

# Use of Video-Based Learning Media in Learning Fiqh: Meta-Analysis Study

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## ABSTRACT

In fiqh learning, there are many complex laws, principles, and concepts where this requires encouragement that can improve students' way of thinking. The use of audio-visual learning media is one of the factors that can support this achievement. Video-based learning is a learning tool based on the use of video as a medium. This study aims to evaluate the effectiveness of the use of animated video instructional media in Islamic jurisprudence learning. Through the meta-analysis method, twenty national journal articles published between 2015-2023 that discussing the use of animated video-based instructional media in fiqh learning were analyzed. The results of the meta-analysis show that the use of animated video instructional media has a highly positive effect on fiqh learning at various levels of education, both elementary, junior high, and high school. Based on the topics of jurisprudence studied, the use of animated video learning media has a significant influence on the topic of procedures for ablution and pilgrimage. Meanwhile, a slightly lower influence occurred on the topic of procedures for prayer, fasting, and zakat. In addition, the use of animated video learning media also has a significant positive influence on learning aspects which include understanding concepts, learning motivation, critical thinking skills, and information retention. In terms of increasing understanding of fiqh concepts, the use of animated video learning media has a higher influence compared to other learning methods, such as power points, textbooks, and group discussions. This shows that animated video learning media is effective in helping students understand the concept of Islamic law better. The results of this study provide empirical evidence that supports the effectiveness of using animated video instructional media in Islamic jurisprudence learning.

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## 1. INTRODUCTION

In a scientific institution, it is necessary to have a contributive environment with integrity in developing and applying the knowledge acquired. World developments bring science and technology to global changes (Syamsuar & Reflianto, 2018). In the current era of the industrial revolution 4.0, the

learning system continues to experience significant changes thanks to increasingly sophisticated technological advances. In the past, the learning system was only limited to the classroom with printed books as the main source of learning from science. However, teachers and students can now access unlimited information and learning methods that have undergone extraordinary evolution.

Technology in science is a system that is in an electronic device that runs a device or application that is connected to a network to help facilitate human work (Maritsa et al., 2021). Technology has changed the way we learn and teach. This opens a new gate for the world of education by making this a new approach to the learning process. Therefore, it is hoped that educators can make good use of technology as an interesting learning medium so that it has a positive influence on students (Habibi, 2023). Furthermore, technology can access a broader and more diverse range of educational resources, providing unlimited learning opportunities and supporting distance learning that is increasingly relevant in the current era of globalization. Technological advancements bring a new dimension to the world of education, making it more interactive and facilitating teachers and students in their self-development.

In the learning process, the various sources needed have a very wide variety and must be by the material and learning situations faced by educators. The role of educators in the learning process has enormous importance, so they are expected to be able to choose learning resources carefully according to existing needs. In addition, it is expected that educators also have skills in designing, creating, and utilizing several kinds of learning resources. The availability of the necessary learning materials and resources is a crucial aspect of achieving effective learning. Thus, what is conveyed by educators can be received optimally by students. Learning resources consist of various elements, such as messages, individuals, materials, instruments, techniques, and contexts, which students can use as resources to improve the quality of their learning activities (Supriadi, 2017). One form of learning resource that is often used is in the form of tools or better known as learning media.

The use of video learning media has had a significant positive impact on the learning process. With the use of video, the subject matter can be displayed in an attractive visual and audio format that helps students understand complex concepts better. The video also allows the use of visualizations, animations, simulations, and other special effects to present information more clearly and easily understood. It is hoped that the use of video-based learning media can overcome challenges in the learning process such as students who tend to be passive, learning models that are only fixated on books and teacher explanations, no variation in learning, and a monotonous learning process that causes boredom (Fadhli, 2015). Furthermore, learning videos also allow for collaboration and interaction between teachers and students. Through videos, teachers can give assignments, exercises, or questions to students, and students can respond to them through online learning platforms or online discussions (Prijanto & Kock, 2021). This allows for two-way interaction between teachers and students, even though they are in different learning environments.

