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IMPLEMENTATION OF TECHNOLOGY-BASED FIQH LEARNING METHODS AS AN INNOVATION OF THE ISLAMIC EDUCATION CURRICULUM AT MA MIFTAHUL FALAH

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ABSTRACT
Perkembangan teknologi digital telah membawa perubahan dalam dunia pendidikan, termasuk pada pembelajaran Pendidikan Agama Islam (PAI). Pembelajaran fikih yang selama ini cenderung menggunakan metode ceramah seringkali menyebabkan peserta didik kurang aktif, mudah merasa bosan, dan mengalami kesulitan memahami materi yang bersifat praktik. Oleh karena itu, diperlukan inovasi metode pembelajaran yang mampu menciptakan pembelajaran lebih interaktif, kontekstual, dan berpusat pada peserta didik. Salah satu bentuk inovasi tersebut dilakukan melalui pembelajaran fikih berbasis teknologi di MA Miftahul Falah dengan memanfaatkan media digital, praktik langsung, dan proyek pembelajaran berbasis teknologi. Penelitian ini bertujuan untuk mendeskripsikan implementasi metode pembelajaran fikih berbasis teknologi sebagai inovasi kurikulum PAI, menganalisis inovasi pembelajaran melalui media digital dan praktik kontekstual, serta mengetahui dampaknya terhadap keaktifan dan pemahaman peserta didik di MA Miftahul Falah. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian lapangan (*field research*). Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi, sedangkan analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pembelajaran fikih berbasis teknologi dilakukan melalui penggunaan PowerPoint, video pembelajaran YouTube, demonstrasi praktik, dan proyek pembuatan video simulasi. Implementasi tersebut menunjukkan adanya transformasi pembelajaran dari *teacher centered learning* menuju *student centered learning* melalui pendekatan praktik kontekstual dan *Project Based Learning*. Pembelajaran berbasis teknologi memberikan dampak positif terhadap keaktifan, kreativitas, motivasi belajar, serta pemahaman peserta didik terhadap materi fikih. Oleh karena itu, penelitian ini merekomendasikan perlunya pengembangan pembelajaran PAI berbasis teknologi secara lebih sistematis melalui peningkatan kompetensi digital guru dan dukungan fasilitas pembelajaran di madrasah.

Keywords:
fiqh learning; educational technology; PAI curriculum innovation; contextual learning; *Project Based Learning*.

ABSTRACTS
The development of digital technology has brought significant changes to the field of education, including Islamic Religious Education (PAI). Fiqh learning, which has traditionally relied on lecture-based methods, often causes students to become less active, easily bored, and have difficulties understanding practical materials. Therefore, innovative learning methods are needed to create more interactive, contextual, and student-centered learning. One form of such innovation is the implementation of technology-based fiqh learning at MA Miftahul Falah through the use of digital media, direct practice, and technology-based learning projects. This study aims to describe the implementation of technology-based fiqh learning methods as an innovation in the PAI curriculum, analyze learning innovation through digital media and contextual practices, and identify its impact on students' activeness and understanding at MA Miftahul Falah. This study employed a qualitative approach using field research methods. Data were collected through observation, interviews, and documentation, while data analysis was conducted through data reduction, data presentation, and conclusion drawing. The results of the study indicate that technology-based fiqh learning was implemented through the use of PowerPoint, YouTube learning videos, demonstration practices, and simulation video projects. The implementation demonstrated a transformation from *teacher-centered learning* to *student-centered learning*

through contextual practices and *Project Based Learning*. Technology-based learning had a positive impact on students' activeness, creativity, learning motivation, and understanding of fiqh materials. Therefore, this study recommends the development of technology-based PAI learning in a more systematic manner through improving teachers' digital competencies and providing adequate learning facilities in madrasahs.

A. INTRODUCTION

School administrative staff are one of the strategic elements within the educational system that play an important role in supporting the effectiveness of educational administration. The development of digital technology has brought significant changes to the field of education, including the learning process of Islamic Religious Education (PAI). Technology is no longer positioned merely as a complementary medium, but has become an integral part of creating interactive, contextual, and student-centered learning. In the context of 21st-century education, the integration of technology in learning is considered essential to enhance students' critical thinking, creativity, collaboration, and communication skills (Hidayat & Khalika, 2019). Therefore, teachers are required to present learning innovations that are relevant to the characteristics of the digital generation so that the learning process becomes more effective, engaging, and meaningful.

