

DEVELOPMENT OF FIQH LEARNING MEDIA BASED ON LITERACY SKILLS USING A MAGAZINE MODEL TO IMPROVE THE LEARNING OUTCOMES OF STUDENTS AT MADRASAH IBTIDAIYAH IN THE SOUTHERN PADANGSIDIMPUAN DISTRICT

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ABSTRAK

The purpose of this study is to develop a Fiqh learning medium in the form of a magazine to improve student learning outcomes at Madrasah Ibtidaiyah in Padangsidimpuan District. This study uses a research and development method using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The development process includes needs analysis, material design, media development, learning implementation, and evaluation of results. The study was conducted at the Madrasah Ibtidaiyah in Padangsidimpuan Selatan District, with 25 fifth-grade students as the test subjects. The data collection instruments used were observation, interviews, tests, questionnaires, and documentation, along with techniques for analyzing validity, effectiveness, and practicality. The research results indicate that the developed media are deemed suitable based on validation by subject matter experts, media experts, and language experts as follows: (1) the quality of the developed media was rated 93.6% by subject matter experts, 89.5% by media experts, and 87.5% by language experts. (2) The results of student responses through pre-test and post-test questions yielded a percentage of 86.2%. In this regard, it was deemed suitable and effective for use in Fiqh education. (3) It can be concluded that the Fiqh educational media in the magazine model is beneficial for students and suitable for use as educational media for Fiqh.

Keywords: Learning Media, Fiqh, Magazine Model Literacy Skills

Introduction

The current development of the world of education requires teachers to not only deliver learning materials textually, but also to be able to develop innovative and contextual learning media. In the context of Fiqh education in elementary madrasahs, many teachers still rely on lectures and textbooks as the primary sources of learning, which tends to make students passive and less engaged. In the era of the 4th Industrial Revolution, religious literacy has become an urgent need to produce a critical and religiously conscious generation.¹ However, various studies show that many students in madrasah ibtidaiyah experience low interest and

¹ Z. Lessy L. Nurhamida, B. Sa'aadah, "PENGEMBANGAN MEDIA PEMBELAJARAN FIQH BERBASIS MOTION GRAPIC TERHADAP PEMAHAMAN SISWA SEKOLAH DASAR DALAM MATERI WUDHU BERDASARKAN PENDEKATAN HADIST," *Pendas : Jurnal Ilmiah Pendidikan Dasar* 09 (2016): 1–23.

understanding of fiqh material due to conventional methods that are boring and monotonous.² This phenomenon has an impact on low student learning outcomes, particularly in the subject of fiqh, which requires conceptual and practical understanding of Islamic teachings in everyday life. Literacy skills are part of the educational goals needed in the 21st century for all Indonesians.

The reading and writing abilities of the Indonesian population, especially those under the age of 15, are still relatively low and lag behind those of other developed countries. The Program for International Student Assessment (PISA) released the results of an international survey measuring the basic literacy skills of students under the age of 15, involving 3.7 million respondents from Indonesia.³ The survey results show that Indonesia ranks in the bottom 10 out of 79 countries surveyed.⁴ The reading and writing literacy skills of elementary school or Madrasah Ibtidaiyah students in Indonesia still require special attention because students' interest in reading and writing in Indonesia is still low. There are many factors contributing to the low literacy skills of students, such as teachers not using specific literacy learning guides and a lack of literacy-based or technology-based learning media. On the other hand, the causes of low literacy among Madrasah Ibtidaiyah or elementary school students include weak interest and motivation, lack of parental attention, the influence of television and mobile phones, and teachers' capabilities in the learning process, including the development of learning media.

