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The Efforts of Teachers in Developing Learning Media for Fiqh at Ira Medan Private MTS

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ABSTRACT

This research aims to describe the efforts of teachers in developing learning media for fiqh at MTs Swasta IRA Medan, as well as to identify the obstacles faced and the solutions implemented. The background of this study is based on the importance of learning media in enhancing students' understanding and motivation to learn, especially in the subject of fiqh which contains both theoretical and practical aspects. The research method used is qualitative descriptive, with data collection techniques including observation, interviews, and documentation. The results of the study show that fiqh teachers at MTs Swasta IRA Medan have creatively endeavored to develop varied learning media that align with the characteristics of the material and the needs of students. The media used include images, videos, question cards, and direct practice such as simulating prayer movements and animal sacrifice using simple aids. The challenges faced by teachers include limitations in technological infrastructure, time, budget, and difficulties in aligning media with the content. The solutions implemented include the use of projectors, the use of simple and free media, and the utilization of local resources. The use of media has proven to increase students' motivation to learn and their understanding of fiqh material.

1. Introduction

The world of Islamic education in the 21st century is increasingly faced with great and complex challenges that demand significant attention. (Anita Dewi et al., 2024) Education is an important aspect of human life. Through education, individuals can improve themselves both physically and mentally towards a more positive direction. Education is one of the key elements for the advancement of a country. Compared to developed countries, the quality of the learning curriculum in Indonesia is still at a low level because it has not yet met optimal standards, and the learning objectives that have been established have not been fully achieved (Diki Maulansyah et al., 2023). In the world of education, teachers are often regarded as the parties most responsible for improving the quality of learning. Although there are other factors such as curriculum, students, and learning environment that are

also important, the role of teachers remains the primary one. Teachers not only design but also carry out the teaching and learning process. Therefore, teachers need to continuously improve their performance so that the teaching and learning activities can run smoothly and in accordance with the national education vision and mission. Teachers are the main figures in the learning process, and besides teaching, they also have other important responsibilities in supporting students' learning success (E. R. Sari et al., 2022).

In the learning process, media is actually recognized as an important aid for teachers. However, its use is often not maximized. There are several reasons why teachers rarely use learning media, such as limited preparation time, difficulty in finding suitable media, budget constraints, or other reasons. In fact, if teachers have sufficient knowledge about the types of media and how to use them, these issues should be avoidable (Julia Rahmah, Hasan Matsum, 2024). Learning media is one of the supporting elements to achieve learning objectives. However, there are still teachers who have not utilized media optimally, causing students to become bored during learning activities. Learning media plays a role that can support students to learn easily. Media as an aid in learning activities is an undeniable fact. As an auxiliary tool, media has the function of facilitating the path towards learning goals. During the learning process, the use of media can help teachers communicate or convey messages more easily to students, so that students can understand the messages and the teacher's communication better. Ultimately, the use of media can lead to an increase in students' understanding and learning outcomes (S. M. Sari et al., 2023). Currently, learning media is not always available in all schools. Certain schools already have the capability to provide a large variety of learning media, but others still lack the necessary options and quantities of learning media. This results in various types and amounts of media being used. Teachers sometimes use many media, but sometimes they do not (Mahmudah et al., 2024).

Unfortunately, many teachers have not utilized learning media as effectively as possible, including in the subject of fiqh. Learning media is an important component to help students understand the material more easily and engagingly. In schools, fiqh is a subject that teaches the spiritual principles in worship. However, there are still weaknesses in the teaching of fiqh that require continuous improvement.

In the context of Islamic schools, particularly madrasas, enhancing students' interest in Fiqh is crucial to fostering religious awareness and spiritual growth. (Yusuf, 2021) The learning of fiqh is one of the important subjects in madrasahs, which requires a good approach and resources for students to understand the material well. Fiqh plays an important role in shaping students' understanding of Islamic laws, from worship to muamalah. Contextual learning strategies in Fiqh not only strengthen students' understanding of Islamic law, but also foster an attitude of tolerance toward cultural diversity within the framework of Sharia. (Azhar & Faudi, 2025) However, in practice, fiqh learning is often considered rigid and difficult for students to understand, especially if it is delivered in a purely theoretical and monotonous manner.