In Islamic Religious Education learning, particularly in fiqh subjects, the use of technology has a high level of urgency because fiqh materials do not only emphasize theoretical aspects but also the practice of worship in daily life. Fiqh is a branch of Islamic education that discusses Islamic legal rulings related to worship, muamalah (social transactions), and the social life of Muslims. Due to the practical nature of the subject matter, fiqh learning requires methods capable of connecting conceptual understanding with students' direct experiences. However, in practice, fiqh learning in many madrasahs is still dominated by lecture-based methods, causing students to become passive, less focused, easily bored, and experience difficulties in deeply understanding practical materials. This condition indicates a gap between the needs of 21st-century learning and the still conventional practice of fiqh instruction (Ikhwan, 2019).

Several previous studies have shown that the utilization of digital technology in learning can significantly improve learning effectiveness, learning motivation, student engagement, and learning outcomes. Research conducted by Winarti et al. (2025) emphasized the importance of using information technology in fiqh learning to improve students' understanding. Furthermore, Mardhiah et al. (2025) developed Information and Communication Technology (ICT)-based learning media through interactive e-modules, which were considered capable of increasing students' independent learning. Another study conducted by Siti Fatimah Azzahra et al. (2025) highlighted the use of interactive digital media in fiqh learning as a means to increase students' learning interest and participation. In addition, Agus Mardiyanto et al. (2025) affirmed that the use of technology-based media has a positive influence on students' learning outcomes in Islamic Religious Education learning.

Nevertheless, studies on technology-based fiqh learning still tend to focus on the use of digital media, the development of learning applications, and the influence of technology on students' learning outcomes. These studies generally have not extensively discussed how technology is integrated with contextual practices and

project-based learning that actively involves students in the learning process. In fact, active project-based learning approaches are considered capable of enhancing authentic learning experiences, collaborative abilities, and students' problem-solving skills (Kamba, 2018). This difference in perspective indicates a divergence of approaches in technology-based fiqh learning, namely between the use of technology as a passive medium for delivering materials and the use of technology as a means of active and contextual learning.

Based on these conditions, there is a research gap in the aspect of transforming fiqh learning methods from conventional learning toward active technology-based learning that integrates direct practice and digital projects. Previous studies have not extensively examined the implementation of fiqh learning through practical demonstrations, the use of instructional videos, and worship simulation video projects that directly involve students, particularly at the madrasah aliyah level. In fact, the integration of contextual practice with digital technology can create more meaningful learning experiences that are relevant to students' lives in the digital era.

The novelty of this research lies in the integration of digital media, contextual practices, and digital projects in fiqh learning as a form of innovation in the Islamic Religious Education curriculum at the madrasah aliyah level. This research not only discusses the use of technology as a learning medium but also examines how technology is utilized to create active, creative, participatory, and student-centered learning through practical demonstrations and simulation video production projects. Thus, this study offers a new approach to transforming fiqh learning methods that were previously dominated by lecture methods into learning based on authentic learning experiences.

This research was conducted at MA Miftahul Falah with the aim of analyzing the implementation of technology-based fiqh learning through digital media, contextual practices, and digital projects in increasing students' engagement in the learning process. This study also aims to identify forms of transformation in fiqh learning methods that are more relevant to the needs of 21st-century learning. The results indicate that the integration of digital technology with contextual practices is capable of creating more interactive fiqh learning, increasing student participation, strengthening the understanding of worship practices, and encouraging students' creativity through simulation-based digital projects.

Theoretically, this research is expected to enrich studies concerning technology-based innovations in Islamic Religious Education learning, particularly in fiqh instruction at the madrasah aliyah level. Practically, the findings of this research may serve as a reference for Islamic Religious Education teachers in developing more interactive, contextual, and participatory learning methods through the utilization of digital technology. Furthermore, this research may also become a consideration for educational institutions in developing innovations in the Islamic Religious Education curriculum that are aligned with technological developments and the needs of students in the digital era.

B. METHOD

This study employed a qualitative approach with a field research design. The qualitative approach was chosen because this research aims to describe and analyze in depth the implementation of technology-based fiqh learning methods as an innovation in the Islamic Religious Education (PAI) curriculum at MA Miftahul Falah. This

approach enables the researcher to understand learning phenomena directly based on natural conditions occurring in the field and to interpret the meaning of various learning activities carried out by teachers and students (Sugiyono, 2022).

