

## DEVELOPMENT OF AUDIO VISUAL MEDIA TO IMPROVE FARDU KIFAYAH SKILLS IN FIQH LEARNING IN PHASE E CLASS X OF STATE SENIOR HIGH SCHOOL I PADANG LAWAS

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Received: 17 January 2025

Revised. : 31 January 2025

Accepted: 16 February 2025

Published : 18 March 2025

DOI : <https://doi.org/10.54443/ijerlas.v5i2.2556>

Publish Link : <https://radjapublika.com/index.php/IJERLAS>

### Abstract

The process of learning Fiqh, specifically the material on fardu kifayah, is not fully facilitated by the presence of textbooks alone, which only provide theoretical content to students. There is no direct practice due to insufficient time. The research problem formulated in this study is: How is the initial research of Audio-Visual Media for Fiqh Learning on Fardu Kifayah for Class X students at Madrasah Aliyah Negeri I Padang Lawas? What is the validity level of the Development of Audio-Visual Media to Improve Fardu Kifayah Skills for Class X students at Madrasah Aliyah Negeri I Padang Lawas? What is the practicality level of the Development of Audio-Visual Media to Improve Fardu Kifayah Skills for Class X students at Madrasah Aliyah Negeri I Padang Lawas? What is the effectiveness level of the Development of Audio-Visual Media to Improve Fardu Kifayah Skills for Class X students at Madrasah Aliyah Negeri I Padang Lawas? This research is a Research and Development (R&D) study with stages including analysis, design, development, implementation, and evaluation. The study was conducted at Madrasah Aliyah Negeri I Padang Lawas. The subjects of this study were 38 students of class X IIS 1, consisting of 14 males and 24 females. Data collection techniques included observation and questionnaires. The validation results in this study indicate that the audio-visual media validation by material experts is 94%, declared valid and usable after revision, and the media validation result is 90%, declared valid and usable after revision. The response of the Fiqh subject teachers was 90%, and the response of the curriculum teachers was 88%. The response of the students to the audio-visual media was 90%. The results of this study indicate that the audio-visual learning media for the Fiqh subject, implemented in class X IIS 1, showed an improvement in test scores from a pre-test score of 52.23% to a post-test score of 91.44%. Therefore, using this audio-visual media resulted in an increase of 39.21% from pre-test to post-test scores. It can be concluded that the audio-visual media for the Fiqh subject is suitable for use and can improve student learning achievement.

**Keywords:** *Audio-Visual Media, Fardu Kifayah, Fikih Learning*

### A. INTRODUCTION

Religious education is one of three subjects that must be included in the curriculum of every formal educational institution in Indonesia. This is because religious life is one dimension of life that is expected to be realized in an integrated manner. The subject of Islamic religious education as a whole is within the scope of the Qur'an and Al-hadith, faith, morals, Jurisprudence/worship, and history, while also illustrating that the scope of Islamic religious education includes the realization of harmony, balance and balance of human relations with Allah SWT, oneself, fellow human beings, other creatures and their environment (Hablun Minallah Wa Hablun Minannas). Education is basically a conscious effort to develop personality with abilities inside and outside of school, family and society.<sup>1</sup>Changes in education originate from the thoughts of Islamic education figures, both from the archipelago and the international Islamic world, as well as political attitudes in providing active confirmation for the advancement of education.<sup>2</sup>Education has an important role in human life. Given the importance of education for human life, Islam as a religion that is Rahmatan Lil 'Alamin, pays

<sup>1</sup>Syafril and Zelhendri Zen, Basics of Educational Science (Depok: Kencana, 2017), p.3.

<sup>2</sup>Asfiati, The Relationship between Modernization of Islamic Education and Religious Thought and Political Attitudes of Muslims, Vol 2, No 2 (2015), page 2.

serious attention to the development of education for the survival of humanity.<sup>3</sup> Learning media is a means to improve teaching and learning activities.<sup>4</sup> Learning media is a fairly important tool in the teaching and learning process, because the use of the media as an intermediary in the learning process. However, it turns out that there are still many educational institutions that do not prioritize media, especially in areas where the community is gaptak (technologically illiterate). In the use of learning media in education, it must be adjusted to the material being taught by educators to students so that students can understand the material.<sup>5</sup>