The present study is rooted in the belief that enhancing students' interest in Fiqh through innovative media will not only improve academic outcomes but also strengthen their understanding and appreciation of Islamic teachings. (Salsabila & Setiawan, 2025). Student learning outcomes during the learning process are strongly influenced by the methods applied by the teacher in teaching. (Fadhla, 2023) The quality of human resources in the field of Islamic education is lacking in the quality of ideal PAI teachers. (Lubis & Muhariah, 2023). Educational innovations, particularly in religious education, must be grounded in the values and cultural contexts of the learners (Hidayatullah, 2020).

Therefore, teachers are required to be able to develop learning media that suit the characteristics of the students and the material being taught. An enjoyable teaching and learning process does not simply occur on its own, but is instead designed by the teacher through the arrangement of learning facilities using media (Tahawali & Aimang, 2021). In reality, many teachers who teach Islamic jurisprudence only rely on textbooks and blackboards without creating variations in their delivery methods. This certainly affects the students' learning motivation. However, with the current technological advancements, teachers have many options to develop simple yet effective learning media, whether based on visual, audio, or digital (Salsabila & Setiawan, 2025)

Various studies have been conducted related to the development of fiqh learning media. Previous research conducted by (Ilyas & Nisa, 2024) showed that creating interactive learning media based on Power Point has been proven to enhance students' understanding. Therefore, Power Point can be used as a useful tool to improve fiqh education in schools. Additionally, a study conducted by (Hasanah, 2025) emphasizes the use of digital media in Islamic religious education, particularly in fiqh subjects at Madrasah Aliyah Negeri 3 Medan. This study also highlights the role of supporting facilities and how these facilities influence student engagement.

Some findings from previous studies, this research has differences, namely this study focuses on the efforts of teachers in developing learning media for fiqh at MTs Swasta IRA Medan, where the location and focus of this research are still rarely examined. Previous studies placed more emphasis on the results of media usage without delving into the contextual development process of the media by teachers. This study specifically identifies the efforts, challenges, and solutions implemented by teachers in developing learning media for fiqh at MTs Swasta IRA Medan.

Based on this background, the problems in this study are: (1) What efforts do teachers make in developing fiqh learning media at MTs Swasta IRA Medan? (2) What challenges do teachers face and what solutions are implemented in developing fiqh learning media at MTs Swasta IRA Medan? This research aims to explain the efforts of teachers to create learning media for fiqh at MTs Swasta IRA Medan. The purpose of this study is also to identify various challenges faced by teachers when developing fiqh learning media. In addition, solutions to overcome these obstacles are also sought. It is hoped that this research will help develop more engaging and

efficient fiqh learning methods. The results of this research can also be used as a reference for other researchers who want to conduct studies on similar topics. Furthermore, these results can provide understanding to the community about the important role of teachers in providing effective and enjoyable learning for students.

2. Methodology

This study employed a descriptive qualitative approach, which aims to understand and describe phenomena in depth based on data obtained directly from the field. This approach was chosen because it is relevant to the research objective, namely to explore and comprehensively describe the efforts of teachers in developing learning media for the subject of fiqh at MTs Swasta IRA Medan. The data collected in this study included: (1) the practice of using learning media in the fiqh teaching and learning process, (2) teachers' efforts and creativity in designing and developing learning media, (3) students' responses to the use of media, and (4) the school's or madrasah's support in the development of learning media.

The data collection process was carried out through three main techniques, namely: observation, to directly examine the fiqh learning activities in the classroom, including the types of media used by teachers, the way they were applied, and students' responses to the media; in-depth interviews, conducted with fiqh teachers, the head of the madrasah, and students to obtain information regarding experiences, strategies, challenges, and solutions in developing learning media; and documentation, which involved collecting supporting data from school documents (such as curriculum and program guidelines) as well as photographs of learning activities to reinforce the results of observations and interviews. The data were analyzed through three stages: data reduction (filtering and selecting relevant data), data display (organizing data systematically according to research themes), and conclusion drawing/verification. To ensure data validity, triangulation of sources (teachers, head of madrasah, and students) and triangulation of methods (observation, interview, documentation) were applied. The researcher also conducted repeated visits to the research site to obtain valid and consistent data.

The entire research procedure is directly related to the title of this study, as each step was designed to explore and describe the phenomenon in line with the research focus. Classroom observations specifically aimed to identify how fiqh teachers made use of learning media in practice, from media selection and application to students' responses during the learning process.