The research was conducted at MA Miftahul Falah with the focus on the fiqh learning process utilizing digital media, instructional videos, practical demonstrations, and simulation-based digital projects. The research subjects consisted of fiqh teachers and students involved in technology-based learning. The data sources in this study were divided into two categories, namely primary and secondary data sources. Primary data were obtained directly through observations and interviews with teachers and students, while secondary data were collected from supporting documents such as lesson plans, activity photographs, presentation media, learning simulation videos, and school archives relevant to the study.

Data collection techniques were conducted through observation, interviews, and documentation. Observation was used to directly examine the process of technology-based fiqh learning in the classroom, ranging from the use of digital media and practical demonstration methods to student engagement in learning activities. Semi-structured interviews were conducted with teachers and several students to obtain information regarding the implementation of learning, challenges encountered, students' responses, and the impact of technology use on the understanding of fiqh materials. Documentation was employed to complement the research data in the form of photographs of learning activities, teaching materials, worship practice simulation videos, students' project outcomes, and other documents supporting the research process.

The data analysis in this study employed the descriptive qualitative analysis technique of the Miles and Huberman model, which consists of three stages: data reduction, data display, and conclusion drawing/verification (Miles et al., 2014). At the data reduction stage, the researcher selected, focused, and simplified data relevant to the research focus. Subsequently, the data were systematically presented in the form of narrative descriptions to facilitate understanding and analysis. The final stage involved drawing conclusions based on patterns, relationships, and findings obtained throughout the research process.

Data Analysis = Data Reduction + Data Display + Conclusion Drawing

To ensure data validity, this study employed source triangulation and technique triangulation. Source triangulation was conducted by comparing information obtained from teachers, students, and supporting research documents. Meanwhile, technique triangulation was carried out by comparing the results of observations, interviews, and documentation so that the data obtained would be more valid, objective, and scientifically accountable (Sugiyono, 2022). In addition, the researcher also rechecked the data through a member checking process to ensure the conformity of the data with the actual conditions in the field.

C. RESULT AND DISCUSSION

Implementation of Technology-Based Fiqh Learning Methods as an Innovation of the Islamic Religious Education Curriculum at MA Miftahul Falah

Based on the results of the research conducted at MA Miftahul Falah, the implementation of technology-based fiqh learning methods has become one form of innovation in Islamic Religious Education (PAI) learning applied in classroom

instruction. The utilization of technology was carried out through the use of digital media such as PowerPoint presentations, instructional videos from YouTube, practical demonstrations, and student projects involving the creation of simulation videos. This implementation reflects teachers' efforts to adapt the learning process to technological developments and the demands of 21st-century education, which emphasizes active, creative, and student-centered learning.

Before the implementation of technology, fiqh learning at MA Miftahul Falah tended to rely on lecture-based methods, which caused some students to lose focus, become easily bored, feel sleepy, and experience difficulties in understanding practical materials. This condition indicates that learning which is overly teacher-centered is less capable of creating meaningful learning experiences for students. Therefore, several teachers began introducing instructional innovations by utilizing digital technology as both a learning medium and a learning method to increase student engagement in the learning process.

The implementation of technology-based learning was evident in the topic of funeral management. During the learning process, the teacher first delivered the material using PowerPoint media to help students understand the basic concepts and stages of funeral management. Subsequently, the teacher displayed instructional videos from YouTube containing simulations of the procedures for washing, shrouding, performing funeral prayers, and burying the deceased. The use of audiovisual media helped students understand the material more concretely because they could directly observe the practical stages explained by the teacher.

After the delivery of material through digital media, students were asked to perform practical demonstrations of funeral management in front of the class in groups. This activity demonstrates that fiqh learning does not merely emphasize theoretical aspects but also direct learning experiences (learning by doing). Students became more active in participating in the learning process because they were directly involved in practical activities. These findings indicate that the implementation of technology in fiqh learning can encourage a transformation from passive learning methods toward active and participatory learning.

In addition to the topic of funeral management, technology implementation was also applied to the topic of marriage. The teacher assigned project-based tasks requiring students to create marriage contract simulation videos using simple digital applications on their mobile phones. During the process, students collaborated in groups to design the video concept, determine roles, perform the marriage contract simulation, and edit the video. This activity reflects the implementation of Project Based Learning (PjBL) in fiqh instruction.