The learning process of the presence of media has a fairly important meaning. The ambiguity of the material or material delivered in learning can be helped by presenting media as an intermediary. Initially, media only functioned as a tool in learning activities, namely in the form of a means that can provide visual experience to students in order to motivate learning, clarify, and simplify complex and abstract concepts to be simpler, concrete, and easy to understand.<sup>6</sup> To achieve maximum learning outcomes. Of course, an innovation is needed that fosters student motivation and interest in learning to create creative, innovative, critical and independent students. Through developments in the world of education, technological media is needed as an alternative to today's learning. Learning media is a form of interaction that can help the teaching and learning process so that the message conveyed is clear and learning objectives are achieved. Learning media is used to stimulate students' thoughts, desires, and feelings through various channels. Thus, students will learn more. In the digital era like today, everyone is very fond of various digital platforms based on audio visuals.<sup>7</sup>

## **B. RESEARCH METHODOLOGY**

The type of research used in this study is Research and Development (R&D). R&D research is one of the current educational research models that is currently being developed more deeply. This means that R&D research provides a significant contribution related to testing products in the world of education. Development research is not research to find a theory, but rather research that aims to produce or develop a product. Development research in the world of education is a relatively new type of research that is better known as R&D. The strategy in R&D is intended to develop a new product to improve existing products, which can be accounted for. These products can be in the form of learning media, learning models, computer programs, training, guidance, evaluation tools and so on. With the production of various educational/learning products, the interested parties only need to apply these products in educational/learning activities. Development research is defined as a process or steps to develop a new product or improve an existing product that can be accounted for.<sup>8</sup> This development model includes several stages, such as analysis, design, development, implementation, and evaluation.

## **C. DISCUSSION**

### **1. Audio Visual Media**

#### **a. Understanding Audio Visual Media**

The word media comes from the Latin word medium which literally means "middle", "intermediary", or "deliverer". In Arabic, media is an intermediary or messenger from the sender to the recipient of the message. In teaching and learning activities, the word learning media is often used for terms. The word "media" comes from the Latin word, which is the plural form of "medium". Literally the word means intermediary or messenger. However, now the word is used, both for the plural and the vocabulary.<sup>9</sup>

Media are various types of components in the environment that can stimulate them to learn. Furthermore, Briggs states that media are all physical tools that can present roles and stimulate students to learn.<sup>10</sup> Learning media is one of the important factors in improving the quality of learning. This is due

<sup>3</sup>Hasan Baharun, "Educational Thought from the Perspective of Muslim Philosophers (Critical Study of the Thought of Muhammad Abduh and Muhammad Iqbal)," *At-Turas Journal; Journal of Islamic Studies* 3, no. 1 (2016), pp. 55-69.

<sup>4</sup>Cecep Kustandi & Dedi Darmawan, *Development of Learning Media* (Jakarta: Kencana, 2020), pp. 5-6.

<sup>5</sup>La'ali Nur Aida, Dewi Maryam et al., *Innovation in Islamic Religious Education Learning Media Through Audiovisual Media*, Vol 7, No 1 (2022), p. 44.

<sup>6</sup>Hasan Baharun, *Development of Environmentally Based Pai Learning Media Through the Assure Model*, Vol 14, No 2 (2016), p. 234.

<sup>7</sup>Khavisa Pranata, Arif Nur Fikri, Zulherman, *The Influence of Audio Visual Learning Media Through Zoom on Elementary School Students' Learning Outcomes*, Vol 4, No 4 (2022), p. 6234.

<sup>8</sup>Fahrur Rozi, *Research Methodology*, (Medan: Markaz Khidmat Al-Islam Foundation, 2019), p. 107.

<sup>9</sup>Susilana Rudi, Riyana Cepi, *Learning Media*, (Bandung: Cv Wacana Prima, 2019), page 6.

<sup>10</sup>Mochamad Nursalim, *Development of Guidance and Counseling Learning Media*, (Jakarta: Index, 2015), page 5

to the development of technology in the field of education that demands efficiency and effectiveness in learning. To achieve an optimal level of efficiency and effectiveness, one of the efforts that needs to be done is to reduce or even eliminate the dominance of the verbalistic lesson delivery system by using learning media.