Learning media are fundamental in helping teachers achieve learning outcomes. Adaptive, interactive, and contextual media can enhance motivation, understanding, and learning outcomes.⁵ One of the magazine-based media innovations has successfully improved understanding of fiqh, such as the fiqh magazine at SD Sidoarjo, which was able to raise the average score from 65.65 to 83.91. Similarly, another study in Mojokerto demonstrated the effectiveness of the fiqh magazine model on thaharah (purification) material in improving students' learning outcomes. This provides empirical evidence that the magazine model has high potential for integrating literacy skills and fiqh learning. The use of media in the fiqh

² Benny Angga Permadi, "Pengembangan Bahan Ajar Fiqih Model Majalah Anak Materi Thaharah Untuk Peningkatan Keefektifan Hasil Belajar," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 2 (2021): 99–103, <https://doi.org/10.54069/attadrib.v4i2.143>.

³ Gheanurma Ekahasta Novarina, Anang Santoso, and Furaidah Furaidah, "Model Pelaksanaan Gerakan Literasi Sekolah Di Sekolah Dasar," *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 4, no. 11 (2019): 1448, <https://doi.org/10.17977/jptpp.v4i11.12989>.

⁴ UNESCO, *Global Education Monitoring Report: Inclusion and Education – All Means All* (Paris: UNESCO Publishing., 2023).

⁵ Aini Zahrok, Universitas Trunojoyo Madura, and Article Info, "Pengembangan Media Pembelajaran Multimedia Berbasis Majalah Digital Kebudayaan Pamekasan Pada Materi IPAS Kelas IV Bab 6," *Journal of Education for All (EduFA)* 3, no. 1 (2025): 69–77.

learning process for students at Madrasah Ibtidaiyah Padangsidempuan Selatan remains traditional and rudimentary. In the fiqh learning process, teachers tend to use lecture and practice methods, and use theme books as learning media in the classroom. This results in low interest in reading learning materials. Students sometimes feel lazy to read books containing only text, and the use of difficult-to-understand language causes students to struggle in comprehending the content.

Various studies on Fiqh magazine learning media at the elementary school or MI level have been conducted, but no research has developed such media with a focus on literacy skills and measuring Fiqh learning outcomes at Madrasah Ibtidaiyah in Padang Sidempuan. Additionally, existing media are mostly book-based or general multimedia (audio-visual, digital modules, motion graphics) and have not explicitly integrated literacy skills.⁶ This situation presents both challenges and opportunities for developing literary magazine-based media. Thus, this study focuses on developing a magazine-style Fiqh learning medium to improve student learning outcomes at Madrasah Ibtidaiyah in Padangsidempuan District. The learning approach is contextualized with the geographical and cultural characteristics of Padangsidempuan, so that the Fiqh material presented is more relevant and meaningful to students.

This research develops Fiqh learning media in the form of a magazine designed to improve literacy skills and learning outcomes for students at Madrasah Ibtidaiyah in Padangsidempuan. This media includes columns, reviews, and interactive features that help students understand Fiqh material while also training their reading and critical thinking skills. Additionally, the fiqh content is tailored to the local culture of Padangsidempuan, making the learning experience feel more relatable and meaningful for students. The evaluation in this study was conducted comprehensively by combining achievement tests and interviews to assess changes in students' knowledge and attitudes more thoroughly.

This study aims to develop fiqh learning media in the form of a magazine that combines literacy elements such as columns, reviews, and interactive features. This media not only helps students understand fiqh material but also trains their reading and critical thinking skills. Additionally, fiqh education is adapted to the local culture of Padangsidempuan to make it more relevant and meaningful, enabling students to better understand and connect the lessons to their daily lives. Thus, this research makes an important contribution to the development of

⁶ Uswatun Hasanah, S Sukari, and S Sugiyat, "Penerapan Media Pembelajaran Fiqh Berbasis Audio Visual Dalam Meningkatkan Motivasi Belajar Siswa Kelas Vii a Mts Negeri 2 Wonogiri Tahun Ajaran 2022/2023," *Al'Ulum Jurnal Pendidikan Islam* 4, no. 1 (2024): 92–99, <https://doi.org/10.54090/alulum.442>.

innovative, contextual, and holistically evaluated fiqh educational media to enhance learning outcomes for elementary school students.