The project-based learning model provides students with opportunities to learn through authentic experiences and produce digital-based learning products. Through these projects, students not only understood the theories regarding the pillars and requirements of marriage but were also able to directly practice the procedures of the marriage contract according to the material studied. Research conducted by Mohammad Sahlan (2024) explains that a digital literacy-based Project Based Learning model can enhance students' learning motivation and academic achievement because students are directly involved in the learning process through creative project-based activities.

The implementation of technology-based learning methods at MA Miftahul Falah also demonstrates a transformation in the role of teachers within the learning process. Teachers no longer function solely as the center of information but instead act as facilitators who direct, guide, and assist students throughout the learning process. In practical activities and digital projects, teachers provided guidance regarding fiqh materials while simultaneously assisting students in completing project assignments. This condition indicates that learning has begun shifting toward a student-centered learning approach that provides greater opportunities for students to actively participate in the learning process.

The findings of this study are consistent with the research of Latiana Safitri and Triwid Syafarotun Najah, which states that the implementation of Project Based Learning (PjBL) in Islamic Religious Education learning can increase student activeness, creativity, and engagement in the learning process. The study also explains that project-based learning models can be applied to various Islamic Religious Education subjects, including fiqh, because they are capable of creating more active, contextual, and student-centered learning environments (Safitri dkk., 2025).

The utilization of digital media in fiqh learning also had a positive impact on students' understanding. Based on interview results, several students stated that learning through videos and direct practice made it easier for them to understand the material compared to merely listening to teachers' explanations through lecture methods. Audiovisual media helped students understand abstract materials in a more concrete and comprehensible manner. Furthermore, the use of instructional videos made students more focused and enthusiastic during the learning process.

The results of this study are relevant to research regarding the implementation of Project Based Learning in Islamic Religious Education instruction. Such studies indicate that the integration of project-based learning can improve students' creativity, activeness, and engagement in the learning process. In addition, the use of project-based learning models creates more interactive, effective, and contextual learning environments, enabling students to become more active in understanding the material, including fiqh subjects (Sutrisno & Nasucha, 2022).

In addition to improving students' understanding, the implementation of technology-based learning was also able to develop students' creativity and digital skills. During the process of creating marriage contract simulation videos, students learned to use simple digital applications to record and edit instructional videos. These activities not only strengthened students' understanding of fiqh materials but also developed their collaboration, communication, creativity, and digital literacy skills as part of 21st-century competencies.

The implementation of project-based and technology-based learning at MA Miftahul Falah also demonstrated the application of contextual teaching and learning. Students did not merely study fiqh theories in the classroom but also connected learning materials with real-life practices. According to Elaine B. Johnson, contextual learning helps students understand the meaning of learning because they directly experience the material being studied. This approach makes learning more meaningful and easier for students to remember.

On the other hand, the implementation of technology-based learning at MA Miftahul Falah still faces several challenges. Based on the research findings, the use of technology in learning has not yet been implemented evenly among all Islamic Religious

Education teachers and remains the initiative of only certain teachers. In addition, limited facilities and the digital competencies of some teachers also influence the optimization of technology-based learning. This condition indicates that technology-based instructional innovation requires institutional support through the provision of facilities, teacher training, and the continuous development of digital learning policies.

These findings are consistent with studies regarding the implementation of technology-based curricula, which state that the success of technology integration in learning is greatly influenced by teacher readiness, institutional support, and students' digital literacy abilities. Furthermore, the implementation of Project Based Learning also requires institutional support and teacher preparedness to ensure that learning can be conducted optimally.

Overall, the implementation of technology-based fiqh learning methods at MA Miftahul Falah demonstrates the existence of an Islamic Religious Education curriculum innovation that is relevant to the development of modern education. The integration of digital media, contextual practices, and technology-based learning projects is capable of creating fiqh learning that is more interactive, participatory, and meaningful. Learning no longer solely emphasizes theoretical mastery but also the development of practical skills, creativity, collaboration, and students' digital literacy. Therefore, technology-based contextual learning can become one alternative innovation in Islamic Religious Education learning to address the challenges of 21st-century education.