Learning media includes tools that are physically used to convey the contents of teaching materials, including books, tape recorders, cassettes, video cameras, video recorders, films, slides, photos, images, graphics, television and computers. In other words, media is a component of learning resources or physical equipment that contains learning materials in the student environment that can stimulate students to learn. In addition to the above opinion, learning media is also interpreted as a combination of hardware and software. In other words, media is what has been filled with software.<sup>11</sup>

Learning media is an important element in the learning process. Learning media is a source of learning that can help teachers in enriching students' insights, with various types of learning media by teachers, it can be a material in providing knowledge to students. The use of learning media can foster students' interest in learning new things in the learning material delivered by the teacher so that it can be easily understood. Learning media that is interesting for students can be a stimulus for students in the learning process.<sup>12</sup>

## 2. Types of Audio Visual

Audio visual is a kind of media that provides a form of sound and contains various images that can be seen, for example, video recordings, various sizes of films, sound slides and others. The advantages of this media have been considered better and superior, Thus audio visual media can be grouped in the form of audio visuals into two types, including:<sup>13</sup>

- a. Pure audio-visual, such as sound motion pictures (movies), television and video.
- b. Impure audio visuals, namely what we know as slides, opaque, OHP and other visual equipment, if given sound elements from cassette recordings that are used simultaneously at one time or in the learning process.

## 3. Effectiveness of Audio Visual in Learning

Audio visuals present more concrete information so that it is easier for teachers to deliver materials and students to easily understand the subject matter. The same thing as the results of research that has been done by showing a high increase in student learning outcomes using a contextual approach. In addition, the use of learning media needs to be adjusted to the characteristics of the subject and the subject matter. In audiovisual is more effective than the lecture method in improving student learning achievement in fiqh learning and a significant increase in student learning motivation between before and after learning using audio visual media.<sup>14</sup>

## 4. Advantages and Weaknesses of Audio Visual

Technology serves to help solve problems in the learning process as it is today. Given the rapid and increasingly sophisticated development of technology, there are many learning media that can be used during learning. One of the media that is considered quite effective for students to use is audiovisual media, because it combines two media at once, namely audio-visual or can be called sight-hearing. This audiovisual media is an alternative means of doing it during the learning process. Audiovisual media is believed and trusted to be more able to arouse the enthusiasm of students at the elementary school level, because its nature is easy to package and more interesting for students to follow with a happy atmosphere. Media based on using this video application is also easy to update if you want a change in learning so that it is easy to understand.<sup>15</sup>

The presence of audio-visual media has an important meaning in learning which is very helpful in the learning process. The advantages of Audio Visual media are as follows:

- a. Presenting learning objects in a concrete way or learning messages in a realistic way, so it is very good for adding to the learning experience, its audio-visual nature, so it has its own appeal and can be a spur or motivate students to learn, very good for achieving psychomotor learning goals, can reduce learning boredom, especially if combined with teaching techniques in the form of lectures and

<sup>11</sup>Siti Mahmuda, Arabic Language Learning Media, Vol 20, No 1 (2018), page 131

<sup>12</sup>Teni Nurrita, Development of Learning Media to Improve Student Learning Outcomes, Vol 3, No 1 (2018), page 172

<sup>13</sup>Ernanida, Audio Visual Media in Islamic Religious Education Learning, Vol 2, No 1 (2019), p. 109.

<sup>14</sup>Martin Kahfi, Wawat Setiawati, et al., Effectiveness of Contextual Learning Using Audiovisual Media in Improving Student Motivation and Achievement in Integrated Social Sciences Learning, Vol 7, No 1 (2021), p. 86.

<sup>15</sup>Unique Hanifah Salsabila, Maulida Nurus Sofia, et al., The Urgency of Using Audiovisual Media in Increasing Learning Motivation, Vol 25, No 2 (2020), p. 286.

discussions of the problems asked, increase memory or retention of learning objects studied by learners.<sup>16</sup>

- b. Can handle part dependencies and strengthen in achieving the goals that must be achieved.
- c. Can build students' observation methods, can base students' observations on word usage, pronunciation and word meaning.
- d. The most correct way to utilize the rhythm and sound of language is to use this form of media, especially to enable students to grasp it quickly.
- e. Can control the situation and behavior of students, tone of voice and results.
- f. Can provide study plans for subjects delivered by educators or people who have knowledge in certain fields so that a subject can be studied so that good quality can be learned from various sciences, therefore it often meets the results in observations in research.
- g. Can handle in a special case and is difficult to do by an educator, including showing knowledge in the outside world, and outside the classroom in other words so that audio visual media can introduce real things and can produce easy conditions in several titles being studied.<sup>17</sup>

In the use of audio visual media, there are not only advantages but also disadvantages. The disadvantages of audio visual media are as follows:

