Article

The Development of Fiqh Learning Methods Based on Audiovisual Media to Improve Student Learning Outcomes

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ABSTRACT: Fiqh learning in schools is not enough to fulfill the needs of students, so it is necessary to develop learning methods based on audio-visual media. This paper aims to find out the feasibility, and measure the effectiveness of the audio-visual developmentmedia based on Fiqh learning methods to improve the student learning outcomes and make learning easier. This paper usedthe research, and development methods using the ADDIE model. The results of this study showed that: (1) the development media is feasible to use, with evidence that the results of the validation done by subject experts are 86%, learning experts are 77%, motivational experts are 82%, media experts are 93%. (2) The effectiveness of learning media based on audio-visual can be concluded from the increase in test results done by two different classes, the post-test results in the control class are 63.6, andthe experimental class is 81.6., besides the independent sample t-test with a value of sig (2-tailed) 0.000, where 0.000 <0.005, that means there is a difference between the experimental class and the control class. So it can be concluded, that the learning media based on audio-visual media was feasible, effective, and can be used for direct or distance learning in an audio-visual-based form.

Key words: development, audiovisual, media, method

INTRODUCTION

The implementation of media in the learning process, especially in Islamic Religion Education was not optimal, because it is more felt when it is associated with developments in the field of information and communication technology. Islamic education is a conscious, and planned effort in preparing students to find out, understand, appreciate, believe, and respect each other. As well as efforts to foster, and nurture students so that they always understand the teachings of Islam as a whole, which in the end can practice, and make Islam a way of life.

Learning media are in the form of software, and hardware to help the interaction process between teachers, and students. The learning environment as well as a tool to support the use of

learning methods used by teachers. In essence, learning media as a vehicle for conveying messages or information from the source of the message is forwarded to the recipient. The message or teaching subject conveyed is learning subject to achieve learning objectives or several competencies that have been formulated so that the process requires media as a learning subsystem.[1] Based on some of these opinions, it can be concluded that learning media is a tool containing learning messages that are used in the learning process to achieve certain goals or competencies.

Learning will be better if the subject of learning experiences or does it, so it is not verbalized only. Learning in a broad sense can be interpreted as a psycho-physical activity leading to complete personal development. In a narrow sense, learning is defined as an effort to master the scientific subject which is part of activity towards the formation of a complete personality. So it can be said that learning is a series of mental, physical, psycho-physical activities to lead to the development of the whole human personality, which means it involves elements of creativity, taste, and intention, cognitive, affective, and psychomotor domains.[2]

By using educational media as a means of communication in learning, teaching will attract the attention of students, and the meaning of the subject matter will be clearer. Thus, it is more understandable by students and allows them to master teaching objectives better. This is because educational media will make the method of educating more varied, not merely verbal communication through the words of the educator so that students do not get bored, and educators do not run out of energy in conveying learning.[3]

The conventional learning methods applied by teachers in the teaching, and learning process are less able to attract students' attention, with this method they tend not to involve students to be active in learning. Auxiliary media used by teachers during learning are only limited to book texts or power points and are less able to attract students' attention. As for productive learning itself, appropriate, and adequate media to be able to deliver the subject are those that contain elements of motion, so that the cooking process can be considered properly. Lack of motivation, and attention of students, as well as low learning achievement, indicates that there are obstacles in the learning process. Disrupting of information that should be received by students.[4]

The learning outcomes of students in the theoretical subjects studied are preparations for the next practical subject. The success of students taking each field of practical subjects is a provision to realize their expertise. Understanding of fiqh subject is one of the basic subjects, so it becomes something that needs to be considered to achieve the success of learning objectives, not only on learning outcomes. The objective of learning is the ability of students to understand the context, intent, and message given.