3. Results and Discussion

In this study, interviews were conducted with teachers to gather information related to the use and development of learning media in fiqh. The list of interview questions addressed to the teachers is as follows:

Tabel 1. Interview Question

No	Question
1	How do you assess the role of media in improving students' understanding?
2	What efforts have you made in developing learning media?
3	What types of media have you used in teaching fiqh?
4	How do you utilize simple media such as the blackboard or teaching aids?
5	How do students respond to the learning media you use?
6	What challenges do you face in developing fiqh learning media?
7	What solutions do you apply to overcome the challenges in developing fiqh learning media?
8	What form of media do you find most effective based on your experience?
9	How do you evaluate the effectiveness of the media used?

The classroom condition at Medan Private MTS during the research was generally conducive. The learning space was arranged in a simple manner, with desks and chairs neatly organized facing the blackboard. Students showed varied attitudes during the lesson. Some were active in asking questions and responding to the teacher, while others remained passive but attentive. The atmosphere became more lively when the teacher used learning media, as students appeared more focused, enthusiastic, and less easily bored. Based on the results of observations, interviews, and documentation at MTs Swasta IRA Medan, several findings can be obtained regarding the efforts of teachers in developing learning media for fiqh, including:

A. Learning Media for Fiqh Used

In the fiqh learning at MTs Swasta IRA Medan, the teachers strive to develop learning media that is suitable for the material and the students' conditions. The media used varies, ranging from simple visual media like posters to direct practice in class. The aim is for students to more easily understand the concepts of fiqh in a tangible way and not just as theory. The fiqh teacher at MTs Swasta IRA Medan explains that in fiqh material such as the procedures of prayer and the slaughtering of sacrificial animals, the media used are practical and easily accessible. For example, in the material about sacrifice, the teacher uses puppets as symbols of animals to provide a visual representation to students about the correct slaughtering procedure. Similarly, in learning the movements of prayer, the teacher directs the students to practice them directly in class.

Based on the interview with the Islamic law teacher at IRA Private MTs in Medan, Mrs. Beby Khairani, she explained that the use of learning media is focused on the direct involvement of students. She said: "Usually I make simple media, like question cards, pictures, or videos. For materials such as the slaughtering of sacrificial animals, I use puppets as symbols of the sacrificial animals. So students can imagine the process more vividly. Similarly, when teaching the movements of prayer, we practice them directly in class. This greatly helps students to understand the lessons directly and in depth. As shown in the following image :



Figure 1. The Practice Activity of Performing Funeral Prayers using Puppet Media

The media used does not always have to be high-tech, but can simply be visual aids or direct practice that can spark students' interest. Likewise, the interview results with the Principal of MTs Swasta IRA Medan also support the use of this media. She stated: "Students respond very well when their teachers use engaging media. But if there is no media, they usually get bored quickly and become passive. Media does not have to be expensive. For example, in learning fiqh about sacrifices, we can practice directly using puppets as symbols of sacrificial animals. Or when learning to pray, we can practice it directly in class. What is important is the creativity of the teacher."

The use of learning media aims to facilitate students in understanding fiqh material that is theoretical and conceptual in nature. As stated by (Fadillah, 2020), learning media is a tool that functions to convey messages or information that is very important in supporting the teaching and learning process. (Sulistio & Triono Ali Mustofa, 2024) reveal that the use of audiovisual media at Muhammadiyah Junior High School 5 Surakarta is able to enhance students' interest in learning and interaction, thereby facilitating a deeper understanding of fiqh material. With this media, teachers can more easily deliver content, and students are better assisted in understanding the learning material. The learning media used is also selected based on the age level and needs of the students. Teachers more often use simple and easily accessible media, so that students not only understand the material but can also apply it in their daily lives.

It can be concluded that the learning media used in the subject of fiqh at MTs Swasta IRA Medan is varied and tailored to the material being taught as well as the characteristics of the students. Fiqh teachers utilize various simple media such as images, posters, and hands-on media like dolls as symbols of sacrificial animals and simulations of prayer movements. The selection of these media aims to facilitate students' understanding of the theoretical and practical aspects of fiqh. The use of this media has proven to enhance student engagement in learning, avoid boredom,

and help them understand the material in a more concrete manner. Although the media used are mostly simple and not based on high technology, its effectiveness is still felt because it can create an interactive and enjoyable learning atmosphere. The support of the head of the madrasa is also a supporting factor, although the initiative to use media mostly comes from the creativity of the teachers themselves. Thus, the learning media used in the fiqh subject at the Private MTs IRA Medan has been able to make a positive contribution to the improvement of the quality of learning and the overall understanding of the students.