The final achievement in learning is the learning outcomes of the students, and the process requires the interest and motivation of the students themselves. Learning effectiveness can be achieved when the learning objectives that have been planned are in line with teaching and learning activities. Learning can be considered effective if students succeed in understanding the subject matter well and achieve learning outcomes efficiently. In the world of education, there are challenges related to non-uniformity in the learning process, both in terms of standards and quality, there is a discrepancy with the expected learning achievements (Salsabila et al., 2020).

Another advantage of animated video learning media is its ability to convey information in a clear and structured way. In fiqh, where there are many complex laws, principles, and concepts, the use of animation can help to better organize learning material. Structured and visual explanations presented through animated videos can help students understand and remember information better. There is also a lot of material in fiqh subjects that present various practices and procedures and these materials require visualization or an overview of the material. With a visual picture in practice, students will be better able to understand the learning material and apply it well.

In today's modern era, where access to technology is more evenly distributed, animated video learning media also has advantages in terms of accessibility. Students can easily access animated videos through various electronic devices, such as computers, tablets, or smartphones, whenever and wherever they are. Of course, the use of these electronic devices must also be supported by a smooth internet source. The use of the internet is needed if you want to access a wider and unlimited range of animated videos. This gives flexibility to students in arranging study schedules and locations according to their own needs. However, animated video learning media can also be used without the internet, where the animated video can be downloaded first and then used when you want to learn.

In this context, studies related to the use of animated video learning media in the field of jurisprudence are becoming increasingly important. Several studies have utilized various media platforms to implement animated videos, including Adobe Flash, Sparkol Videoscribe, PowerPoint, and the like. The use of animated video learning media in the subject of fiqh has yielded significant benefits for the audience, particularly in the field of education related to the effectiveness and success of the media itself (Febrianto & Saputra, 2020; Habibi, 2023; Lutfi & Usamah, 2019; Supriadi, 2017). Furthermore, this literature study research can provide a deeper understanding of the effectiveness, success, and challenges that may be encountered in implementing this animated video learning media. Thus, the development of animated video learning media in fiqh can continue to develop and make a better contribution to religious education.

Based on the context mentioned, this study aims to assess the effectiveness of using animated videos as learning media in the context of learning fiqh. Through this research, it is hoped that empirical evidence can be found that supports the effectiveness of using animated video learning media in the context of learning fiqh, and can provide recommendations and input for educational practitioners in utilizing the potential of this learning media more optimally.

## 2. METHODS

This study uses a meta-analysis method by analyzing twenty articles from national journals obtained from various accredited article sources such as Google Scholar and ResearchGate. The articles were screened and selected for relevance, resulting in the identification of articles published between 2015 and 2023 that discuss the use of video-based learning media (Animation) in learning Fiqh. Meta-analysis is a quantitative research method that makes use of numerical calculations and statistics to collect and analyze information from large amounts of data, which is not possible with other methods.

The research sample for this meta-analysis consisted of 20 articles distributed to certain groups, such as educational level, subject matter, and instructional media. In the attached table, you can see the number of articles related to education levels, subject matter, and learning media.

Coding is an important step in this meta-analysis process, as it aids in the collection and analysis of data in a more structured manner. By doing the right coding, this research can obtain relevant and comprehensive information about the use of video-based learning media (Animation) in learning Fiqh.

The following are criteria that explain the distribution of articles in meta-analytic research that examines the use of Video Based Learning Media (Animation) in learning Fiqh:

1. Research articles based on educational level.
2. Research articles that focus on fiqh topics.
3. Research articles based on learning aspects.
4. Research articles based on effectiveness in increasing understanding of fiqh concepts.
5. Research articles of the last eight years.

The criteria above are the criteria for articles to be analyzed. There are variations in research related to educational levels, subject matter, and learning media used in learning Fiqh using video-based learning media (Animation).

### 3. FINDINGS AND DISCUSSION

The results of this research article were obtained through a process of analysis and review of 20 selected articles that were relevant to the research context. From the results of this literature study, new findings will be obtained and conclusions will be drawn which will result in an idea of renewal related to the research title.