1. This model raises the assumption that there is a mental readiness to learn for students who have academic disabilities who will experience abstract or thinking difficulties, expressing the relationship between written or oral concepts, which in turn will cause frustration.
2. This model is not efficient for teaching a large number of students, because it takes a long time to help them find theories or other problem solving.
3. The expectations contained in this model will be confused if faced with students and teachers who are used to old ways of learning.
4. More suitable for developing understanding, while developing aspects of concepts, skills and emotions as a whole receives less attention.<sup>18</sup>

## **2. Fardu Kifayah Skills**

### **a. Understanding Fardu Kifayah**

Fardu ain and fardu kifayah are terms in Fiqh which are the result of law and are related to mandatory law. The word fardu comes from an Arabic word, linguistically meaning size (al-taqdīr) and also breaking (al-qaṭ'). Meanwhile, according to the term, fardu means actions that are strictly required (talaban jāziman) by the syarak for themukallaf to be carried out, whether based on qaṭ'ī or ḡannī arguments.<sup>19</sup>

The organization of the corpse in Islam truly shows true respect for every person who has died. Humans are returned as they were born into this world. There is no wealth that he brings, but all the good deeds that he has done. In carrying out the care of the corpse, it should be adjusted to the teachings of Islam because in its implementation everything has been explained regarding the procedures from beginning to end. Because it is feared that unwanted things will happen or things that should not happen. The most important people to take care of the corpse are the father and mother and the closest relatives, among the closest relatives are the wife, husband, children, siblings, intended so that when there is a disgrace on the corpse's body it is not spread widely to the community or its confidentiality can be maintained. However, if unable to take care of the corpse due to certain concerns such as being lost in sadness, crying excessively, fainting, then it is permissible to ask for help from someone who is more expert in corpse care from bathing to burying.<sup>20</sup>

### **b. Management of Fardu Kifayah**

Fardhu kifayah is a crucial thing for humanity because fardhu kifayah is humans' gateway to the afterlife. So, how detrimental it would be if the body did not receive good fardhu kifayah services. Apart from

<sup>16</sup>Fransina Thresiana Nomeni, Theodora Sarlotha, Nirmala Manu, Development of Audio Visual Media and Teaching Aids in Improving Concept Understanding and Problem Solving, Vol 8, No 3 (2018), pp. 220-221

<sup>17</sup>Ernanida, Audio Visual Media in Islamic Religious Education Learning, Vol 2, No 1 (2019), pp. 185-186

<sup>18</sup>Mely Mukaramah, Rika Kustina, and Rismawati, Analyzing the Advantages and Disadvantages of the Audiovisual-based Discovery Learning Model in Lessons, Vol 1, No 1 (2020), p. 5

<sup>19</sup>Mukhlis Nugraha, The Concept of Fardu Aindan Fardu Kifayah Knowledge and the Importance of Its Practice in the Islamic Education Curriculum, Vol 10 (2017), page 104

<sup>20</sup>Asril Saad Nasution, Rosli, Training on Implementing Fardu Kifayah for Corpses, Vol 1, No 2 (2021), page 60

that, it is not good to treat corpses like that, the people involved in it also suffer sin from Allah SWT. Caring for a corpse is one of the fardu kifayah practices which is understood as the actions of a Muslim towards another Muslim who has died, which includes washing him, performing the funeral prayer and shrouding the funeral.<sup>21</sup>

Another phenomenon that is happening a lot now, especially in big cities, is that the management of the corpse is mostly not done by the immediate family. The family just accepts it clean because they have paid someone to take care of it, even praying for it and asking other people to pray for it. Meanwhile, the management of the corpse is the obligation of the closest family of the deceased, if the closest family is not there, then other Muslims are obliged to take care of it. The law of caring for the corpse itself is wajib kifayah, meaning that it is sufficient to be done by a part of the community, if the entire community does not take care of it, then the entire community will be prosecuted before Allah SWT. While for those who do it, they will receive a lot of rewards in the sight of Allah SWT. In the view of the community, the person in charge of handling the care of the corpse is the local religious officer or what is usually called Modin. Everything related to the needs of caring for the corpse is handed over to Modin.<sup>22</sup>

### **3. Jurisprudence Learning**

#### **a. Definition of Islamic Jurisprudence Learning**

Jurisprudence according to language means understanding. Jurisprudence in terms of terminology contains two meanings: knowledge of the laws of sharia related to the actions and words of mukallaf (those who are burdened with carrying out religious law), which are taken from detailed evidence, in the form of texts of the Qur'an and As Sunnah and those that branch out from them in the form of ijma' and ijtihad.<sup>23</sup>