B. Efforts of Teachers in Developing Learning Media for Islamic Jurisprudence

At MTs Swasta IRA Medan, teachers are required not only to deliver material verbally but also to create media that is interesting, relevant, and appropriate to the needs of students and the characteristics of the material. Creativity in the selection and development of media becomes the key for students to understand Islamic jurisprudence material more easily.

Efforts to develop fiqh learning media at the IRA Private MTs Medan involve the use of various types of media such as videos, illustrative images, and PowerPoint presentations tailored to the context of the material. The teachers' efforts to develop fiqh learning media at the IRA Private MTs Medan are carried out systematically, starting from preparing learning devices, selecting appropriate media, to implementing varied teaching strategies. Teachers prepare lesson plans and teaching modules modified from the curriculum to suit the conditions of the school and the characteristics of the students. The media used include whiteboards, fiqh textbooks, projectors, laptops, and the school prayer room as practice facilities for worship. The teaching strategies applied include lectures, demonstrations, discussions, and Problem-Based Learning (PBL) to train students to think critically and relate the material to real-life situations. This effort has proven to increase students' understanding of fiqh material, foster motivation to learn, and strengthen religious attitudes. Below is an example of the teaching and learning process using Power Point media in the subject of Fiqh:



Figure 2. The Use of Power Point in The Subject of Islamic Jurisprudence

As indicated in the interview conducted by the researcher with the fiqh teacher, who said: "Before teaching, I always prepare a lesson plan and teaching modules that I modify from the curriculum. The media I use varies, sometimes video, sometimes direct practice in the prayer room, so that students not only understand the theory but can also practice it correctly."

Additionally, Mrs. Beby Khairani also conveyed that media development does not always have to be expensive or complicated. She adapts media from the internet, edits it according to needs, and sometimes creates her own media with the help of simple applications. Teachers can utilize simple materials such as used items or materials that are easily found in the surrounding environment as learning media. This approach has proven to be not only more economical but also capable of encouraging teachers' creativity in designing engaging and contextual learning experiences. These simple media can bring students closer to the teaching material in a tangible way, thus enhancing the effectiveness of the teaching and learning process in the classroom.

Based on the description above, it can be concluded that the fiqh teacher at the IRA Private MTs Medan is able to develop learning media creatively, adaptively, and contextually according to the characteristics of the students and the teaching materials. The media development process is carried out in a planned manner through the preparation of learning devices, selection of appropriate media, and the application of varied learning strategies such as lectures, demonstrations, discussions, and Problem Based Learning. The teacher utilizes both simple and technology-based media, such as videos, illustrative images, and presentations, which are obtained or adapted from the internet, as well as materials from the surrounding environment. This approach not only reduces costs but also increases motivation, understanding, and the practical ability of students in fiqh materials. This shows that the effectiveness of learning media does not always depend on luxury or the sophistication of technology, but rather on relevance, ease of access, and suitability to the needs of learners.

C. Constraints and Solutions in the Development of Fiqh Learning Media

The development of fiqh learning media is an important part of efforts to improve the quality of PAI (Islamic Education) learning in madrasas. At MTs Swasta IRA Medan, the efforts of teachers in developing learning media still face various constraints, both from internal aspects (teachers and students) and external aspects (facilities, policies, and budgets). The following are the constraints and solutions undertaken by the madrasa, based on interview results and examined through the latest theories and research.

1. Limitations of Technology Infrastructure at MTs Swasta IRA Medan

In the modern learning process, technology infrastructure plays a crucial role in supporting the successful delivery of material and increasing student engagement. One such facility is the interactive whiteboard, which allows teachers to present material in a clearer, more engaging manner and can be

combined with various digital learning resources. This media not only makes it easier for teachers to teach but also helps students understand the material faster through images, videos, and interactive simulations.

However, the observations at MTs Swasta IRA Medan show that interactive whiteboard facilities are not yet available in the classrooms. Teachers still use conventional blackboards as the main medium, which has limitations in presenting engaging visual materials. This condition restricts the variety of learning methods, especially for materials that require illustrations or multimedia-based explanations. As stated in the interview with Fikih, who said: "So far, the school does not have an interactive whiteboard. We use a regular blackboard, and it would certainly be very helpful to have an interactive board."