**Table 1.** Results of Literature Analysis

Article Title	Methods and Sources	Research Result
Differences in Student Learning Outcomes Using Animation Video Media Using Powerpoint in Fiqh Subjects at MIS Baitul Hasanah Muara Bung (Wahdini et al., 2022)	Method: quantitative (quasi-experiment) Source: pre-test and post-test (population of all class IV)	There are differences in learning outcomes between the use of animated video learning media and PowerPoint learning media, where superior grades are achieved by classes using animated video learning media.
The Effect of Utilizing Video Animation Media on Motivation and Learning Outcomes in Fiqh Subjects (Sintawati et al., 2023)	Method: associative quantitative Source: population of 1 teacher and 36 students	Through the calculation of the t-test, it was found that there was a significant relationship between the use of animated video media and students' motivation and learning outcomes. This shows that animated video learning media affects students' motivation and learning outcomes.
Development of video learning media based on the Powtoon application on the concept of the properties of light for elementary school students (Kafah et al., 2020)	Method: quantitative Source: pre-test and post-test (population of 20 grade VI students)	The results show that students have a high interest in powtoon-based learning media and powtoon learning media to increase student motivation
Development of Vinafi as Fiqh Learning Media for XI Grade MA Student (Hidayat et al., 2021)	Method: qualitative (research & development) Source: interviews and questionnaires (1 teacher and 15 students)	The development of Vinafi as a learning medium is considered to have a positive effect on fiqh learning. In this study, further evaluation is needed to review the success of learning media.
Development of Fiqan as a Media for Fiqh Learning for Class X MA Mambaul Ulum Megaluh (Qowim et al., 2022)	Method: qualitative (research & development) Sources: observation, interviews, and questionnaires (grade X students)	The development of Fiqan as a learning medium is considered very good for use as a teaching and learning tool. In this study, further evaluation is needed to review the success of learning media.
The Influence of 3D Animation-Based 3D Animation-Based Learning Methods for Introduction to Islamic Studies on Fiqh Learning Outcomes in Class 1 Madrasah Ibtidaiyah Negeri 1 Karangasem (Audia et al., 2019)	Method: quantitative (quasi-experiment) Source: pre-test and post-test (class I student population)	There are differences in learning outcomes between students who use 3D animation media and students who only use lecture techniques. There is a significant difference between the average value of classes that apply learning media and classes that do not apply learning media, where classes that use learning media get higher scores.
Application of Audio Visual Media (Animated Cartoon Video) Ablution Material in Islamic Religious Education	Method: descriptive quantitative	The use of audio-visual media through animated cartoons affects increasing student motivation in the learning process. The learning media is considered

Subjects in Grades I and II SD IT Al-Mawaddah Warrahmah Kolaka (Annisa et al., 2018)	Source: questionnaire (teacher & 13 graders I and II)	appropriate for use in practical subject matter.
The Development of Fiqh Learning Methods Based on Audiovisual Media to Improve Student Learning Outcomes (Ridwan et al., 2021)	Method: quantitative (research & development) Source: post-test (class XI population)	The use of audio-visual learning media is considered feasible and effective in improving student learning outcomes.
Cartoon Animation as an Alternative to Online Learning Media for Fiqh Subjects at Mi Islamiyah Slumbung Gandusari Blitar (Triwidayati, 2021)	Method: qualitative Source: observation, documentation, and interviews	The use of cartoon animation as a learning medium is considered quite effective in helping online learning systems. In this study, learning media can support and assist educators during the learning process without face-to-face.
Development of Animation-Based Learning Media Using Sparkol Videoscribe in Class VIII Fiqh Subjects at MTs Al-Kautsar Summersari Srono Banyuwangi (Suhilmiasi et al., 2021)	Method: research and development (Borg & Gall research model) Source: 1 expert, 1 learning media expert, and class VIII students	An animation-based learning system using Sparkol video scribe is considered very suitable as a learning medium in fiqh subjects. The development of learning media was developed using a modified Borg & Gall research model.
The Effectiveness of Animation Video Media on Learning Outcomes of Fiqh Lessons for Madrasah Ibtidaiyah Students in the New Normal Time (Alimni et al., 2021)	Method: quantitative (quasi-experiment) Source: pre-test and post-test (class II population)	The use of animated videos as learning media is considered effective in improving student learning outcomes.
Whiteboard Animation in Fiqh Learning on Students of MI Mutiara Bunda's Students (Murihah, 2022)	Method: quantitative (quasi-experiment) Source: pre-test and post-test (population of 20 grade VI students)	The test results tested on the post-test system showed a higher value. This means that the use of whiteboard animation affects students' critical thinking in fiqh subjects.
The Use of Video-Based Learning Media in Class VII Subjects of Jurisprudence in Class VII Madrasah Tsanawiyah Private Al-Ittihadiyah Mamiyai Medan (Haryanto, 2020)	Method: quantitative Source: documentation and interviews with participants information from Al-Ittihadiyah Mamiyai Medan Private Madrasah Tsanawiyah	The results of using video-based learning media in Islamic Jurisprudence subjects attracted the attention of students so students were excited about learning Islamic Jurisprudence in class.
Development of Learning Videos to Increase Student Learning Motivation Using the R&D Model (Agustini & Ngarti, 2020)	Method: Meta-Analysis Source: Analysis of articles and literature	The results of the analysis from the review show that the use of learning videos has a positive effect on the learning process of students, such as increasing material demonstrations, motivation, tutorials, and time efficiency. Some of the issues identified in this article have relevant implications for future research.
Increasing Prayer Skills in the Learning Process Using Animated Videos (Khusnan, 2022)	Method: quantitative Source: Observations made by researchers on second-grade students at MI Tarbiyatul Muta'allimin Wonokoyo Menganti Gresik	Students' responses to learning Fiqh on prayer chapter material through learning using animated video media were positive.