Fiqh learning is very suitable if applied with this PBL method. Fiqh is a science that we usually encounter in our daily lives related to worship, muamalah, and morality whose problems we can actually find. Fiqh learning can be a place to instill Islamic moderation values by presenting the concept of Problem-Based Learning that requires students to open their horizons widely and openly regarding the differences in Islamic law applied in society so that they are able to position themselves to be in the middle and act moderately in responding to existing differences.<sup>24</sup>

#### **b. Objectives of Fiqh Learning**

Learning objectives Fiqh must include skills that include knowledge, skills, and attitudes. So the purpose of learning Fiqh is to know Islamic law (cognitive), to be able (psychomotor) to implement the law (affective) to obey the law. Studying the law means that students know all about the law, for example the rules for praying for the dead, the terms and conditions of prayer, and so on. Obedience to the law means that students can acknowledge and follow the provisions of the existing law of Allah SWT. Skilled in implementing the law means that students are experts in implementing the law entrusted to them, such as the ability to perform good prayers in harmony (af'al) and harmony of words (aqwal). Many teachers respond to the questions what, how much, where, and why in the cognitive dimension. Whereas the last question is rarely used in practice. For example, what is the law on usury, how many takbirs in the funeral prayer, when is the midday prayer, where do people perform tawaf, why is fornication forbidden, and so on. Fiqh teachers must not only be able to respond in the psychomotor dimension, but must also be able to practice questions about how and be able to provide examples.<sup>25</sup>

#### **c. Scope of Islamic Jurisprudence Learning**

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<sup>21</sup>Muh. Naim Madjid, Halim Purnomo, Increasing the Knowledge and Religious Spirit of Sukamulya Residents Through Corpse Management and Quran Recitation Training, Vol 5, No 2 (2021), page 82

<sup>22</sup>English: *Efforts to Empower and Improve Corpse Handling Skills in Mijen District, Semarang City*, Vol 13, Bo 2 (2013), p 202

<sup>23</sup>Dear Mr. Rohana, *The Effectiveness of Demonstration Methods in Fiqh Learning*, Vol 11, No 1 (2019), page 3.

<sup>24</sup>Hani Hiqmatunnisa, Ashif Az Zafi, Application of Islamic Moderation Values in Fiqh Learning in Ptkin Using the Problem-Based Learning Concept, Vol 29, No 1 (2020), p. 29.

<sup>25</sup>Firman Mansir, Halim Purnomo, The Urgency of Fiqh Learning in Increasing the Religiosity of Madrasah Students, p. 175.

The scope of Fiqh includes the provisions of Islamic law in maintaining harmony, balance, and balance between the relationship between humans and Allah SWT and the relationship between humans and humans. In the study of Fiqh, several areas of discussion are discussed concerning:<sup>26</sup>

1. Worship. In this chapter the following issues are discussed: tahharah, prayer, fasting, zakat, hajj, corpses, jihad, nadzar, sacrifice, zabiah (slaughter) hunting, aqiqah, food and drink.
2. Ahwalusy syakhsiyah or Qamun' Ailah. This chapter discusses personal, family, inheritance issues, which include marriage, khitbah (proposing), mu'asyarah (socializing), nafqah, divorce, khuluk, fasakh, li'an zhihar, ila'iddah, reconciliation, radla'ah, wasiyat, inheritance, guardianship.
- 3.

#### **D. RESEARCH RESULTS**

The audio-visual media that has been completed is then validated by material experts and media experts, to determine the feasibility of the media that has been created. After the media is validated, the media is then tested on teachers and students in the form of a field trial. To determine the effectiveness of the media product, a trial of learning media is carried out. The following is a discussion of each of the results of the audio-visual learning media testing:

1. Media Expert, In the validation results, the Material Expert obtained an average value of 94%, so that the level of validation of the display of audio-visual media in the Fiqh subject is "Valid" for use or very good for use.
2. Material Expert, In the validation results, the Media Expert obtained an average value of 90%, so that the level of validation of the display of audio-visual media in the Fiqh subject is "Valid" for use or very good for use.
3. Language Expert, In the validation results, the Media Expert obtained an average value of 90%, so that the level of validation of the display of audio-visual media in the Fiqh subject is "Valid" for use or very good for use.
4. Fiqh and Curriculum Subject Teachers, In the product trial results, the Fiqh Subject Teachers obtained an average score of 90%, and the results of the WKM Curriculum product trial obtained an average score of 88%, so that the level of validation of the display on the audio-visual media in the Fiqh subject is "Valid" to be used or very good to use. And the results of the student responses were 90% so that the level of validation of the display on the audio-visual media was "Valid" to be used or very good to be used.
4. Testing questions, the questions tested are the questions used for the trial of the application of learning media for class X MAN I Padang Lawas. The questions given are 20 questions and are arranged according to the basic competencies and success criteria that have been set. The material and questions in this learning media are then consulted with the Islamic Jurisprudence subject teacher of MAN I Padang Lawas. According to the Islamic Jurisprudence subject teacher, the questions that will be used for the trial of the application of audio-visual media for class X MAN I Padang Lawas. have been categorized as good, but suggestions and input are given so that the questions are made simpler so that they are easy for students to understand.
5. Application of audio-visual media, audio-visual learning media for the subject of Fiqh is applied in learning in class X iis I, before using the pre-test value of 52.23%, while after using audio-visual media the post-test value is 91.44%, So in using this audio-visual media there is an increase in value from the pre-test to the post-test by 39.24%. It can be concluded that the class is worthy of the validity of audio-visual media, so it can be concluded that audio-visual media for the subject of Fiqh is worthy of use and can improve student learning achievement.

#### **CONCLUSION**

Audio visual media is developed based on the analysis of the expected needs by MAN I Padang Lawas. The needs in question are the use of learning technology, interesting learning media, and mastery of Fiqh subjects that can improve the process of learning Fiqh in fardu kifayah subjects. The conclusions in this study are as follows:

1. Initial research conducted by researchers at MAN 1 Padang Lawas school, namely Before the development of audio-visual media at MAN I Padang Lawas, the learning process was carried out in conventional ways such as lectures, discussions, and direct practice. Teachers use various methods to teach, such as using whiteboards, slides, and audio-visuals that are only limited to sound and images that are only casual and

<sup>26</sup>Rahmat Hidayat, Muhammad Aqsho, and Pangestu Mursyid, Utilization of Mosques as a Means of Learning Fiqh at Mis Bina Keluarga Medan, Vol III, No 2 (2018), page 97.

uninteresting. However, this method has several weaknesses, such as the difficulty of managing students' attention, lack of interaction, and lack of variation in teaching. Teachers also use various teaching materials, such as books, magazines, and newspapers, to help the learning process. However, these teaching materials have several weaknesses, such as lack of interactivity, lack of variation, and lack of ability to attract students' attention. Teachers also use various aids, such as models, pictures, and photos, to help the learning process. and in the learning process of material about fardu kifayah, teachers rarely use audio-visual media because students feel bored with the appearance of media that is only limited to sound and images in each of these materials.

2. The level of validity of the development of audio-visual media can be concluded that during the audio-visual media process carried out by two media experts, the first is a material expert, the second is a media expert. For material experts in this study, the level of validation of audio-visual media in terms of material is 94%. Media validators with the results of the percentage of this media validation are 90%. Validator results percentage is 90%. The average results of the three validations or validators with a percentage of 91% are included in the valid category.
3. As for the level of practicality of developing audio-visual media using a questionnaire, the response of the subject teacher Mr. Hilman Pandi S.Pd. as the subject teacher of Fiqh, and Mrs. Curriculum at MAN I Padang Lawas. The percentage of the subject teacher of Fiqh was 90% and the WKM Curriculum obtained 88% which is included in the validity scale, this product can be categorized as valid which means it can be used but there are slight improvements in this audio-visual media. The student response questionnaire was given to 38 students in class X during the field trial. The results of the analysis of the student response questionnaire of 90% are included in the very valid category (can be used without revision).
4. The level of effectiveness of the development of audio-visual media is a trial of this media, the researcher conducted a pre-test before starting the audio-visual media by giving 20 questions to 38 students with a percentage of 52.23%, then after applying this audio-visual media the researcher also conducted a post-test after applying this media with a percentage of 91.44%. Thus, the increase in the learning process using audio-visual media is 39.21%.

After going through the entire trial process in this audio-visual media, it can be concluded that this audio-visual media is suitable for use in the Fiqh subject on the material of fardu kifayah.

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