is designed to produce competent and intelligent individuals capable of building social integrity, responsibility, and embodying the reflective character of the nation in the global arena (Minister of Religious Affairs Regulation No. 54 of 2013).

Learning Media Used in the Seventh Grade Islamic Education Subject at MTs N 1 Pontianak.

Regarding the learning media available at MTsN 1 Pontianak for use in the seventh-grade Islamic Education (Fikih) subject, there is a wide variety, including visual aids such

as whiteboards, textbooks, and worksheets. Audio-visual media such as overhead projectors and laptops are also utilized. However, during the Fiqh learning process, the most frequently employed media by teachers is human-based, with visual aids such as textbooks, whiteboards, and audio-visual tools like overhead projectors and laptops. Other types of audio-visual media have been used but not as frequently as easily transportable and readily available media within the classroom.

Based on an interview with Wiyana, the head of MTsN 1 Pontianak, regarding the available and utilized learning media, he expressed, "There are numerous media provided in this madrasah because the media aligns with the subjects. Nowadays, IT-based media is commonly used for every subject, utilizing projectors, applications, and the internet. Direct media in PAI learning, such as posters, dolls, and a replica of the Ka'bah, demonstrates the creativity of each teacher. The school will always facilitate what is needed in the teaching and learning process."

Additionally, in an interview with Nurbaiti, a Fiqh teacher for seventh graders at MTs N 1 Pontianak, she mentioned, "I use various media depending on the taught material. Commonly used learning media in Fiqh teaching include human-based media (students), visual aids such as whiteboards, books, pictures/photos, and audio-visual media like overhead projectors (slides/videos)." Furthermore, the researcher interviewed a student named Lubna, who stated, "The teacher uses learning media such as overhead projectors, books, the Quran, and pictures." The use of learning media is crucial in the learning process, as stated by Muhammad Hasan et al. (2021). The use of media in the learning process is not intended to replace the teacher's teaching method but rather to complement and assist educators in delivering materials or information. The use of media is expected to foster interaction among learners and between learners and educators.

Furthermore, the selection of learning media appropriate for the teaching material is a crucial consideration for every teacher. This aligns with Wina Sanjaya (2013), who asserts that in selecting media for instructional purposes, several criteria or principles must be considered. One of these criteria or principles is the accuracy or suitability of the learning media used with the instructional objectives. In other words, learning media should be chosen based on their alignment with predetermined instructional goals.

Steps in Using Instructional Media for Islamic Studies in Grade VII at MTs N 1 Pontianak

In the utilization of instructional media for Islamic Studies in Grade VII at MTs N 1 Pontianak, the steps involved were outlined by Ms. Nurbaiti. She expressed that "the general steps include preparation, which involves selecting appropriate instructional media aligned with the subject matter and preparing the necessary skills for media utilization. Following this, implementation takes place in the classroom. After the material is delivered in class, a follow-up on the learning process is conducted."

While the detailed steps of using media by the Fiqh teacher in Grade VII at MTs N 1 Pontianak were not explicitly explained, the researcher's analysis and findings indicated that human-centered instructional media was primarily focused on solving problems posed by the teacher. This aligns with Arsyad's (2017) assertion that problem-centered instructional design stems from challenges faced by students. This approach involves key steps, including formulating related problems, identifying relevant knowledge and skills necessary for effective problem-solving, providing instruction on the importance of knowledge and its application to problem-solving, and encouraging student exploration. Additionally, the development of problems in various contexts and with varying levels of complexity is crucial, serving as an assessment of students' knowledge by presenting new

problems for them to solve. As for the steps in using chalkboard-based instructional media, they include: presenting organized information, highlighting potentially ambiguous ideas, providing a comprehensive illustration of lesson content, delivering understandable information, and offering engaging and meaningful information (Yanto, 2009).

The steps in using audio-visual media, as outlined by Wati (2016), are as follows: a) The preparation of teaching material is a crucial aspect of effective teaching. Thus, a teacher is required to prepare the lesson unit first and then select suitable audio-visual media aligned with the intended teaching objectives. b) Another important consideration in using audio-visual media is its duration. A skilled teacher should be able to adjust the media duration to the lesson duration. c) Classroom preparation involves a multifaceted effort that includes preparing students and preparing equipment. A skilled teacher is aware of this fact and carefully prepares both aspects. d) Following the utilization of audio-visual media, a reflective session is conducted by the teacher, incorporating a question-and-answer segment. The main goal of this exercise is to assess the completeness of the presented material and measure students' understanding.

CONCLUSION

Based on the results of the research and discussions as outlined in the preceding chapter, it can be concluded that: The use of instructional media in the Fiqih subject for seventh-grade students at MTSN 1 Pontianak is in accordance with the intended instructional media. The frequently utilized instructional media include human-based media, visual media such as whiteboards, books, images/photos, and audio-visual media such as an infocus projector (slides/videos).

The steps of utilization are as follows: a. Human-Based Media: The use of human-based media involves having students come forward one by one to the front of the class for practical activities or role-playing related to the studied material, while others observe. b. Visual Media, including whiteboards: The steps of utilization involve writing the instructional material on the board in front of the students. Additionally, the whiteboard is used as a surface for attaching other media, such as charts or images. Books: The steps of utilization involve instructing students to open their textbooks, with the teacher selecting the material to be studied. The teacher then asks the students to individually read the specified material. After reading, a class discussion is conducted to explore the concepts presented in the book. Subsequently, students are assigned exercises or activities found in the book, either at home or in school. c. Audio-Visual Media, including projectors: The steps of utilization include preparing the projector and laptop, connecting them, selecting and displaying the material (slides/videos) gradually on the monitor or wall, and explaining the material step by step according to the displayed slides.

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