The researcher conducted observations, and interviews with one of the school students at MA, the results showed that while learning fiqh was done using the Whatsapp application, Google Meet, and assignments through books. "Learning is done using an online system, namely by using a smartphone or computer for students who have it. The school has prepared an E-learning application, so all students will learn through the application. The teacher sends the subject to the learning menu, then students are obliged to read, and understand the lesson. After that, the teacher gives an assignment which is also sent through the application".

The readiness of learning tools, both adaptive, and productive, must be done by the teacher so that students will be motivated in participating in learning activities. Students in the learning process are assisted by a teacher. The teacher's task is to help, guide, and facilitate students to achieve their goals. In achieving the goal. In this case, the teacher uses a teaching methodology in

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[1]Rusman, 'Manajemen Kurikulum, Bandung.', *Program Studi Pengembangan Kurikulum Sekolah Pasca Sarjana Universitas Pendidikan Indonesia.*, 2008.

[2]A M Sardiman, *Interaksi Dan Motivasi Belajar Mengajar (Cetakan 24), Jakarta: Rajawali Pers*, 2018.

[3]Rahmatullah Rahmatullah, Inanna Inanna, and Andi Tenri Ampa, 'Media Pembelajaran Audio Visual Berbasis Aplikasi Canva', *Jurnal Pendidikan Ekonomi Undiksha*, 12.2 (2020).

[4]Halim Simatupang, 'Strategi Belajar Mengajar Abad-21', in *Pustaka Media Guru*, 2019.

interacting with students so that teaching subjects reach students, to achieve learning objectives. In other words, to help smooth the teaching-learning process, teachers can use learning models or methods, and assistive media. Auxiliary media can be in the form of models, textbooks, transparency films, video cassettes, computer-based media, and others.[5]

The learning process can be more effective if media is by the characteristics of students. By existing technological developments. Good learning tools can guide students in improving learning outcomes for the better. Media is a means used as a tool to convey messages or subjects to a student so that it is easy to understand. Therefore, the media is very necessary for the context of the implementation of learning. Good learning must provide learning support facilities that are by the needs of class conditions. One of them, on the subject matter of fiqh. Therefore, audio-visual media is one of the appropriate, and appropriate media to display Islamic Religion learning subjects such as fiqh that are adapted to detailed, and detailed learning subjects.

An audiovisual is a tool or media that is used to help the learning process. Audio-visual media has an element of motion that attracts students' attention, and motivation in carrying out learning activities. Audio-visual media can also contain or summarize a lot of subjects or events that were previously shorter, and clearer, audio-visual will convey information accompanied by pictures, sounds, text, and other illustrations that support it. In addition, audio-visual media can also be used repeatedly without being limited by time.[6]

The solutions for problems that occur in the field, designing learning media based on audio-visual can be used with remote systems. Learning that uses fiqh in an online system requires audio-visual media, then it is designed to increase students' learning motivation. The fiqh learning method based on audio-visual media provides the widest opportunity for students, to develop the ability of student learning outcomes, and activities. This is very much needed by students so that they have the freedom to develop reasoning, systematic communication, and problem-solving abilities that each student has. This audio-visual media-based learning gives students the freedom to learn, and think, and develop their ideas so that their intellectual potential in the process of finding something new in many ways can develop.[7]

The reality on the ground shows that the MAN 2 Tulungagung has not optimally utilized audio-visual media as learning media, due to the limited ability of educators to design learning media with technology. Still using simple media such as pictures, wallcharts, and so on. Thus, it has not maximally helped students in receiving subject matter in the teaching, and learning process.In this case, the learning used still tends to be monotonous and requires a new development as an improvement subject in carrying out maximum learning. Based on the problems described above, the researchers are interested in conducting more in-depth research related to fiqh learning, and the development of fiqh learning methods done by PAI teachers at the MAN 2 Tulungagung. Thus, the focus of this research is to develop theAudiovisual Media-Based Fiqh Learning Method.

