

**THE CORRELATION BETWEEN LEARNING MEDIA
VARIATION, READING INTEREST, AND STUDENTS'
UNDERSTANDING OF FIQH MATERIAL IN GRADE VI
AT SDIT ABUHURAIRAH MATARAM**

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Abstract

This study aimed to: 1) analyze the correlation between learning media variation and students' understanding of Fiqh material in Grade VI at SDIT Abuhurairah Mataram; 2) examine the correlation between students' reading interest and their understanding of Fiqh material; and 3) determine the joint influence of learning media variation and reading interest on students' understanding of Fiqh material. A quantitative correlational approach was employed, with data collected from 30 students using questionnaires to assess learning media variation and reading interest and tests to measure understanding of Fiqh material. Data were analyzed using Pearson's correlation coefficient and multiple regression analysis. The results revealed three key findings: 1) a strong positive correlation ($r=0.72$) between learning media variation and students' understanding of Fiqh material, indicating that diverse teaching tools significantly enhance comprehension; 2) a positive and significant correlation ($r=0.65$) between reading interest and understanding of Fiqh material, demonstrating that higher reading interest fosters better engagement and comprehension; and 3) a significant joint influence of learning media variation and reading interest, accounting for 68% of the variability in students' understanding ($R^2=0.68$). Regression analysis indicated that learning media variation ($b_1=0.45$) had a slightly greater impact than reading interest ($b_2=0.38$). These findings highlight the importance of integrating diverse teaching media, such as visual aids, technology, and interactive activities, alongside fostering reading interest through engaging materials and activities to

optimize student comprehension. Practical implications include adopting innovative teaching methods to enhance engagement and learning outcomes.

Keywords: Learning Media Variation, Reading Interest, Fiqh

INTRODUCTION

Education serves as the cornerstone for developing quality human resources, which form the foundation for a nation's progress (Kane et al., 2016). In the educational process, student success depends not only on the teacher's role as a facilitator but also on the use of effective learning media to deliver material. The use of innovative learning media is highly relevant to the demands of modern education, especially in the context of advancing digital technology.

In this era of globalization and digital transformation, technology has reshaped the way learning occurs (Fatoni et al., 2022). Learning media are no longer confined to conventional tools like books or blackboards but now include digital platforms such as educational videos, internet-based applications, and interactive presentations (Endaryati et al., 2021). By leveraging these technologies, students can more easily understand material, actively engage, and achieve better learning outcomes. However, effectively implementing learning media remains a challenge in many schools, particularly at the primary education level, which requires tailored approaches to meet students' needs (Endaryati et al., 2021).

Reading is a process through which readers extract messages conveyed by authors via written media. This process benefits individuals by broadening their insights and knowledge (Nuryanti, 2019). Reading interest, defined as an attraction to a specific subject, can be nurtured through various strategies, such as introducing reading materials at an early age, encouraging storytelling, purchasing books aligned with students' interests, and providing mini libraries (Wiranti, 2021)

Fiqh, as part of Islamic Education (PAI) in general educational institutions, is a mandatory subject in madrasas alongside Al-Qur'an Hadith, Aqidah Akhlak, and Islamic Cultural History (Makiah & Mailita, 2024). Teaching fiqh effectively requires strategies that address the unique needs of all students, including those with learning challenges.

Slow learners—students with slightly below-average intellectual potential—often exhibit characteristics such as short attention spans, poor concentration, and below-average academic performance (Annisaa et al., 2019). Therefore, targeted teaching strategies are essential to support their potential.

Learning media are tools that facilitate the teaching-learning process by conveying information from the source to the learners (Kristiawan & Kumalasari, 2023). Their use in the classroom is crucial for integrating learning resources, delivering messages, stimulating learning motivation, and creating enjoyable learning environments (Suparman et al., 2020). However, not all students enjoy reading textbooks or merely listening to teacher explanations, making learning media a viable solution for enhancing student outcomes (Suparman et al., 2020).

During observations at SDIT Abuhurairah Mataram, several issues were identified that may hinder students' learning experiences and outcomes. First, the use of interactive learning media is limited, as teachers primarily rely on traditional methods with minimal integration of digital or interactive tools in teaching fiqh material. Second, students show low reading interest, which negatively affects their comprehension of the subject matter. Third, the classroom environment tends to be monotonous, with a lack of diversity and creativity in activities, leading to reduced student engagement and participation. Additionally, there is an absence of visual aids, making it challenging for students to connect abstract fiqh concepts with practical applications. Furthermore, students display uneven levels of understanding, with some falling behind due to insufficient differentiated instruction. Lastly, there are minimal opportunities for students to apply fiqh concepts through hands-on activities or real-life simulations, limiting their ability to fully grasp and retain the material.