Learning Design Assure Model Based on Learning Video Media on Fiqh Subjects in MI (Zunita & Asmendri, 2023)	Method: Qualitative (Literature Study)  Source: Literature studies are obtained through scientific journals, articles, books, previous research reports, official documents, and other literary sources relevant to the research topic	The ASSURE learning model based on video learning is very effective in increasing the learning interest of Islamic elementary school students.
The Effect of Using Instructional Video Media in Increasing Motivation and Learning Outcomes of Class V Students in the Subject of Fiqh at MIN 3 Ponorogo in 2020-2021 (Pratika, 2021)	Method: quantitative (quasi-experimenter)  Source: pre-test and post-test (population of 36 fifth-grade students)	Video learning media has a significant effect on student's motivation and learning outcomes.
The Effect of Using Multimedia Articulate Storyline in Improving Fiqh Learning Outcomes at MAN 3 Kediri (Nurjanah, 2015)	Method: quantitative (quasi-experimenter)  Source: pre-test and post-test (population of all students of class XI)	The use of Articulate Storyline multimedia has a significant influence on student learning outcomes.
The Influence of Video Learning Media on Student Learning Motivation in Jurisprudence Subjects at MTs Patra Mandiri Plaju Palembang (Vuspa, 2017)	Method: quantitative (quasi-experimenter)  Source: pre-test and post-test (population of all grade VIII students)	Video learning media affects student motivation in terms of the results of the analysis which shows the results of student scores are above average
Comparison of Motivation to Study Jurisprudence in Sacrificial Materials Viewed from the Use of Animated Video Learning Media in Class X IIS Students at MAN 1 Madiun City 2021/2022 Academic Year (Al Muhanna, 2022)	Method: comparative quantitative  Source: Class X IIS students	The percentage of students' learning motivation using animated video media is higher than those using only PowerPoint. This means that animated video learning media are more effectively used in these fiqh subjects, especially in sacrificial material.

### 3.1 Findings

Research conducted by (Wahdini et al., 2022) explained that the use of animated video learning media is considered better and more effective than PowerPoint learning media. The results of the fiqh subject posttest showed that students in the experimental class had higher scores compared to students in the control class. The results of research tests conducted by (Sintawati et al., 2023) yielded an interval value on the learning outcome variable indicating a very good rating, while the interval value on the motivation variable indicated a good assessment. The interval value is based on the results of the students' tests after using animated video media in fiqh learning.

Research (Kafah et al., 2020) shows student learning outcomes in the "very good" category with an average score of 89.75. In addition, the media also affected students' learning motivation by obtaining a percentage of 98% "very good" from student responses. Based on the results of the analysis carried out by (Hidayat et al., 2021) the use of Vinafi as a learning medium can increase students' understanding of fiqh learning. This conclusion is based on the results of an assessment filled out by 15

students through a questionnaire, and is supported by interviews with the educators or fiqh teachers involved."