AUDIOVISUAL-BASED LEARNING MEDIA DEVELOPMENT DESIGN

The preparation of audio-visual-based learning media needs to be done by paying attention to the correct systematics. The preparation also needs to follow the preparation steps, starting from conducting needs analysis, teaching subjects and compiling audio-visual media needs, making

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[5]Valiant Lukad Perdana Sutrisno and Budi Tri Siswanto, 'Faktor-Faktor Yang Mempengaruhi Hasil Belajar Siswa', *Jurnal Pendidikan Vokasi*, 6.1 (2016).

[6]Khairani Sarwinda, Eli Rohaeti, and Mirra Fatharani, 'The Development of Audio-Visual Media with Contextual Teaching Learning Approach to Improve Learning Motivation and Critical Thinking Skills', *Psychology, Evaluation, and Technology in Educational Research*, 2.2 (2020) <https://doi.org/10.33292/petier.v2i2.12>.

[7]Wina Sanjaya, 'Perencanaan Dan Desain Sistem Pembelajaran - Dr. Wina Sanjaya, M.Pd - Google Books', *Kencana,Prenadamedia Group*, 2015.

attractive titles, and compiling effective subject content. The preparation of media equipped with understanding, terms, and manufacturing steps will produce audio-visual media as expected.[8]

The steps for developing audio-visual media products are very concerned about several aspects so that the visual audio media that is designed can be used by students well in learning. Several aspects used in developing audio-visual media are aspects in the selection of subjects that are then adapted to the current curriculum, and also aligned with KI (core competencies), and KD (basic competencies). Some of these components are used as a reference in formulating learning indicators so that audio-visual (video)-based media are developed by the achievement of learning objectives. Audio-visual (video)-based media content is designed so that users can use it in learning so that the subject is easy to convey, and understand. The subject presented is designed using easy, and simple language, in addition to the visually available subject there is also subject delivered in the form of text, audio, andaudiovisuals, so students will be easier to learn, and easy to understand, and the process is very diverse.

The next development of audio-visual-based learning media products is to pay attention to the video display by paying attention to several aspects such as audio, visual, color, and several other aspects. The aspects referred to are as follows:

a. Color aspect

Presenting a balanced color scheme is an important part of the learning video, this will find out the level of student comfort.

b. Sound aspect

The combination of sounds needs to be done properly to produce balanced audio between the model teacher's verbal voice, and the intonation, andthe background audio.

c. Display aspect

The display aspect is a collection, and blend of components with each other, therefore it is necessary to do a balanced placement to get a beautiful display on the screen.

d. Text aspect

The objective of a video display is to attract the user's attention, attract the user's curiosity so that they are interested in seeing, and learn with pleasure. Audio-visual-based learning media also aims to describe the subject completely, and it is easy to understand. The audio-visual (video)-based learning design is designed to be as attractive as possible according to the capacity of students. Audio-visual media are designed to the maximum to make it easier for students to learn, especially for distance learning such as during the current pandemic or in other obstacles.[9]

With the development of audio-visual media as a learning medium, the subject presented is textual, and contextual, and is equipped with images that make it easier for the intent or meaning of a subject, andstudents are faster and easier to understand. Before the discussion is done, it is first conveyed related to the general description of the subject to be presented. The use of bright colors in images, animations, text, and video displays dominates the video products developed. The dominant bright color is used to trigger students to focus on learning videos that are supported by various other elements. Characteristics of audio-visual media in this fiqh learning are, it can help students to find, and understand a problem independently, students see, hear, and observe it directly. In such a pattern, students can still learn independently at home or outside class hours, are very accessible, and can be developed more dynamically according to field needs. In addition, audio-visual media can provide new experiences for students, and form the right mindset for the function, and use of media, technology, and the internet in a more useful, and constructive direction.

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[8]Nur Hidayati and Aciek Ida Wuryandari, 'Media Design for Learning Indonesian in Junior High School Level', *Procedia - Social and Behavioral Sciences*, 67 (2012) <https://doi.org/10.1016/j.sbspro.2012.11.354>.

