

Research Article

Creativity of Religious Teachers in the Utilization of Learning Technology to Improve the Quality of Fiqh Teaching

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Abstract

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This study aims to analyze how the form of creativity of religious teachers in utilizing learning technology in fiqh subjects, the extent to which the use of technology can improve the quality of teaching, and what are the supporting factors and inhibitions of teachers' creativity in the use of technology. The research method uses a qualitative method with a descriptive approach. Data sources use primary and secondary, for data collection using observation, interviews and documentation. Based on the results of the study, it can be concluded that the creativity of religious teachers at MI Al-Abror Trowulan Mojokerto in utilizing learning technology plays a significant role in improving the quality of Fiqh teaching. Teachers show creativity through the use of technology-based learning media such as learning videos, interactive applications, and digital presentations that are able to attract interest and increase students' understanding of Fiqh materials. The use of this technology not only makes it easier for teachers to deliver material, but also encourages active involvement of students in the teaching and learning process. The use of technology by teachers also strengthens the principle that fiqh learning does not have to be rigid, but can be packaged innovatively. With a visual, interactive, and technology-based approach, fiqh values can be more easily captured and internalized by students. However, challenges remain, especially in the aspects of infrastructure and teacher competence. This is an important note for madrasahs to continue to improve learning facilities and organize continuous training. These findings contribute to Providing new insights into how technology can be integrated in fiqh learning to improve students' understanding, encouraging innovation in Religious teaching methods, particularly in addressing the challenges of text-based learning that is less interactive. Further research should be able to develop the creativity of technology-based learning models that are specific to fiqh subjects, such as e-learning platforms or gamification so that the world of education continues to develop.

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Introduction

The development of information and communication technology has had a significant impact on the world of education, including in the process of learning Islamic religion. According to Marimba (2012:18) Education is the guidance or conscious leadership by

educators towards the physical and spiritual development of students towards the formation of the main personality. In this digital era, teachers are required not only to be transmitters of knowledge, but also innovators in learning methods and media. In the context of fiqh learning, religious teachers need to

have high creativity to deliver normative and theoretical material so that it becomes more interesting, applicative, and easy to understand by students.

Teachers' creativity is an important factor in creating effective learning. Creative means using new or different creations from the previous one (Juahar, 2011:24). Meanwhile, according to Munandar (2009: 12), creativity is the ability to create new ideas that are original and relevant in solving problems or responding to certain situations. In this case, creative religious teachers will be able to make optimal use of learning technology, such as the use of digital media, interactive videos, learning applications, and other online platforms.

Creativity is not an option, creativity is a necessary thing. The verse of the Qur'an that explains the implicit commandment of creativity is found in Q.S. Al-Baqarah verse 219:

.... كَذَلِكَ يُبَيِّنُ اللَّهُ لَكُمْ الْآيَاتِ لَعَلَّكُمْ تَتَفَكَّرُونَ ﴿٢١٩﴾

Means: ... Thus Allah explains His verses to you so that you may think.

According to Madhi (2009:16), the verse explains that actually Islam in creativity also gives space to its people to create with their intellect and with their conscience in solving the problems of life in it. In fact, it is not enough to get here, in the Quran itself there are more than 640 verses that encourage readers to think creatively.

The use of technology in fiqh learning is very necessary so that the learning process is not monotonous and can accommodate various learning styles of students. According to Warsita (2008: 71) Learning technology is a complex and integrated process that involves people, procedures, ideas, tools, and organizations to analyze problems and design, implement, evaluate, and manage solutions to learning problems. In the context of education, teachers' creativity is needed to create learning strategies that are innovative and in accordance with the times. Thus, the use of technology in learning is not only a tool, but also an integral part of the educational process itself.

The reality in the field shows that there are still many teachers, especially religious teachers, who have not fully optimized the potential of technology in learning. This also happens at Madrasah Ibtidaiyah (MI) Al-Abror Trowulan Mojokerto, where some teachers still rely on conventional lecture methods in delivering fiqh material. In fact, students in the current era are very familiar with technology, and tend to be more interested in visual and interactive learning models. Therefore, teachers' creativity is needed in designing technology-based learning strategies that are in accordance with the characteristics of fiqh materials and the needs of students.

Quality fiqh teaching requires teachers to be able to deliver material with a contextual, interactive, and innovative approach. This is in line with Gagne's opinion in Arsyad (2015: 4) who states that effective learning requires learning conditions that involve attention, motivation, and active involvement of students. Technology can be a bridge to achieve this if used creatively by teachers .

With this description, this research is important to be carried out with the aim of exploring the extent of the creativity of religious teachers in utilizing learning technology to improve the quality of fiqh teaching at MI Al-Abror Trowulan Mojokerto, as well as identifying supporting and inhibiting factors in its implementation.

Based on the above background, the researcher draws the following problem formulation: What is the form of creativity of religious teachers in utilizing learning technology in fiqh subjects, The extent to which the use of technology can improve the quality of fiqh teaching, What are the supporting factors and inhibitions of teachers' creativity in the use of fiqh learning technology (Noor, 2025).

This research is theoretically expected to contribute to the development of technology-based fiqh learning theory with a creative approach. Meanwhile, practically it is hoped that it can provide recommendations to religious teachers to be more innovative in using technology to increase the effectiveness of fiqh teaching.