The media literacy approach in fiqh learning is important in multisensory learning and has been proven to improve concept mastery.⁷ In addition, Vygotsky's theory emphasizes the role of media as a mediator in children's cognitive development.⁸ Audiovisual media can increase motivation, but does not promote literacy.⁹ Thus, literacy magazines offer a sustainable approach that not only attracts students' interest but also improves their reading, thinking, and collaboration skills. In addition, improving fiqh literacy means instilling 21st-century competencies in the form of religious literacy and character

Literature Review

The development of fiqh learning media based on literacy, particularly through multisensory methods, has been proven effective in improving students' conceptual mastery. Digital multimedia-based multisensory methods show significant improvement in the recognition of Hijaiyah letters, with statistical evidence.¹⁰ The integration of media such as motion graphics in fiqh lessons supports multisensory understanding of the concept of wudhu.¹¹ In addition, literacy magazines present a sustained literacy approach that not only attracts interest but also improves reading skills, critical thinking, and collaboration among students. Religion-based digital literacy proves that videos of the Prophet's stories in RA schools encourage interactive discussions between teachers, children, and parents, as well as helping to internalize moral values such as honesty and hard work.¹² Thus, literacy magazines support 21st-century competencies, such as religious literacy and character, through writing formats, illustrations, and dialogues that facilitate reflection, discussion, and collaborative activities. Fiqh literacy magazines not only instill religious literacy and character competencies but also support the development of 21st-century soft skills such as critical thinking, creativity, and cooperation.

⁷ Permadi, "Pengembangan Bahan Ajar Fiqih Model Majalah Anak Materi Thaharah Untuk Peningkatan Keefektifan Hasil Belajar."

⁸ M Djamarah, S. B., & Zain, *Psikologi Belajar* (Jakarta: Rineka Cipta, 2011).

⁹ Mita Siti Afifah Mita Afifah, "Pengembangan Bahan Ajar Mata Pelajaran Fiqih Berbasis Multimedia Untuk Meningkatkan Minat Belajar Siswa Kelas VIII Di MTs Putri Ma'arif Ponorogo," *Social Science Academic* 1, no. 1 (2023): 177–84, <https://doi.org/10.37680/ssa.v1i1.3341>.

¹⁰ Hermin Nurhayati and Nuni Widiarti, Langlang Handayani, "Jurnal Basicedu. Jurnal Basicedu," *Jurnal Basicedu* 5, no. 5 (2020): 3(2), 524–32, <https://journal.uin.ac.id/ajie/article/view/971>.

¹¹ L. Nurhamida, B. Sa'aadah, "PENGEMBANGAN MEDIA PEMBELAJARAN FIQIH BERBASIS MOTION GRAPIC TERHADAP PEMAHAMAN SISWA SEKOLAH DASAR DALAM MATERI WUDHU BERDASARKAN PENDEKATAN HADIST."

¹² L. Nurhamida, B. Sa'aadah.

Literacy skills are essential abilities that encompass not only technical reading and writing skills, but also the capacity to understand, interpret, use, and reflect on information in various forms of text in order to participate effectively in social life.¹³ Literacy is not just about recognizing letters, but involves active interaction between the reader and the text, enabling readers to construct meaning based on their experiences, background knowledge, and socio-cultural context.¹⁴ In primary education, literacy skills form the foundation for critical thinking, decision-making, and the development of civic values. Literacy is an empowering social practice, as it involves understanding the world through language.

In contemporary education, literacy skills have evolved into a multidimensional concept that encompasses basic literacy (reading and writing), digital literacy, information literacy, and visual literacy. These skills are essential for navigating the era of information disruption, characterized by the rapid and abundant flow of data. The Ministry of Education and Culture of the Republic of Indonesia (2020), through the National Literacy Movement, emphasizes the importance of mastering basic literacy as a 21st-century skill.¹⁵ In this context, literacy skills cannot be separated from cognitive competencies such as reading comprehension, logical reasoning, and the ability to evaluate and integrate information from various sources.