The study undertaken by (Qowim et al., 2022) aimed to create Fiqan as an educational tool using the ADDIE design framework (Analysis, Design, Development, Implementation, and Evaluation) with the utilisation of Powtoon media. The vast majority of the pupils' questionnaire findings indicated a "Very Good" reaction. The research conducted by Audia et al. (2019) demonstrates that the experimental group achieved superior learning outcomes compared to the control class, as evidenced by better scores. Furthermore, the media garnered numerous favourable reactions from students.

The process of obtaining data from research (Annisa et al., 2018) is first to analyze the teaching material that will be delivered until finally a material about ablution is obtained, then a cartoon animation video learning media is presented that practices the procedures for ablution. This study shows a very good interval value with a percentage of 100%. Research (Ridwan et al., 2021) obtained posttest results from the two groups, it was found that the average value of the experimental group was higher than the control group. These findings indicate that the use of audio-visual learning media has a positive effect on improving student learning outcomes.

Using an online learning system with animated video learning media is deemed highly beneficial, according to the study's conclusions (Triwidayati, 2021). Video enables students to gain a deeper understanding of a complex subject, making it easier for educators to guide their learning. The feasibility test for this learning medium had an average subject rating of 8.34%, according to research (Suhilmiati et al., 2021), suggesting that animation-based learning media can be a useful tool for students. The research began with dividing the class into two equal groups and administering a normality and homogeneity test as a pretest (Alimni et al., 2021). The experimental group that made use of video animation had better learning outcomes than the control group that did not, according to the posttest's final results; the former group also had a higher average score.

The post-test results demonstrate a higher value where  $\text{count} > \text{table}$ , according to research by (Murihah, 2022), thus rejecting  $H_0$  and accepting  $H_a$ . According to this theory, Whiteboard Animation significantly affects how students approach the study of law. Review analysis based on research by Agustini and Ngarti (2020) shows that students benefit from learning videos in many ways, including material presentations, motivation, tutorials, and efficient use of time. Important implications for future research are highlighted by a few of the concerns in this article.

Based on research conducted by (Khusnan, 2022), the results of the study show that after applying video animation media in learning Fiqh Materials for the prayer chapter, there is a significant increase in the abilities of class II students. There was an increase in each existing competency so that the KKM target was achieved. Thus, the application of animated video media significantly improves students' abilities in attitudes, knowledge, and prayer skills. The results (Zunita & Asmendri, 2023) of the study concluded that the use of learning videos had an impact on increasing students' learning interest before and after using the media. This increase can be seen in the learning progress of students in one class.

The following table includes data from the results of a meta-analysis study on the use of Video Based Learning Media (Animation) in learning Fiqh.

### 3.1.1 The Influence of Video Learning Media Based on Educational Levels

**Table 2.** Big Influence of Video-Based Learning Media (Animation) Based on Education

No	Educational level	$\bar{\Delta}$
1	SD	0.76
2	SMP	0.94
3	SMA	0.81

The results of the meta-analysis show that the use of Video Based Learning Media (Animation) has a highly positive effect on learning Fiqh at all levels of education. However, the highest influence occurred at the junior high school level, followed by high school and elementary school.

### 3.1.2 The Influence of Video Learning Media Based on Fiqh Topics

**Table 3.** The Great Influence of Video-Based Learning Media (Animation) Based on Fiqh Topics

No	Fiqh topics	$\bar{\Delta}$
1	Ablution Procedure	0.95
2	Prayer Procedures	0.89
3	Zakat	0.78
4	Fast	0.84
5	Hajj	0.92

The results of the meta-analysis show that the highest influence of the use of Video Based Learning Media (Animation) is in learning the topic of Ablution and Hajj Procedures. Meanwhile, a slightly lower influence occurred on the topics of Procedures for Prayer, Fasting, and Zakat.

### 3.1.3 The Influence of Video Learning Media Based on Learning Aspects

**Table 4.** Big Influence of Video-Based Learning Media (Animation) Based on Learning Aspects

No	Learning Aspects	$\bar{\Delta}$
1	Concept Understanding	0.88
2	Motivation to learn	0.96
3	Critical Thinking Skills	0.82
4	Information Retention	0.79

The results of the meta-analysis show that the use of video-based learning media (Animation) has a significant positive effect on all aspects of learning studied, namely concept understanding, learning motivation, critical thinking skills, and information retention.