[9]I Made Tegeh and I Made Kirna, 'Pengembangan Bahan Ajar Metode Penelitian Pendidikan Dengan ADDIE Model', *Jurnal IKA*, 11.1 (2013).

Inline to develop audio-visual-based learning media using the ADDIE model in grade XI (eleven) semester 2, namely to facilitate the learning process by the learning objectives, according to the subject presented, and according to the needs in learning. The use of audio-visual media aims to provide solutions to learning problems, especially during the COVID-19 pandemic as it is today, with audio-visual media learning continues to be done according to standards, and can improve student learning outcomes, as well as motivation to always process.

These results are evidenced by the acquisition of the results of the pre-test, and post-test results in the experimental class where the class is the class used in the implementation of audio-visual media which was developed as learning support., and with the calculation of the t-test performed using SPSS there are significant differences in the two different samples. This shows that the achievement of the goal of developing audio-visual-based learning media has been successful.

1. Audiovisual Media Products Development
    a. Displays and audio-visual learning models are used to simplify, and complete information.
    b. The subject presented was previously only in the form of text, then it became complete with verbal support, images, text, and audio that explained the subject clearly, and in detail.
    c. The subject presented is related to fiqh subject, especially wills.
    d. Subjects are archived safely, and easy for all students to access, whether in learning or outside school hours.
2. Manufacturing, and Usage Techniques

This product is an audio-visual-based learning media, this is because learning is currently being done online or from home, therefore learning in class, as usual, cannot be done, and audio-visual media is the right alternative to be used as a role model in distance learning. This product development is done by conducting a needs analysis, and analysis of teaching subjects first. Then proceed with the design stage based on field needs, such as video display models, delivery, and decomposition models, sorting the subject according to the flow of discussion, and adjusting the pictures, and various other elements in the video that will be made to match the subject presented.

The use of audio-visual media can be done offline or online, it is more practical and easy to operate. The reason is, audio-visual-based learning aims to be able to represent the elaboration of the subject that may be difficult for students to understand in text, with an explanation in the form of a video, it becomes easier for students to understand the intent and content of the subject they receive. The use of audio-visual learning can be accessed through the help of various applications, such as youtube, Facebook, WhatsApp, or using zoom. Learning videos that are accessed on YouTube using a special channel, students can access them anytime they want to play them back if needed, and can be saved, and then viewed offline without requiring data or internet access. This method also allows students to be able to ask questions directly in the comments column related to what they may not understand.

The next stage in developing audio-visual media as a learning medium is to validate it to product experts, including subject experts, learning experts. The results of the validation scores done by product experts are in the valid category so that researchers can continue at the field trial stage.

THE VALIDITY OF AUDIOVISUAL (VIDEO)-BASED LEARNING MEDIA TO IMPROVE STUDENT LEARNING OUTCOMES, AND MOTIVATION

The validity of learning media based on audio-visual media in this study was seen from the results of the validation of product experts. Among the product validation results are the following: a) Subject expert 86%. b) Learning Expert 77%. Media experts 93%. The result of obtaining product validation shows a valid number so that audio-visual-based learning media is used in the learning process. In addition, the results of the questionnaire responses of students to the audio-visual media (video) used were: a) 82% in the aspect of increasing student motivation,

b) 81.6% in the aspect of ease of learning. The percentage results are in the predicate of success, meaning that users of audio-visual (video)-based learning media can help students and teachers in learning. The use of learning media based on audio-visual media can be done at home or school, this media is flexible, and even when used in learning at home, each parent can also help to understand the subject.