Learning outcomes are relatively permanent changes in student behavior after going through the learning process, covering three main domains: cognitive, affective, and psychomotor.¹⁶ Learning outcomes are the abilities acquired by students after receiving learning experiences. Learning outcomes are behavioral changes resulting from education in accordance with educational objectives.¹⁷ Therefore, learning outcome evaluation not only measures cognition through scores, but also reflects attitudes and skills developed during the learning process. Factors that influence learning outcomes are divided into internal and external factors.¹⁸ Internal factors include intelligence, motivation, interest in learning, and the physical

¹³ What Students Know and C A N Do, *PISA*, vol. I, 2018.

¹⁴ D. Crystal, *The Cambridge Encyclopedia of Language (3rd Ed.)* (New York: Cambridge University Press, 2019).

¹⁵ Novarina, Santoso, and Furaidah, "Model Pelaksanaan Gerakan Literasi Sekolah Di Sekolah Dasar."

¹⁶ Abd Gunawan Luthfiyah Dianti, Klis Ulfah, Maria Salam, "Analisis Asesmen Diagnostik , Formatif Dan Sumatif Serta Implikasinya Terhadap Efektivitas Sistem Evaluasi Pendidikan," *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)* 5 (2025): 555–65.

¹⁷ Theopilus C. Motoh, Hamna, and Kristina, "Penggunaan Video Tutorial Untuk Meningkatkan Hasil Belajar IPS Siswa Kelas VII SMP Negeri 3 Tolitoli," *Jurnal Teknologi Pendidikan Madako* 01, no. 01 (2022): 1–17, <https://ojs.fkip.umada.ac.id/index.php/jtpm/article/view/14>.

¹⁸ Suharyanto H Soro and Tita Prapitasari, "Analisis Penilaian Ranah Afektif Melalui Pembelajaran Daring Mahasiswa Program Sarjana Era Digital," *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran* 5, no. 1 (2024): 2089–98.

and psychological conditions of students. Meanwhile, external factors originate from the family environment, school, teaching quality, as well as the media and learning methods used.

Research Method

This research can be developed through the Research and Development (R&D) method, which is a research method used to develop or validate products used in education and learning. The development model applied in this research is the development model *Research and Development* (R&D), which is a research method used to develop or validate products used in education and learning. The development model applied in this study is the development model ADDIE (*analyze, design, development, implementation, dan evaluation*).¹⁹ The ADDIE model concept is applied to create basic performance in learning, namely the concept of developing a learning product design.²⁰ Thus, ADDIE is an instructional design that focuses on individual learning, has immediate and long-term phases, is systematic, and utilizes a systematic approach to human knowledge and learning.

The research data is sourced from qualitative and quantitative data. Qualitative data was obtained from evaluations, feedback, responses, critiques, and improvement suggestions through interviews, closed and open questionnaires, and observation results. Quantitative data was used to determine the accuracy, effectiveness, efficiency, and appeal of a developed product. The validation data collected from validators—subject matter experts, media design experts, and learning experts—as well as student response questionnaires were analyzed to assess the product's feasibility. The quantitative data collected through questionnaires included: (1) subject matter experts' evaluations of the alignment of content with the learning media, design experts' evaluations of the learning media design, and language experts' evaluations of language comprehension in the learning media. (2) Teachers' assessment of the practicality of the learning media. (3) Students' responses to learning through pre-tests and post-tests.

Research Results and Discussion

1. Analysis

Steps in analyzing the needs for developing Fiqh learning media based on literacy skills using a magazine model at Madrasah Ibtidaiyah in South Padangsidempuan District, using observation and interviews:

¹⁹ L. Nurhamida, B. Sa'adah, "PENGEMBANGAN MEDIA PEMBELAJARAN FIQIH BERBASIS MOTION GRAPIC TERHADAP PEMAHAMAN SISWA SEKOLAH DASAR DALAM MATERI WUDHU BERDASARKAN PENDEKATAN HADIST."