SDIT Abuhurairah Mataram is an educational institution committed to producing high-achieving students through an approach rooted in Islamic values. Grade VI students at this school face academic challenges, including preparation for final exams and meeting demanding curriculum targets. Preliminary observations reveal that the suboptimal use of modern learning media may affect student outcomes. Data indicate that the average scores of Grade VI students in core subjects remain below the school's achievement standards, necessitating innovations in teaching methods to address these issues (Citra Wibawa, 2018).

Previous studies highlight the importance of innovative learning media in enhancing student engagement and understanding. Eminarti, & Sulfasyah (2016) examined the use of Quizizz as a learning medium and found it significantly improved fifth-grade students' reading comprehension and interest, with moderate increases of 66.12% and 67%, respectively. Similarly, Silalahi, (2023) developed audiovisual media, notably the film "Aku Anak Shaleh", to improve elementary students' fiqh learning outcomes, showing its effectiveness in enhancing moral and religious values despite challenges such as the need for teacher creativity and adequate school facilities.

Building on these findings, Indriana et al., (2024) demonstrated the effectiveness of the "Muazana" Big Book in boosting first-grade students' engagement and understanding of fiqh, with a notable 25% improvement in post-test scores. Tauhid & Komariah, (2024) explored the use of graphic media in fiqh learning, revealing that it increased enthusiasm, group participation, and comprehension, as evidenced by a steady rise in average student scores across three learning cycles, from 74.16 to 83.95. Together, these studies underscore the diverse benefits of tailored learning media in fostering deeper understanding and engagement in educational contexts.

While previous studies underscore the benefits of various learning media—such as Quizizz, audiovisual tools, and graphic media—there remains limited exploration of the combined effects of learning media variation, reading interest, and their correlation with students' understanding of fiqh material. Moreover, the integration of digital and traditional media in teaching Islamic subjects like fiqh has not been comprehensively studied, particularly at the primary school level.

This research distinguishes itself by focusing on the combined influence of learning media variation and reading interest on students' comprehension of fiqh material. Unlike prior studies that often isolated specific media types or focused solely on improving engagement or comprehension, this study offers a holistic perspective. It seeks to bridge the gap in understanding how diverse media usage can foster reading interest and enhance students' grasp of fiqh concepts, specifically in the context of Grade VI students at SDIT Abuhurairah Mataram.

The problem formulations of this study are: 1) How does the variation in learning media correlate with students' understanding of Fiqh material in Grade VI at SDIT Abuhurairah Mataram?; 2) What is the correlation between students' reading interest and

their understanding of Fiqh material in Grade VI at SDIT Abuhurairah Mataram?; and 3) How do the variation in learning media and students' reading interest jointly influence their understanding of Fiqh material in Grade VI at SDIT Abuhurairah Mataram?. The objectives of this study are: 1) To examine the correlation between the variation in learning media and students' understanding of Fiqh material in Grade VI at SDIT Abuhurairah Mataram; 2) To analyze the correlation between students' reading interest and their understanding of Fiqh material in Grade VI at SDIT Abuhurairah Mataram; and 3) To determine the joint influence of learning media variation and reading interest on students' understanding of Fiqh material in Grade VI at SDIT Abuhurairah Mataram.

This study holds significance for both theoretical and practical domains. From a theoretical perspective, the findings contribute to the academic discourse on teaching methodologies and their impact on students' comprehension, particularly in Islamic education. The study emphasizes the importance of learning media variation and reading interest in enhancing students' understanding of Fiqh material, thereby expanding the body of knowledge in educational psychology and instructional design. Practically, the results provide educators with evidence-based recommendations for incorporating diverse and engaging learning media while fostering reading interest to optimize learning outcomes. Additionally, curriculum developers and policymakers can utilize these insights to design more effective educational strategies that address students' needs and promote greater engagement and comprehension in Islamic studies.