By using a combination of media in learning, students can enjoy learning that is of higher quality, and value, even more, varied than direct experience. Thus the effectiveness and efficiency of learning can be increased to the highest level. For learning media to be used to teach students, Ahmad Sabri explained several principles that must be considered including the first, the media that will be used by the teacher must be appropriate and directed to achieve learning objectives. The media is not used as a means of entertainment, nor is it solely used to make it easier for the teacher to deliver the subject. But really to help students learn under the goals to be achieved.[10]

Then, the media to be used must be by the learning subject. Each subject matter has its uniqueness and complexity. The media to be used must be by the complexity of the subject matter. Learning media must be by the interests, needs, and conditions of students. The media to be used must pay attention to effectiveness, and efficiency. The media used must be by the teacher's ability to operate it.

Asnawir stated several principles for selecting teaching media which are divided into three categories, were selection objective based on the intent, andobjective of the selection being clear.. characteristics of teaching media with each medium has certain characteristics, both in terms of efficacy, the method of manufacture, and the method of use. Understanding the characteristics of various teaching media is a basic skill that a teacher must-have. Then, alternative options by choosing are essentially the process of deciding on a variety of choices. The teacher can find out which media choices will be used if several media are being compared.[11]

Meanwhile, according to Fardah, the principles of using media are the use of media cannot stand alone, in the sense that it does not involve other learning components. Likewise, that the media must require certain modifications in the systems, strategies, and techniques of learning methodologies so that the media can be useful for improving the process of learning outcomes. There are no one-size-fits-all media. The state of the physical, and psychological environment Students, and class must be considered in the use of media. The use of media carelessly, without paying attention to the benefits, goals, and objectives, and without going through the right selection procedure, will disrupt learning. However, multimedia learning is generally effective, but if it does not pay attention to the attention, and receptivity of students, and the familiarity of the teacher, it will not be useful.[12]

The use of learning media requires extra preparation from the teacher, for teachers as teacher managers who design the learning process, or teachers as teacher operators who prepare presentation techniques and present learning with selected media. The use of media as far as possible is more than just functioning as a teaching aid for teachers but as a resource that occupies a position as an integral part of the learning operating system. It is not allowed to use the media to just fill in spare time, because it will give students a bad impression that the media is only an entertainment medium. Media that can be seen as deviant are educational film programs, pictures, slides, television, OHP, and also computers. That's where the teacher needs to be extra careful about its use.

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[10]Ahmad Sabri, Gusmaneli Gusmaneli, and Gusmaneli Gusmaneli, 'The Using of Media in Learning Fiqh to the Islamic Education Department of Education and Teacher Faculty of IAIN Imam Bonjol Padang', *Al-Ta Lim Journal*, 22.2 (2015) <https://doi.org/10.15548/jt.v22i2.145>.

[11]H Asnawir, 'Sedangkan Menurut Association of Education and Communication Technology', *Media Pembelajaran*, 4.1 (2015).

[12]Dini Kinati Fardah and others, 'Taksonomi Berpikir', *JPM IAIN Antasari*, 01.1 (2014).

Some things about the use of audio-visual-based learning media for students in the learning process are as follows:[13]

a. This audio-visual (video)-based learning media helps students learn more easily, whether it's at a distance or close range.

b. Learning media based on audio-visual media can increase students' learning motivation, so students don't get bored easily to learn.

c. Audio-visual-based learning media help students more easily understand the content of the subject, this is supported by the characteristics of the five human senses, such as hearing, sight, taste, and so on.

d. This learning media can be stored, and used with a system using the internet or without internet access so that it does not burden students when accessing it.

e. This audio-visual-based learning media provides a new experience in learning that is useful for the future process.

THE EFFECTIVENESS OF AUDIOVISUAL MEDIA-BASED LEARNING MEDIA IN IMPROVING LEARNING OUTCOMES

Audio-visual-based learning media (video) is a melt-media teaching subject that is very easy to use in learning because it is more concise and easy for students to understand. Audio-visual-based media (video) can be said to be effective or feasible if it can be used in learning, and can improve a good result. This research and development on audio-visual media (video) aim to measure how effective the audio-visual media developed in learning is.