²⁰ Marinu Waruwu, "Metode Penelitian Dan Pengembangan (R&D): Konsep, Jenis, Tahapan Dan Kelebihan," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 2 (2024): 1220–30, <https://doi.org/10.29303/jipp.v9i2.2141>.

- a. Identification of Learning Objectives: Determine the learning objectives to be achieved through the development of media to improve the competencies that students must have in learning Fiqh.
- b. Observation of Teaching and Learning Activities. Classroom observations to understand the current teaching methods being used.
- c. Interviews with Teachers and Students. In-depth interviews with Fiqih subject teachers and several students about their experiences using existing learning media, the challenges they face, and their expectations for the new media to be developed.
- d. Analyze the data obtained. The collected data is then analyzed to identify emerging patterns, unmet specific needs, and the potential for developing media that can enhance students' literacy skills in the context of Fiqh.
- e. Recommendations for media development. Based on the analysis results, recommendations for the development of literacy-based learning media in the form of a magazine model were made. Plan the content, format, and delivery methods that align with the identified needs.

By following these steps, it is hoped that the development of Fiqih learning media can be carried out effectively and in line with the needs of students at the Madrasah Ibtidaiyah in Padangsidempuan Selatan District.

2. Design

At this stage, the researcher creates an outline of the content of the Fiqih learning media based on literacy skills using a magazine model that will be developed. The title and theme of the magazine-style media with Fiqih learning materials on zakat fitrah, infak, sedekah, qurban, and haji are determined. The chosen theme is related to daily life so that students can understand and apply it directly.

3. Development

a. Results of Content Expert Validation

Content expert validation was conducted by Zulhammi, a content expert in Islamic Education at the Postgraduate Program of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, as the content validator in the development process. The purpose of content validation was to assess the quality of the content and learning presented in the magazine model media. The expert material validation results, after revisions, achieved a score of 56 with a percentage of 93.3%, falling into the “very good” category and deemed suitable for use in learning.

b. Media Expert Validation Results

Media expert validation was conducted by Hamdan H. Batubara, a media expert in Islamic Education at UIN Walisongo Semarang. The purpose of media validation is to determine the suitability of the developed media product from the aspects of appearance and completeness of the learning media. The results of the magazine model media validation at stage 2 were deemed suitable for use, as it obtained a score of 44 with a percentage of 91.6%, categorized as very good and suitable for use.

c. Language Expert Validation Results

Language expert validation by (Parulian Siregar), a lecturer in PGMI at STAIN Mandailing Natal. The purpose of language validation is to assess the suitability of the developed language product from a linguistic perspective. After revisions, the language expert validation test yielded a score of 40 with a percentage of 90.9%, categorized as “very good” and suitable for implementation in learning.

4. Implementation (Implementation/Execution)

Implementation is the actual step of applying the system we are developing or have developed. This means that at this stage, everything that has been developed is installed or set up in such a way that it ideally aligns with its role or function to be implemented. In line with its objectives, this product is implemented for fifth-grade students at the Elementary School in Padangsidempuan Selatan District.

5. Evaluation (Evaluation/Feedback)

Evaluation is a process to determine whether the media being or has been developed is successful and aligns with initial expectations. Based on the pretest results conducted on students before using the magazine-style media model, the score was 1,695 with a percentage of 67.8%, categorized as adequate. Therefore, a posttest is required to assess the results after using the magazine-style media model. The post-test results obtained by the students after using the magazine-style learning media reached a score of 2,140 with a percentage of 86.2%, categorized as good. Therefore, it can be concluded that the students were able to understand the material and achieve effectiveness in the learning process when using the magazine-style learning media.