The solution that can be applied is for teachers to utilize existing facilities, such as projectors or LCDs, as alternative media. Through projectors, materials can be displayed visually by using interactive presentations, images, videos, and learning animations. Although it does not have touch features like an interactive whiteboard, the use of a projector can still help teachers explain the material more clearly and engagingly compared to using a conventional whiteboard. The use of projectors also allows teachers to integrate digital learning resources, such as interactive simulations and online learning media, which can enhance students' interest and understanding. Teachers can prepare materials in advance in the form of presentations or access materials from the internet as needed for learning. The results of the researcher's interview with the fiqh subject teacher regarding this solution state: "If there is no interactive whiteboard, we usually use a projector to display the material. It is not as interactive as a digital whiteboard, but it is sufficient to make learning more interesting." This is in line with the findings of (Lebyana Norma Belinda et al., 2023) in *Al-Ulum: Journal of Islamic Education*, which states that the use of projectors can enhance the clarity of materials, motivate students, strengthen classroom interaction, and facilitate the integration of digital learning resources. The research also emphasizes that the limitations of sophisticated technology are not an absolute barrier as long as teachers are able to innovate by maximizing the available media. Therefore, the utilization of projectors at MTs Swasta IRA Medan becomes a strategic step to maintain the quality of learning even though it is not yet on par with interactive whiteboards.

2. Time Constraints for Teachers

Islamic law teachers at the IRA Private MTs in Medan face time constraints, both in the stage of designing learning media before teaching and during its use in the classroom. Designing media requires specific time to think about the design, organize material, and prepare aids. Unfortunately, teachers' time is often consumed by a packed teaching schedule, administrative activities, and other additional tasks, making it difficult to allocate time for

optimal media development. Furthermore, during the learning process, the use of media presents its own challenges. Teachers must prepare equipment such as projectors, laptops, or other visual aids. This requires a considerable amount of time and technical readiness, especially if teachers have to move between classes or teach in close succession between lesson hours. The Islamic jurisprudence teacher at the private MTs IRA Medan said: "Sometimes the available time is indeed limited, especially since the process before using that media is quite extensive. For instance, if using a projector, a lot of time has already been spent just on preparation and setting up the equipment."

To overcome this challenge, the teacher strives to manage time more efficiently outside of teaching hours, collaborate with other teachers, and simplify the forms of learning media so that they remain effective without taking up much time during use. Additionally, the teacher prioritizes the development of media for materials that require visual illustrations or direct practice, so that the use of media truly has a positive impact on learning.

3. Difficulties in Adjusting Media to Material and Student Needs

One of the challenges faced by fiqh teachers in the development of learning media is the difficulty in adjusting the form of media to the characteristics of the material and the diverse needs of students. Not all fiqh material is suitable to be delivered with visual or practical media, as some material is more conceptual or abstract in nature. Teachers must truly understand the content of the material before they can develop appropriate media. In addition, teachers also face challenges in adjusting media to the needs and academic abilities of students. Within one class, students' abilities can vary widely; some grasp concepts quickly, while others may require a more visual or concrete approach to understand better. The Islamic studies teacher at the private MTs IRA Medan said: "The challenge also lies in adjusting the material because each student has different abilities and academic needs."

To address this challenge, the teacher strives to thoroughly understand the lesson material before beginning to design the media. A deep understanding of the material allows the teacher to identify which parts can be supported with certain teaching media. In addition, the teacher also adjusts the form of the media to the characteristics of the students, both in terms of learning styles (visual, auditory, kinesthetic) and their level of understanding.

4. Limited Funds for Media Development

The last constraint in the development of learning media at MTs Swasta IRA Medan is the limited budget. Although the school has access to School Operational Assistance (BOS) funds, their usage must be adjusted to various other important needs, such as madrasah operations, school supplies, and student activities. As a result, special allocations for the development of

learning media become very limited. In practice, teachers often face obstacles when trying to develop media that requires additional costs, such as the purchase of teaching aids, colored print materials, or the use of paid applications. This makes the development of more innovative and complex media difficult to realize optimally. The head of MTs Swasta IRA Medan, Mrs. Nurhidayah S.Pd, stated in an interview:

"We realize the importance of learning media in improving the quality of the teaching and learning process. However, with a limited budget, we must prioritize more urgent matters first. For media development, we encourage teachers to be more creative in utilizing existing resources, including reusable waste materials."