Innovation of Fiqh Learning Methods through Digital Media and Contextual Practices at MA Miftahul Falah

Based on the results of research conducted at MA Miftahul Falah, innovations in fiqh learning methods were implemented through the integration of digital media and contextual practices in the learning process. These innovations emerged as a response to the demands of 21st-century education, which requires learning to be more interactive, creative, and student-centered. Before these innovations were implemented, fiqh learning at MA Miftahul Falah tended to rely on lecture-based methods, causing students to passively listen to teachers' explanations. This condition led some students to become easily bored, lose focus, feel sleepy during lessons, and experience difficulties in understanding practical materials. Therefore, teachers began introducing instructional innovations through the utilization of digital media and direct practices to make learning more meaningful and contextual.

One form of instructional innovation implemented was the use of PowerPoint media in delivering fiqh materials. Teachers utilized PowerPoint presentations to display key points, images, practice procedures, and illustrations that helped students understand the material visually. The use of presentation media made learning more systematic and engaging compared to conventional lecture methods. Furthermore, visual media assisted students in understanding fiqh concepts that had previously been abstract, making them more concrete and easier to comprehend.

The next innovation was implemented through the use of digital instructional videos from YouTube as supporting learning media. In the topic of funeral management, for example, teachers displayed simulation videos demonstrating the procedures for washing, shrouding, performing funeral prayers, and burying the deceased. These videos helped students understand the practical stages more realistically because they were able to directly observe the implementation process of the materials being studied. The use of audiovisual media in learning demonstrates that teachers were not solely

focused on theoretical delivery but also on creating more interactive visual learning experiences.

The use of digital media in fiqh learning is consistent with developments in educational technology that position audiovisual media as an important tool for enhancing learning effectiveness. Research conducted by Mohammad Sahlan (2024) explains that the integration of digital literacy into the Project Based Learning model can improve students' motivation and academic achievement because learning becomes more engaging and actively involves students in the learning process. In addition, the study also demonstrates that the use of digital technology in learning helps students develop critical, creative, and innovative thinking skills.

In addition to utilizing digital media, innovation in fiqh learning at MA Miftahul Falah was also implemented through contextual learning practices. After students observed the material explanations and instructional videos, they were instructed to conduct direct practical demonstrations in front of the class. In the topic of funeral management, for instance, students directly practiced the procedures for washing and shrouding the deceased according to the material they had learned. These practical activities made students more actively involved in the learning process because they not only received theoretical explanations but also directly experienced and practiced the material.

Contextual practices in fiqh learning demonstrate the implementation of a learning by doing approach that positions students as the primary subjects in the learning process. According to Elaine B. Johnson, contextual learning helps students understand the meaning of learning because they connect the material with real-life experiences in their daily lives. This approach makes learning more meaningful, easier to understand, and more memorable for students (Johnson, 2014).

In addition to practical demonstrations, instructional innovation was also reflected through the assignment of digital projects to students. In the topic of marriage, teachers assigned students the task of creating marriage contract simulation videos using simple digital applications. During this process, students were divided into several groups, with each group responsible for designing the video concept, selecting actors, conducting the marriage contract simulation, and editing the video before presenting it in class. This activity demonstrates the implementation of Project Based Learning (PjBL) in fiqh instruction.

The Project Based Learning model provides students with opportunities to learn through direct experiences and produce digital-based learning products. Through these projects, students not only understood the theories regarding the pillars and requirements of marriage but were also able to directly practice the procedures of a marriage contract. Furthermore, digital projects trained students' collaboration, communication, creativity, and technological skills as part of 21st-century competencies.

The findings of this study are relevant to the research conducted by Meli Noviyanti, Gilang Maulana Jamaludin, and Abu Syhabudin regarding *Project-Based Learning Assisted by Digital Scrapbook to Improve Students' Understanding of Fiqh Learning*. The study showed that the implementation of Project Based Learning assisted by digital media was able to improve students' understanding in fiqh learning because students became more actively involved in the learning process (Noviyanti dkk., 2025).

The study also explained that the use of digital media in project-based learning helped increase students' participation and creativity.

Instructional innovation through digital projects also demonstrates a transformation of learning methods from teacher-centered learning toward student-centered learning. In conventional learning, teachers serve as the main center of instruction, whereas in project-based learning, students are given opportunities to explore, discuss, collaborate, and independently produce learning products. Teachers function as facilitators who provide guidance and assistance throughout the learning process.

This transformation of learning methods is aligned with the demands of 21st-century education, which emphasizes the importance of developing students' critical thinking, creativity, collaboration, and communication skills. Research conducted by Risa Aprianty and Efi Tri Astuti (2024) demonstrated that the Project Based Learning model assisted by Canva media was effective in increasing student engagement in Islamic Religious Education learning because students became more active and creative during the learning process.