6. Results of Needs Analysis

Students' competence in Fiqh material, especially their understanding of daily worship, is still not optimal because the conventional methods used tend to be monotonous. The magazine model allows for the integration of Fiqh learning objectives with literacy content

through illustrations, reflective articles, and interactive columns.²¹ Magazines are very effective in bringing students closer to the learning objectives of Fiqh in the context of everyday life, as well as increasing engagement and motivation to learn.²² Teachers and students in South Padangsidempuan still rely on blackboards and workbooks, which are less interesting and less stimulating for literacy activities. The use of audio-visual aids and student summaries shows an increase in activity (students are more active in taking notes and asking questions) compared to the blackboard-only method.²³ Data pattern analysis shows specific needs for media that: 1) has attractive visuals such as comics or infographics, 2) includes space for writing/critical thinking, and 3) presents quizzes or stickers/awards. This indicates that Fiqih magazine needs to be developed with three main elements: visualization, critical literacy, and motivation reinforcement..

The results of the needs analysis were obtained directly by the researcher through observation and interviews with the relevant institutions or locations in accordance with the research title. The researcher met with one of the Fiqh teachers in South Padangsidempuan District. Based on the identification process, several issues were identified, including low student literacy skills in the learning process, teachers only using textbooks as teaching materials in the classroom, resulting in students lacking enthusiasm in participating in the learning process, and low student learning outcomes in Fiqih lessons. Through the Fiqih learning magazine model, it is hoped that students will be able to increase their reading interest and improve their learning outcomes.²⁴ In implementing learning and overcoming the problem of a lack of learning resources that emphasize practical application in the learning process at Madrasah Ibtidaiyah in South Padangsidempuan District.

The researcher also conducted interviews with several students using random sampling. From these activities, it was found that the reason students did not focus on the material presented by the teacher was because the learning media only used media that was full of writing. Meanwhile, students desire more engaging and enjoyable learning experiences, as well

²¹ Sri Wahyuni Harahap, Mardianto Mardianto, and Salminawati Salminawati, "Pengembangan E-Modul Fikih Dalam Pembelajaran Fikih Untuk Madrasah Tsanawiyah Di Medan," *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme* 4, no. 2 (2024): 625–42, <https://doi.org/10.37680/scaffolding.v4i2.5235>.

²² Moch Bahak Udin By Arifin et al., "Teaching Media of Fiqh Magazine Model to Improve Prayer Understanding in Primary School Students," *Universal Journal of Educational Research* 7, no. 8 (2019): 1820–25, <https://doi.org/10.13189/ujer.2019.070821>.

²³ Dadung Maulana, "Pengembangan Computer Based Instructional Materi 'Haji' Di Madrasah Aliyah," *TASAMUH: Jurnal Studi Islam* 14, no. 1 (2022): 115–23, <https://doi.org/10.47945/tasamuh.v14i1.446>.

²⁴ Gusti Ayu Nyoman Tisia Purnianingrum and Ida Bagus Surya Manuaba, "Media Pembelajaran E-Mading Berbasis Contextual Teaching and Learning Pada Tematik Subtema Bagaimana Tubuh Mengolah Makanan," *Jurnal Penelitian Dan Pengembangan Pendidikan* 6, no. 2 (2022): 191–201, <https://doi.org/10.23887/jppp.v6i2.46165>.

as media that can visualize Fiqh material in a magazine-style format that is easy to read. The indicators from the above activities show the following data:

1. Students are interested in participating in the learning process when using engaging learning resources.
2. Textbooks are the most commonly used learning resources by teachers in Fiqh instruction.
3. Students find learning more enjoyable when using learning resources in the form of magazine media.
4. Students feel they gain more insights when learning resources involve various senses.
5. Students hope teachers can visualize Fiqh material using a magazine model.

The need for engaging and enjoyable learning media is a key focus in efforts to improve the quality of Fiqh education in madrasahs. Students find it difficult to understand the material when it is presented solely through monotonous text without supporting visuals. Learning media that consists solely of text is less effective in enhancing students' interest and concentration in learning.²⁵ Therefore, the use of magazine-style media containing illustrations, stories, and supporting images is very important to foster students' interest and understanding of Fiqh material. Magazine media is considered more capable of attracting students' attention because of its communicative, informative, and visual form. Students tend to be more enthusiastic about learning that is not only textual but also touches on visual and emotional aspects.