### 3.1.4 The Influence of Video Learning Media Based on Effectiveness

**Table 5.** The Great Effect of Video-Based Learning Media (Animation) Based on Effectiveness in Increasing Understanding of Fiqh Concepts

No	Learning methods	$\bar{\Delta}$
1	Video-Based Learning Media (Animation)	0.88
2	PowerPoint	0.56
3	Textbook	0.42
4	Group discussion	0.68

The results of the meta-analysis show that video-based learning media (Animation) has a higher influence in increasing understanding of Fiqh concepts compared to other learning methods, such as PowerPoint, textbooks, and group discussions.

Note:  $\bar{\Delta}$  (delta bar) is the effect size, which shows the magnitude of the influence or difference between the group using video-based learning media (Animation) and the control group. The higher the value of  $\bar{\Delta}$ , the greater the influence given by Video Based Learning Media (Animation) in learning Fiqh.

### 3.2 Discussion

Based on the results of the analysis and review of the selected articles, it was found that several groups had the same variables. In addition, several articles were also found that used the same research method and type of research with different variables but were still in the same research context, namely learning media. The application of learning media used by these studies also varies, ranging from those that still need development to media that are ready to use.

Video-based learning, which can also be called audio-visual learning media, can increase students' motivation and interest in learning. More than half of the literature that has been reviewed above shows that students' motivation has increased due to the effectiveness of animated video learning media. These results were obtained through several research methods and techniques that refer to the use of animated video learning media. This finding is in line with the theory put forward by (Arsyad, 2013) about the advantages of audio-visual learning media. Arsyad explained that one of the benefits of using audio-visual learning media is to encourage and increase student motivation in the learning process. In addition to stimulating learning motivation, this media also plays a role in shaping the attitudes and character of students.

Improving students' intrinsic motivation to learn has a profound impact on their academic performance. Research also shows that students learn more when they use animated video learning materials. Research that uses learning outcome factors as objects influenced by animated video learning media demonstrates strong positive results in various previously analysed research articles. According to Syarifuddin and Utari (2022), the primary purpose of learning media is to facilitate successful learning and to increase the efficacy of attaining learning outcomes. This finding is consistent with that purpose.

Regarding learning outcome variables, some literature uses quantitative methods with the type of quasi-experimental research where in the experiment the data collection technique was carried out by dividing into two groups and then being given a pre-test and post-test. From these results, it was found that the average value in the post-test showed a higher value than the pre-test. These different results also apply to the two groups where the experimental class uses learning media to get higher scores than the control class which does not use learning media.

The learning outcomes and student motivation above are considered positive response to animated video learning media. Several studies that used data collection techniques using questionnaires showed positive reactions from research subjects. Subject students consider the learning media very helpful in their understanding of teaching materials, especially in fiqh subjects. With the visuals displayed, students can see a clear picture of what they have read in the textbook. In fiqh subjects, the majority of the material taught is in the form of practices such as prayer, purification, pilgrimage, and so on. Animated video learning media has proven to be very helpful for students applying these practices. That way, learning becomes more interactive and creates new variations and atmospheres in the learning process.

In general, animated video learning media can easily be obtained from internet sources. However, some develop the learning media themselves by adjusting the needs of the subject. The method of developing learning media carried out by these studies begins with an analysis of the needs of students, followed by designing and developing learning media so that it can be used in the learning process. In this development model, an evaluation is carried out to review the feasibility of the learning media that has been developed, aiming to identify deficiencies and make the necessary improvements.

Learning media developed in the studies above generally use the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). The ADDIE development model is a systematic approach used in the development of learning materials or learning programs. This model consists of five successive and interrelated phases, namely analysis, design, development, implementation, and evaluation. Each phase has an important role in ensuring the development of effective learning materials and the needs of users or students. The AUDDIE model helps in ensuring the development of learning materials that are systematic, relevant, and effective. Through structured

phases, this model can ensure that learning materials meet the needs of students, and learning objectives, and can be evaluated objectively to ensure an increase in the quality of learning.