In addition to increasing student engagement, innovation in learning through digital media and contextual practices also had a positive impact on students' understanding of fiqh materials. Based on interview results, several students stated that they found it easier to understand the material when learning was conducted through videos and direct practice compared to lecture methods alone. Students also felt more enthusiastic and motivated during lessons because learning became more interactive and less monotonous.

The findings of this study are consistent with the research of Aburizal Agam Alfarizi, Azhar M. Nur, and Tarmizi Ninoersy (2024), which explains that the use of Project Based Learning-based electronic student worksheets (e-LKPD) in fiqh learning can improve students' learning outcomes and create more effective and interactive learning environments. Furthermore, research conducted by Ramadani et al. (2024) also showed that the implementation of Project Based Learning in fiqh instruction influenced the improvement of students' higher order thinking skills.

Instructional innovation at MA Miftahul Falah also demonstrates the strengthening of students' digital literacy. During the process of creating simulation videos, students learned to use digital technology productively and educationally. They no longer used mobile phones merely as entertainment devices but also as tools for learning and creativity development. Strengthening digital literacy is essential in facing the challenges of technological advancement in the modern era. Digital literacy helps students understand how to use digital media critically, creatively, and responsibly.

Nevertheless, the implementation of technology-based instructional innovation at MA Miftahul Falah still faces several challenges. Based on the research findings, the use of technology in learning has not yet been implemented evenly among all Islamic Religious Education teachers and still depends on the initiative of certain teachers. In addition, limitations in learning facilities and the digital literacy abilities of some teachers also constitute obstacles to optimizing technology-based learning. This condition indicates that instructional innovation requires institutional support through teacher training, the provision of digital facilities, and the continuous development of technology-based learning policies.

These findings are relevant to studies regarding technology integration in Project Based Learning, which explain that the successful implementation of project-based learning is strongly influenced by teacher readiness, institutional support, and students' technological abilities. Without adequate institutional support, technology-based instructional innovation is difficult to develop optimally within educational environments.

Overall, the innovation of fiqh learning methods through digital media and contextual practices at MA Miftahul Falah demonstrates a transformation toward learning that is more active, creative, interactive, and student-centered. The integration of digital media, practical demonstrations, and technology-based learning projects is capable of creating more meaningful learning experiences while improving students' understanding, creativity, and digital skills. Therefore, such instructional innovation may serve as one form of Islamic Religious Education curriculum development that is relevant to the needs of 21st-century education.

The Impact of Technology-Based Fiqh Learning on Students' Activeness and Understanding at MA Miftahul Falah

Based on the results of research conducted at MA Miftahul Falah, technology-based fiqh learning has had a positive impact on students' activeness and understanding during the learning process. The integration of digital media, instructional videos, direct practices, and technology-based projects was able to create a learning atmosphere that was more interactive, participatory, and meaningful. Learning, which had previously tended to be monotonous and teacher-centered, transformed into a more active and student-centered learning process.

Before the implementation of technology-based learning, the fiqh learning process at MA Miftahul Falah was still dominated by lecture methods. Under these conditions, students mostly listened passively to teachers' explanations, causing some students to become easily bored, lose focus, feel sleepy during lessons, and have difficulty understanding practical materials. Fiqh materials, which actually require direct practical experiences in everyday life, became less effective when delivered only theoretically. Therefore, teachers began implementing instructional innovations by utilizing digital media and contextual practices to increase student engagement.

One of the most visible impacts of contextual technology-based learning was the increased activeness of students during the learning process. Based on observation results, students appeared more enthusiastic when teachers used PowerPoint presentations and instructional videos compared to lessons conducted solely through lecture methods. Visual and audiovisual media helped attract students' attention, making them more focused during learning activities. Students also became more active in asking questions, engaging in discussions, and responding throughout the learning process.

The use of instructional videos in the topic of funeral management, for example, made students more interested in participating in the lesson because they could directly observe the practical procedures explained by the teacher. After watching the instructional videos, students were asked to conduct practical demonstrations in front of the class in groups. During these activities, students actively collaborated, discussed, and practiced funeral management procedures according to the material they had learned. This condition indicates that technology-based learning can enhance student participation in the learning process.