The solutions implemented by schools include allocating funds more efficiently and encouraging teachers to use free learning applications as well as simple materials that are easily accessible. Teachers are also encouraged to enhance their creativity by utilizing recycled materials or local resources as cost-effective yet effective alternative media for delivering lessons.

Based on the research results above, it can be concluded that the development of fiqh learning media at MTs Swasta IRA Medan still faces several obstacles, namely the limitations of technological infrastructure at MTs Swasta IRA Medan, time constraints, difficulties in adapting the media to the material and students' needs, as well as budget limitations. Nevertheless, the school has implemented various effective solutions, such as the use of projectors or LCDs, more efficient time management, the use of simple media that meet students' needs, and the utilization of local resources and free applications to address budget constraints. These efforts are expected to improve the quality of fiqh learning at the school.

D. The Impact of Learning Media on Fiqh on Students

The use of learning media in the subject of Fiqh at MTs Swasta IRA Medan has a significant positive impact on the motivation and understanding of students. Based on interviews with several students from MTs Swasta IRA Medan below, they stated that the use of media such as videos, images, and projectors made learning more engaging and easier to understand.



Figure 3. Interview with Students

Based on interviews with students at MTs Swasta IRA Medan, they said: “I really enjoy learning fiqh when using media, especially videos or images from a projector, it makes me more enthusiastic and easier to understand. If there is no media, I quickly get bored.”

The use of learning media such as videos, images, and projectors in the subject of fiqh has proven to enhance student motivation and understanding. This is in accordance with (Fitri et al., 2023) at MTs Al-Munawwarah Sape Bima, which shows that the use of Power Point media makes students more active, better understand the material, and be more enthusiastic about attending lessons. The Power Point media was prepared by the teacher so that the material can be conveyed clearly, attractively, and in accordance with the characteristics of the students. Meanwhile, the research by (Paisar, 2021) at MTs Darul Ishlah Lubuk Linggau also found that audio-visual media in the study of fiqh can make students more focused, easily understand the material, and create a more conducive classroom atmosphere. Both studies reinforce that the use of learning media in fiqh not only helps teachers deliver material but also plays a significant role in increasing student enthusiasm and understanding during the learning process.

With the presence of learning media, teachers have more options for delivering material in an engaging manner and according to the situation at hand. In the subject of Fiqh, which contains many explanations about the procedures of worship and rules in Islam, the use of images and videos greatly assists students in understanding the steps and the meanings behind the worship. Additionally, learning media makes it easier for teachers to explain difficult material so that students can better grasp and understand it.

It can be concluded that learning media plays an important role in supporting the success of the teaching and learning process of fiqh. The use of appropriate media can create a more interesting learning atmosphere, enhance students' learning motivation, and accelerate their understanding of the material. Therefore, teachers are encouraged to continue innovating in creatively utilizing learning media and adapting it to the needs and characteristics of the students.

4. Conclusion

Based on the research conducted at MTs Swasta IRA Medan, it can be concluded that teachers play a central role in the development and use of learning media for fiqh. Their efforts are crucial in making the teaching and learning process more effective, interactive, and enjoyable for students. The study revealed that teachers employed a variety of simple yet meaningful media such as images, educational videos, symbolic puppets, and direct practices relevant to the material, including prayers and animal slaughtering demonstrations. These practices indicate that teachers are not only creative but also attentive to students' learning needs and the contextual relevance of the subject matter.

The findings also highlight several challenges in the development of learning media, including limited technological infrastructure, time constraints, difficulties in aligning media with specific materials, and limited school budgets. Despite these obstacles, teachers showed resilience and initiative by using available projectors, adopting free or open-access media, and utilizing locally available materials as alternatives. Such strategies demonstrate that even within constraints, teachers are able to innovate and adapt to ensure that students remain engaged in learning.

Overall, the research was successful in achieving its objectives by providing a comprehensive description of teachers' efforts, challenges, and solutions in developing fiqh learning media. While the study shows that teachers' initiatives have brought positive impacts on student engagement and understanding, it also emphasizes the need for stronger institutional support, especially in terms of budget allocation and training. This suggests that future improvements require collaboration between teachers and schools so that the use of learning media in fiqh can be more systematic, sustainable, and impactful.

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