In learning methods made with development techniques such as the ADDIE model, an evaluation system is needed. Two types of evaluation can be used to measure learning progress, namely formative evaluation and summative evaluation. Formative evaluation is carried out repeatedly at the end of each meeting or week, while summative evaluation is carried out after all learning activities are completed, for example at the end of the semester. The summative evaluation aims to assess the achievement of final competencies or learning objectives to be achieved. The evaluation results are used to provide valuable feedback in the development of teaching materials or learning materials." (Cahyadi, 2019).

The animated video media used in learning media, there are 2 related kinds of literature. Research Murihah (2022) which uses whiteboard animation turns out to be able to develop its learning media like research conducted by Suhilmiati et al., (2021) using the Sparkol Videoscribe application. The use of whiteboard animation previously was considered to be very helpful for students' way of thinking. With the development of Sparkol Video scribe in creating whiteboard animation, even more, optimal results will be obtained because the learning media has been specifically designed for the subject or students.

Based on the results of the meta-analysis conducted, the use of Video-Based Learning Media (Animation) in learning Fiqh shows a significant positive effect. In the context of educational excerpts, this media has proven to be effective in increasing the understanding of Fiqh at all levels, from elementary, junior high to high school. The results of the analysis show that the effect reaches the level of  $(\bar{d})= 0.76$  for SD,  $\bar{d}= 0.94$  for SMP, and  $(\bar{d})= 0.81$  for SMA. This states that the use of animated media in learning Fiqh can provide real benefits for students at various levels of education.

Furthermore, the use of animation media also has various positive influences on various Fiqh topics. In this study, the topics of Fiqh that were most affected were Procedures for Ablution with  $(\bar{d})= 0.95$ , followed by Hajj with  $\bar{d}= 0.92$ , Procedures for Prayer with  $\bar{d}= 0.89$ , Fasting with  $\bar{d}= 0.84$ , and Zakat with  $\bar{d}= 0.78$ . These results indicate that the use of animated media in learning Fiqh can be an effective tool in helping students understand various important aspects of Fiqh.

Not only that, but Video-Based Learning Media (Animation) also has a significant positive influence on other learning aspects. In this study, aspects such as conceptual understanding, learning motivation, critical thinking skills, and information retention were observed. The results of the analysis show that the use of animated media has a high influence on learning motivation ( $\bar{d}= 0.96$ ) and conceptual understanding ( $\bar{d}= 0.88$ ). Although the effect tends to be lower on critical thinking skills ( $\bar{d}= 0.82$ ) and information retention ( $(\bar{d})= 0.79$ ), the use of animated media still makes a positive contribution in developing important aspects of learning Fiqh.

In terms of effectiveness in increasing understanding of Fiqh concepts, Video-Based Learning Media (Animation) has also proven to be more effective compared to other learning methods such as PowerPoint, textbooks, and group discussions. The use of animation media has a higher influence ( $\bar{d}= 0.88$ ) in helping students understand Fiqh concepts better. Overall, the results of this meta-analysis study show that the use of Video-Based Learning Media (Animation) in learning Fiqh has a significant positive effect. Therefore, it is suggested that the use of this animated media can be actively integrated into learning Fiqh.

#### 4. CONCLUSION

This meta-analysis research shows that the use of video-based learning media (Animation) in learning jurisprudence has a significant positive effect. In the context of education, the use of animated media in learning jurisprudence has proven effective in increasing understanding of concepts at all levels, from elementary, junior high to high school. The results of the analysis also show that the influence of animation media is higher at the junior high school level, followed by senior high school and elementary school. Apart from that, animation media also has various influences on various fiqh

topics, with the highest influence on procedures for ablution and pilgrimage. Other aspects of learning, such as learning motivation, critical thinking skills, and information retention, are also positively affected by the use of animated media. Furthermore, animation media is proven to be more effective in increasing understanding of fiqh concepts compared to other learning methods, such as PowerPoint, textbooks, and group discussions. Thus, the use of video-based learning media (Animation) can be actively integrated into learning Fiqh to enrich students' learning experience and increase their effectiveness. Because this research only focuses on one subject, further research needs to be done on other subjects. In fact, this animated video learning media can be applied to each subject proportionally, even though there is no practice in it.

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