The findings of this study are consistent with the research of Solikhin and Ika Winarti, which explains that fiqh learning based on information and communication technology can increase student engagement in the learning process because digital media make learning more interesting and interactive (Winarti dkk., 2025). Furthermore, the study also demonstrated that the use of audiovisual media helps students understand materials more concretely compared to conventional learning methods.

Peningkatan keaktifan peserta didik juga terlihat dalam pelaksanaan proyek pembuatan video simulasi akad nikah. Dalam kegiatan tersebut, peserta didik tidak hanya menerima materi secara pasif, tetapi terlibat langsung dalam proses pembelajaran mulai dari penyusunan konsep video, pembagian peran, simulasi praktik, hingga proses pengeditan video menggunakan aplikasi digital sederhana. Aktivitas tersebut membuat peserta didik lebih aktif, kreatif, dan bertanggung jawab terhadap proses pembelajaran yang mereka lakukan.

The increase in student activeness was also evident in the implementation of marriage contract simulation video projects. In these activities, students not only received material passively but were directly involved in the learning process, starting from designing the video concept, assigning roles, conducting practice simulations, and editing videos using simple digital applications. These activities made students more active, creative, and responsible for the learning process they carried out.

The implementation of digital projects in fiqh learning demonstrates the application of Project Based Learning (PjBL), which provides students with opportunities to learn through direct experiences. The project-based learning model enables students to develop critical thinking, communication, collaboration, and creativity skills during the learning process. Research conducted by Yanik Inafiroh and Faridi explains that the implementation of Project Based Learning in Islamic Religious Education learning can increase students' engagement and creativity because students are given opportunities to actively explore learning through practice-based projects (Inafiroh, 2024).

In addition to increasing student activeness, the integration of learning technology also had a significant impact on students' understanding of the learning material. Based on interview results, most students stated that they found it easier to understand fiqh materials when learning involved videos, direct practices, and digital projects rather than merely listening to teachers' explanations through lecture methods. Students felt that materials previously considered difficult became more concrete because they could directly observe and practice what they learned.

In the topic of funeral management, for example, students not only understood the theory regarding funeral procedures but were also able to directly practice washing, shrouding, and performing funeral prayers for the deceased. Similarly, in the topic of marriage, students not only understood the pillars and requirements of marriage theoretically but also understood the practice of marriage contracts through simulations conducted in their video projects. This demonstrates that technology-based learning can help students understand materials both conceptually and practically.

The use of audiovisual media in learning also helped students understand abstract materials more concretely. According to Azhar Arsyad, audiovisual media have the ability to clarify message delivery and help students understand learning materials more effectively because they involve both visual and audio elements simultaneously.

In the context of fiqh learning, the use of simulation videos helps students understand the stages of worship and muamalah practices more realistically (Arsyad, 2019).

The findings of this study are relevant to the research of Agus Mardiyanto, Imam Syafi'i, and Siti Roudhotul Jannah, which showed that the use of technology-based instructional media in fiqh learning positively influences students' learning outcomes (Agus Mardiyanto dkk., 2025). The study explains that technology integration in learning helps improve students' understanding because learning becomes more interactive and contextual.

In addition to improving students' understanding of the material, technology-based learning also had an impact on increasing students' learning motivation. Based on interview results, students admitted that they were more enthusiastic about participating in lessons because learning was no longer monotonous and provided opportunities for them to learn through practice and creativity using digital technology. Students felt that fiqh learning became more enjoyable and less boring because they were directly involved in learning activities.

The increased learning motivation demonstrates that technology-based learning can create a more positive and enjoyable learning atmosphere. Research conducted by Meli Noviyanti, Gilang Maulana Jamaludin, and Abu Syhabudin explains that fiqh learning based on digital projects can increase students' motivation and interest in learning because students are directly involved in creative and collaborative activities throughout the learning process (Noviyanti dkk., 2025).

Technology-based fiqh learning also had an impact on improving students' creativity and digital literacy. During the process of creating simulation videos, students learned to use digital applications to record and edit instructional videos. These activities trained students to use technology productively and educationally rather than merely as entertainment media. Students also learned to collaborate in groups, build communication, and creatively design learning concepts.

Strengthening digital literacy has become one of the important aspects of 21st-century learning. According to Muhammad Yaumi, technology integration in learning is not only intended to improve learning outcomes but also to develop students' digital skills so that they can adapt to technological developments in the modern era. Thus, technology-based fiqh learning not only provides understanding of religious materials but also helps students develop 21st-century competencies (Yaumi, 2021).