The effectiveness of audio-visual-based learning media in this study can be seen from the results of working on the practice questions that have been given, the questions given are the scope of the subject matter. The results of the implementation of audio-visual media show a good percentage. The average score of the practice questions given after using the media is 81.6 with the predicate successful. The success rate obtained in the study shows that the audio-visual media used in learning has good effectiveness or feasibility. In addition, the feasibility, and effectiveness of audio-visual media (video) can be seen from the results of increasing students' learning motivation. The percentage was obtained from both classes, namely the control class, and the experimental class.

Table 1. Uji T
Group Statistics

experiment	N	Mean	Std. Deviation	Std. Error Mean
control 1	30	63.6667	6.14948	1.12274
2	30	81.6667	10.53183	1.92284

Table 2. Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% CIoTD	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

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[13]Rini Susilowati, 'Penerapan Model Problem Based Learning Berbantu Media Audio Visual Untuk Meningkatkan Berpikir Kritis Kelas 4 SD', *Jurnal Imiah Pendidikan Dan Pembelajaran*, 2.1 (2018) <https://doi.org/10.23887/jipp.v2i1.13870>.

control Equal variances assumed	9.118	.003	8.084	58	.000	-18.	2.2	22.45	13.54
Equal variances not assumed			8.084	46.7	.000	-18.	2.2	22.48	13.51

Based on the data obtained from the post-test results that have been done in the control class, the average score is 81.6%, and the experimental class is 63.6%. The results of the average score indicate the ability to increase students' ability to do tests after using audio-visual media. In addition, a t-test analysis was also done using SPSS, then the results of the t-test results showed a significance value of 0.003. Because the significance value obtained is <0.05, it can be concluded that there is a significant difference between the two samples, namely the control class, and the experimental class. There are differences in learning outcomes between the control class, and the experimental class. The control class is a class that does the work without using audio-visual-based learning media, while the experimental class is a class that does tests using audio-visual-based media.

The results of the obtained validation scores from the experts showed that they were in the valid category, in other words, audio-visual media (video) was suitable as a medium for learning fiqh in grade XI (Eleven) at MAN2 Tulungagung. The results of subject expert validation are 86%, media expert validation results are 93%, learning expert validation results are 77%, motivational expert validation results are 82%. these results are in the predicate of success, meaning that the use of fiqh learning media based on audio-visual media (video) can facilitate, and help to learn well.

The effectiveness of audio-visual media as a fiqh learning medium can be seen from the results of the average post-test scores done by the two different classes, including the control class, and the experimental class. The average score for the control class is 63.6, and the experimental class is 81.6. These results show an increase in students' interest in learning, as well as the ease of students in understanding the subject that has been presented. In addition, the results of the calculation of the independent sample t-test obtained a sig (2-tailed) value of 0.000, which is 0.000 < 0.005. This shows that there is a significant effect on the use of audio-visual media on the eleventh-grade fiqh learning at MAN-2 Tulungagung.

The objective of learning fiqh subject at school educational institutions is none other than teaching related to various procedures for carrying out worship, and religious laws that have been set. By providing fiqh subjects, it is intended that students can carry out their obligations as Muslims, and obey Islamic law. One of the objectives of learning fiqh is as follows:[14]

a) Finding out, and understanding the points of Islamic law in regulating the provisions, and procedures for carrying out human relations with God which have been regulated in the fiqh of worship, and human relations with others which have also been regulated in the fiqh of muamalah.

b) UnderstandingGod's commands, carrying out their obligations such as worshiping God, and being wise to fellow humans, and other creatures. These experiences are expected to be able to become the basis for dealing in the social, and divine realms by carrying out their orders.