7. Practicality of the Product

In the process of developing this product, the practicality was assessed using student questionnaire responses and interviews with several students. The criteria used to assess practicality in the student response questionnaire include interest in the learning process when the product is used, the content, and the ease of language used in the medium during the implementation of learning using the magazine-based learning medium. In general, the time provided is sufficient, the product is engaging, so students do not appear bored during the learning process, and the use of this learning medium facilitates students in solving problems through tests because they understand the lesson.

Based on the results of the calculation, the percentage and response of Fiqih subject teachers to the magazine model media obtained a score of 46 with a percentage of 92%. It was concluded that the magazine model media had a valid validation level. Based on the results of the pretest conducted by students before using the magazine model media, the score was 1,695

²⁵ Ramadhan, "Vol. 27, No. 1, April 2022," *Mimbar Ilmu* 27, no. 1 (2022).

with a percentage of 67.8% in the sufficient category. Therefore, a post-test was needed to determine the results after using the magazine model media. The post-test results conducted by the students after using the magazine model learning media reached a score of 2,140 with a percentage of 86.2%, categorized as good. Therefore, it can be concluded that students in the learning process can understand the material and obtain effectiveness when using the magazine model learning media.

In the process of developing learning products, it is important to evaluate the practicality of using media through empirical data. The practicality criteria used in the questionnaire instrument include students' interest in the learning process when the media is used, the suitability of the material presented, and the ease of language used in the media. These aspects are considered capable of representing how learning media can be accepted and utilized optimally by students in the context of daily learning.²⁶ Learning media developed based on the magazine model offers several advantages in terms of presentation and visualization of material.²⁷ This shows that interactive and visual media such as magazine models can create a more enjoyable and effective learning atmosphere.

The practicality of this media is also supported by the results of a questionnaire from Fiqh teachers, which showed a very high response rate. From the teachers' evaluation results, a score of 46 was obtained with a percentage of 92%. These results indicate that the magazine-style media is not only accepted by students but also by teachers as facilitators of learning. With such a high percentage, this media can be categorized as valid in the context of classroom implementation.²⁸ To determine the effectiveness of this magazine-style learning media in improving student learning outcomes, measurements were taken using pre-tests and post-tests. The pre-test results showed a score of 1.695 with a percentage of 67.8%, which was categorized as sufficient. This shows that before using the media, students' understanding of the material was not optimal. Therefore, a post-test was conducted to measure the improvement in students' understanding after using the media.²⁹ Magazine-based learning is effective in helping students understand lessons and complete evaluation questions. The importance of developing

²⁶ Desy Nursafitri and Isa Ansori, "Development of Digital Flipbook Magazine Learning Media Based on Project Based Learning Model to Improve Science Learning Outcomes," *Jurnal Penelitian Pendidikan IPA* 10, no. 12 (2024): 10877–85, <https://doi.org/10.29303/jppipa.v10i12.9326>.

²⁷ A. Azhar, *Media Pembelajaran* (Jakarta: Rajawali Pers, 2020).

²⁸ No April et al., "Pengaruh Media Pembelajaran Berbentuk Majalah Digital Terhadap," *Jurnal Riset Dan Pengabdian Interdisipliner* 2, no. 2 (2025): 261–76, <https://doi.org/10.37905/jrpi.v2i2.30862>.

²⁹ Nida Ulfa Nurhidayah, A. R. Supriatna, and Endang M. Kurnianti, "Pengembangan Media Pembelajaran MAJINATIF (Majalah Pintar Edukatif) Berbantuan Flipbook Maker Pada Materi Sistem Peredaran Darah Kelas V SD," *Jurnal Pendidikan Tambusai* 6, no. 1 (2022): 2388–96.

innovative media that pays attention to practicality and effectiveness in the teaching and learning process.