Although it provides various positive impacts, the implementation of technology-based learning at MA Miftahul Falah still faces several challenges. Based on the research findings, the use of technology in learning has not yet been implemented evenly among all teachers and still depends on the initiative of certain teachers. In addition, limitations in facilities and the technological abilities of some teachers also constitute challenges in optimizing technology-based learning. This condition indicates that the success of instructional innovation depends not only on the use of digital media but also on teacher readiness and institutional support.

These findings are consistent with the research of Sofian and Tini Khaerunnisa, which explains that the successful implementation of digital literacy in fiqh learning is influenced by teacher readiness, learning facilities, and institutional support in the development of technology-based learning (Khaerunnisa, 2025).

Overall, technology-based fiqh learning at MA Miftahul Falah has had a positive impact on students' activeness and understanding. The integration of digital media, instructional videos, contextual practices, and digital projects was able to create

learning that was more interactive, creative, and meaningful. Students not only understood the material theoretically but were also able to directly practice what they learned through contextual learning experiences. Therefore, technology-based learning can serve as one form of innovation in Islamic Religious Education learning that is relevant to the needs of 21st-century education and capable of improving the quality of fiqh learning in madrasahs.

To clarify the changes that occurred in the fiqh learning process after the implementation of technology-based learning at MA Miftahul Falah, the following comparison presents the learning conditions before and after the implementation of technology in fiqh instruction.

Learning Aspect	**Before Technology Implementation**	**After Technology Implementation**
Learning Method	Dominated by lecture-based methods	Utilized digital media, practical activities, and project-based learning
Teacher's Role	Teacher as the center of learning	Teacher as a facilitator
Student Activities	Passive and less engaged	Active in discussions and practical activities
Learning Media	Textbooks and verbal explanations	PowerPoint, YouTube videos, and digital applications
Material Understanding	Tended to be theoretical	More concrete and contextual
Learning Atmosphere	Monotonous and less interactive	More engaging and participatory
Student Creativity	Less developed	Developed through digital projects

Source: Research Findings of the Author, 2026.

Based on Table 1, it can be seen that the implementation of technology-based fiqh learning at MA Miftahul Falah brought significant changes to the learning process. Before the use of technology, fiqh learning tended to be dominated by lecture-based methods, causing students to remain passive and less directly involved in the learning process. This condition resulted in a monotonous and less interactive learning atmosphere. However, after the implementation of digital media, contextual practices, and technology-based learning projects, the learning process became more active, participatory, and student-centered.

These changes can be observed through the increased involvement of students in discussion activities, practical demonstrations, and learning simulation video projects. Students not only received theoretical material but also directly experienced the learning process through practical and contextual experiences. This indicates that the integration of technology in fiqh learning is capable of creating more meaningful learning experiences and helping students understand the material more concretely.

Furthermore, the use of digital media such as PowerPoint presentations and YouTube instructional videos helped create a more engaging and interactive learning atmosphere, enabling students to become more focused and enthusiastic during lessons. Project-based learning also provided opportunities for students to develop

creativity, collaboration skills, and digital literacy skills as part of 21st-century learning competencies.

These findings demonstrate that technology-based instructional innovation not only impacts the improvement of students' understanding of fiqh materials but also transforms learning methods into approaches that are more adaptive to technological developments and the needs of students in the digital era. Therefore, technology-based fiqh learning can serve as one alternative innovation in the Islamic Religious Education curriculum to create learning that is more effective, contextual, and participatory.

D. CONCLUSION

Based on the research findings, it can be concluded that the implementation of technology-based fiqh learning methods at MA Miftahul Falah has become one form of innovation in the Islamic Religious Education (PAI) curriculum through the utilization of digital media such as PowerPoint presentations, YouTube instructional videos, practical demonstrations, and simulation video projects. These instructional innovations demonstrate a transformation from conventional teacher-centered learning toward learning that is more active, contextual, and student-centered through the implementation of direct practice and Project Based Learning.

Technology-based fiqh learning has had positive impacts on students' activeness, enthusiasm, creativity, learning motivation, and understanding of fiqh materials, particularly practice-oriented topics. The integration of digital media and contextual practices has been able to create learning that is more interactive, meaningful, and relevant to the needs of 21st-century education. Therefore, technology-based fiqh learning functions not merely as the use of instructional media but also as a form of innovation in Islamic Religious Education learning methods that is adaptive to technological developments and the needs of students in the digital era.

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