The increase in student response learning motivation using audio-visual media can be seen through the average score obtained from student motivation questionnaires, the motivation questionnaire is to measure how far students can enjoy learning using audio-visual-based

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[14]Endang Sugiyanti, 'Penerapan Media Audio Visual Dalam Peningkatan Pemahaman Haji Dan Umrah', *Wawasan: Jurnal Kediklatan Balai Diklat Keagamaan Jakarta*, 1.1 (2020) <https://doi.org/10.53800/wawasan.v1i1.38>.

learning media. The percentage obtained from the results of the student motivation questionnaire for the audio-visual media developed was 68%, and the percentage obtained from the student's response to the media was 82%.

Motivation can be interpreted as driving or pulling force that causes behavior towards a certain goal. The presence or absence of motivation in students can be observed from the observation of their behavior. If students are motivated, they will be serious, show interest, have a strong interest, and curiosity to participate in learning activities, try-hard, and give enough time to do these activities, and continue to work until the tasks are completed. In the development of Islamic Religion education learning, it is necessary to strive for how to influence and generate intrinsic motivation through creating a religious environment so that motivation grows to achieve the goals of Islamic Education as found out.

According to Levie, and Lentz, there are four functions of learning media, especially visual media, namely: Attention function, which is to attract, and direct students' attention to concentrate on the content of the lesson related to the visual meaning displayed or accompanying the subject text. lesson.[15] Then there is the affective function, namely the level of enjoyment of students when studying or reading illustrated texts. Visual images or symbols can evoke emotions, and attitudes of students, for example, information concerning social or racial issues. In addition, there is a cognitive function that visual symbols or images facilitate the achievement of goals to understand and remember information or messages contained in images. Finally, there is a compensatory function, namely learning media, it can be seen from the results of research that visual media that provide context for understanding texts help students who are weak in reading to organize information in the text, and recall it.

CONCLUSION

The design of developing learning media based on audio-visual media is to pay attention to learning objectives that are based on the needs of fiqh subjects. The first step in this development is to conduct an analysis, including needs analysis, analysis of teaching subjects, and analysis of the teaching media used. The next stage is the design or design, in the process of implementing the audio-visual media design, this is done by making the design as attractive as possible to facilitate learning, and attract students to like learning more. Starting from the initial appearance to presenting the subject in the video, it is designed with an attractive appearance and is easily understood by students, videos can explain the subject in the form of verbal descriptions, and students have no difficulty understanding the subject using only sourcebook texts as usual. After the audio-visual media product has been successfully developed, the next step is that the product is validated by experts, including subject experts, media design experts, learning experts. The results of the validation done by the experts showed that it was in the valid category, but had to make revisions to improve on several points. After the revision is done, the next stage is the field trial stage.

The results of the obtained validation scores from the experts showed that they were in the valid category, in other words, audio-visual media (video) was suitable as a medium for learning fiqh in grade XI (Eleven). The results of subject expert validation are 86%, media expert validation results are 93%, learning expert validation results are 77%, motivational expert validation results are 82%. these results are in the predicate of success, meaning that the use of fiqh learning media based on audio-visual media (video) can facilitate, and help to learn well.The effectiveness of audio-visual media as a fiqh learning medium can be seen from the results of the average post-test scores done by the two different classes, including the control class, and the experimental class. The average score for the control class is 63.6, and the experimental class is 81.6. These results show an increase in students' interest in learning, as well as the ease of students in understanding the subject that has been presented. In addition, the results of the

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[15]Muh. Sain Hanafy, 'Konsep Dan Pembelajaran', *Lentera Pendidikan*, 17.1 (2014).

calculation of the independent sample t-test obtained a sig (2-tailed) value of 0.000, which is 0.000 < 0.005. This shows that there is a significant effect on the use of audio-visual media on the eleventh-grade fiqh learning at MAN-2 Tulungagung.The increase in student response learning motivation using audio-visual media can be seen through the average score obtained from student motivation questionnaires, the motivation questionnaire is to measure how far students can enjoy learning using audio-visual-based learning media. The percentage obtained from the results of the student motivation questionnaire for the audio-visual media developed was 68%, and the percentage obtained from the student's response to the media was 82%.

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