8. Advantages and Disadvantages of the Product

This magazine-based literacy learning media has undergone a trial phase with students. The results of these trials were used as a basis for identifying the advantages and disadvantages of the developed product. The advantages of the magazine model media product developed include:

- a. Users feel more enthusiastic about learning when using the magazine model media.
- b. Users feel effective when learning using the magazine model media.
- c. The magazine model media is not boring.
- d. Users feel comfortable when learning using the magazine model media.
- e. The images in the magazine-style media model are clear and simple.
- f. The presentation of material in the magazine-style media model is concise and clear.

The weaknesses of the developed product, based on the results of the trial and the suggestions of the students, are as follows:

- a. The material in the magazine-style media model is not detailed enough because it is not yet complete in terms of steps or stages.
- b. The thumbnail images are not attractive enough to catch the users' attention.
- c. The coloring and shading in the images of the magazine-style media model are not good enough.

The shortcomings of the product in terms of the material in the learning media being insufficiently detailed occur because it was created to only display the main points of the material presented in detail, so it is necessary to add design assets and more scenes in one sequence. However, due to time constraints, the material in the magazine model media only contains the main points of the material. Furthermore, the coloring and shading of the images in the magazine model media are considered poor. This is related to the author's experience and expertise in design, which ultimately resulted in the coloring and shading in the magazine model media being subpar.

9. Limitations of the Research

This research was conducted with great care in accordance with the procedures of the planned design research. This was done to obtain the best possible research results. However, it is very difficult to obtain perfect research results. This is because in the

implementation of this research, there were limitations or obstacles encountered in the field. The limitations or obstacles faced by the researcher in this study are as follows:

- a. This study only used one class for testing the developed product due to time and cost constraints. Therefore, the researcher is encouraged to continue developing the product by testing it in several classes.
- b. The researcher also had limitations in terms of literature on design research or development research. This is because this development research is a new type of research at the Syekh Ali Hasan Ahmad Addary State Islamic University.
- c. The researcher also had limitations in the media creation process because a stable connection was needed to create the magazine-style learning media development model. In this study, the content of the magazine-style educational development media did not include student activities in the learning process due to time constraints and researcher limitations. Therefore, future researchers are encouraged to incorporate student activities to further enhance reading literacy using the magazine model, making the learning process more active. Through this development research, it is hoped that it will be beneficial in the classroom learning process, serving as the best solution for learning challenges, particularly in Fiqh education using the magazine model.

Conclusion

Based on the results of the expert validation test, the magazine model media developed by the researcher after revision obtained a score of 56 with a percentage of 93.3%, which is classified as good and suitable for use. The results of the media model validation test for the magazine model developed by the researcher after revision obtained a score of 44 with a percentage of 91.6%, which falls into the good category and is suitable for use. The results of the language model validation test for the magazine model developed by the researcher after revision obtained a score of 40 with a percentage of 90.9%, which falls into the good category and is suitable for use. The Fiqh learning media model magazine developed was deemed good and suitable for use based on the results of the expert validation tests for content, media, and language, with scores of 93.3%, 91.6%, and 90.9% respectively after revisions, and will continue to be improved according to the validators' suggestions. Additionally, the advanced language validation test scored 87.5%, the student response test showed an effectiveness of 86% in the good category, and the practicality test conducted by Fiqh teachers yielded a score of 92%, indicating that this media is practical, suitable, and suitable for use at Madrasah Ibtidaiyah Padangsidempuan Selatan.

Based on the limitations encountered in conducting this research, there are three main recommendations that can be made for further development. First, since the product trial was only conducted in one class due to time and cost constraints, future researchers are advised to expand the scope of the trial to include several classes or madrasahs. Second, limitations in accessing literature on design research and development research pose a challenge, especially since this approach is still relatively new. Therefore, future researchers are encouraged to deepen their theoretical studies by exploring current scientific sources, both from national and international journals, to strengthen the conceptual and methodological framework in educational media development research. Third, in the process of creating magazine-style learning media, limitations in internet connectivity and time hindered the integration of student activities into the media content. Therefore, future researchers are encouraged to design learning activities that directly involve student participation in the media.

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