Materials and Methods

The research method used is a qualitative method with a type of descriptive research type of case study, which aims to answer in-depth and comprehensive educational problems by involving the research subjects involved in accordance with the type of case being investigated. The data source uses primary data sources and secondary data sources obtained from interviews with informants, and other supporting data in the form of archival documentation that supports the main data. The data collection technique in this study uses observation, interviews and documentation studies.

Results

Madrasah Ibtidaiyah Al-Abror is one of the Islamic-based basic education institutions located in Trowulan District, Mojokerto Regency. This madrasah has a vision to form an Islamic generation that is faithful, noble, accomplished, intelligent, and creative. Currently, MI Al-Abror has 12 permanent teachers, including 3 Islamic religious education teachers, and the number of students is 210 students from grade I to grade VI.

As an institution committed to improving the quality of education, MI Al-Abror has begun to adopt technology in the teaching and learning process, although its use is not evenly distributed in all subjects. The subject of fiqh, as part of the Islamic Religious Education (PAI) curriculum, is the focus of this study because it is considered to have its own challenges in terms of delivering dense and normative material.

Creativity of Religious Teachers in the Utilization of Fiqh Learning Technology

Based on the results of interviews with fiqh teachers and direct observation in grades IV and V, it was found that religious teachers at MI Al-Abror showed initiative and creativity in presenting fiqh materials in an interesting manner using various technological media. Some forms of creativity found include:

- Use of learning videos: Teachers create and use short videos from YouTube or homemade to explain materials such as ablution, prayer, and fasting.
- Utilization of interactive quiz apps such as Kahoot! and Quizizz to test students' understanding in a fun and competitive manner.
- Visual presentation media uses PowerPoint and animated images to explain the concepts of fiqh law to make it easier for students to understand.
- Creation of digital worksheets that are shared through class WhatsApp groups, especially during online or hybrid learning.

Teachers also show creativity by associating fiqh material with daily life through illustrations that are easy for children to understand. For example, in zakat material, the teacher displays an animated image of a child who shares it with his friend.

The Impact of Technology Utilization on the Quality of Fiqh Teaching

From the results of observations and documentation, the use of technology in fiqh learning has a positive impact on the quality of teaching, including:

- Increase students' interest in learning. Students seem more enthusiastic and active in following lessons when digital media is used.
- Makes it easier to understand concepts. Visual illustrations and interactivity make abstract fiqh material more concrete.
- Increase student participation, both in discussions and when doing digital-based evaluations.
- Reduce boredom in the fiqh learning process which was previously dominant with one-way lectures.

This improvement in the quality of teaching is in line with Gagne's theory in Arsyad (2015: 20) that the use of technological media is able to create more meaningful learning conditions and strengthen the process of internalizing knowledge.

Supporting and Inhibiting Factors of Teachers' Creativity in the Use of Fiqh Learning Technology

Supporting Factors:

- Support from the head of the madrasah in the procurement of LCD projectors and internet connections.
- Technology use training for teachers held internally by the foundation.
- High motivation of religious teachers to improve self-competence.

Inhibiting Factors:

- Limited facilities, such as insufficient number of projectors for all classes.
- Varying technological capabilities among teachers, especially those over 50 years old, still have difficulties in operating digital applications.
- Limited time for fiqh learning, which makes it difficult for teachers to develop digital content optimally.

Discussion

The findings of the study show that the creativity of religious teachers at MI Al-Abror Trowulan Mojokerto in utilizing learning technology has contributed significantly to improving the quality of fiqh teaching. This is in line with the opinion of Munandar (2009: 13) who states that creative teachers will be able to develop various approaches and media to create a fun and effective learning atmosphere.

The use of technology by religious teachers also strengthens the principle that fiqh learning does not have to be rigid, but can be packaged innovatively. With a visual, interactive, and technology-based approach, fiqh values can be more easily captured and internalized by madrasah students.

However, challenges remain, especially in the aspects of infrastructure and teacher competence. This is an important note for madrasahs to continue to improve learning facilities and organize continuous training. As emphasized by Sudjana (2005: 67), the success of learning is influenced by the readiness of teachers, the media, and a supportive learning environment.

In other words, teachers' creativity in fiqh learning needs to continue to be grown with systemic support from educational institutions, so that the use of technology is not only temporary, but becomes an integral part of the learning culture in madrasahs.

Conclusion

Based on the results of the research that has been conducted, it can be concluded that the creativity of religious teachers at MI Al-Abror Trowulan Mojokerto in utilizing learning technology plays a significant role in improving the quality of Fiqh teaching. Teachers show creativity through the use of technology-based learning media such as learning videos, interactive applications, and digital presentations that are able to attract interest and increase students' understanding of Fiqh materials.

The use of this technology not only makes it easier for teachers to deliver material, but also encourages active involvement of students in the teaching and learning process. Teachers are also able to combine conventional approaches with digital methods creatively, so that the classroom atmosphere becomes more dynamic and contextual. Although there are several obstacles such as limited facilities and technological competence of some teachers, they can be overcome through training, collaboration between teachers, and support from the school. Thus, the creative use of technology by religious teachers has proven to be effective in improving the quality of Fiqh learning at MI Al-Abror.

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