METHODS

This research employed a quantitative correlational design to investigate the relationship between learning media variation, reading interest, and students' understanding of Fiqh material in Grade VI at SDIT Abuhurairah Mataram. The study focused on three specific research questions:

1. Setting, Population, and Sample

This research was conducted from October to December 2024 at SDIT Abuhurairah Mataram. The study involved a total population of 90 students, which a sample of 30 Grade VI students was selected as participants for the research.

2. Data Collection Techniques

a. Questionnaires

The study utilized questionnaires to evaluate students' perceptions of learning media variation and their reading interest. These questionnaires included a combination of multiple-choice and Likert-scale questions, designed to quantify students' opinions and interest levels effectively. Responses were systematically scored by assigning numerical values, enabling their integration into statistical analysis for further evaluation.

b. Tests

The study employed tests to measure students' understanding of Fiqh material. These tests comprised multiple-choice questions and short-answer questions, all aligned with the Fiqh syllabus. Scoring was straightforward: correct answers were awarded a score of 1, while incorrect answers were given a score of 0. The total scores obtained from these tests served as an indicator of the students' level of understanding.

c. Documentation

Documentation was utilized to gather additional data, including student performance records, lesson plans, and teaching materials, to enrich the analysis. This supplementary information offered valuable context and supported the interpretation of findings derived from the questionnaires and test results.

3. Data Analysis

a. Pearson Correlation Coefficient

The Purpose of Pearson Correlation Coefficient to measure the strength and direction of the correlation between two variables (learning media variation and students' understanding). The Formula used was:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where:

r : Pearson correlation coefficient

N : Number of data points

X : Scores for the independent variable (learning media variation)

Y : Scores for the dependent variable (understanding of Fiqh material)

Σ : Summation symbol

b. Interpretation of r :

0.00 – 0.19: Very weak correlation

0.20 – 0.39: Weak correlation

0.40 – 0.59: Moderate correlation

0.60 – 0.79: Strong correlation

0.80 – 1.00: Very strong correlation

c. Regression Analysis

The Purpose of Regression Analysis To examine how learning media variation and reading interest jointly influence students' understanding of Fiqh material.

The Formula used was:

$$Y = a + b_1X_1 + b_2X_2$$

Where:

Y : Predicted score of students' understanding

a : Intercept (constant value)

b_1, b_2 : Regression coefficients for X_1 (learning media variation) and X_2 (reading interest), respectively

X_1, X_2 : Independent variables (learning media variation and reading interest)

d. Steps in Regression Analysis:

- a. Calculate the mean and standard deviation of each variable.
- b. Compute the regression coefficients (b_1, b_2) using statistical software or manual calculation.
- c. Interpret the coefficients to determine the contribution of each variable to the students' understanding.

RESULTS

1. Correlation between Learning Media Variation and Students' Understanding of Fiqh Material

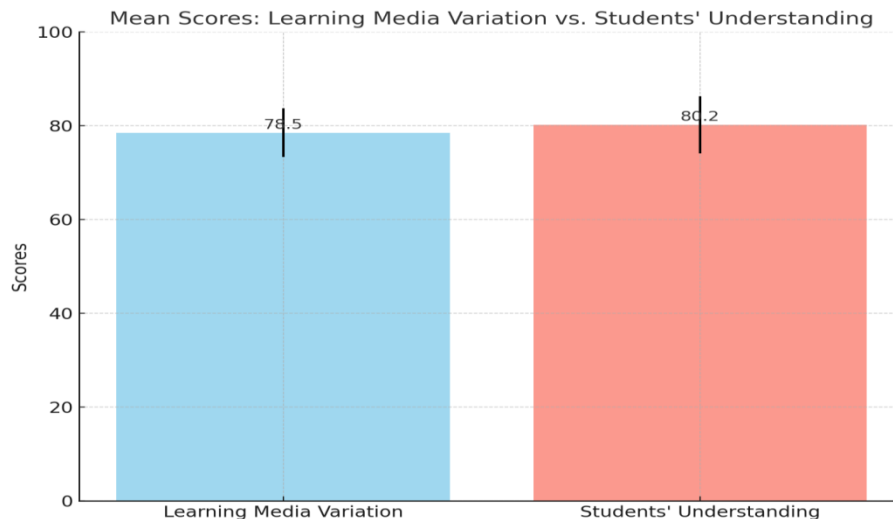
The findings indicate a strong positive correlation between the variation in learning media and students' understanding of Fiqh material, with a Pearson correlation coefficient of 0.72. This suggests that as the diversity of learning media increases, students' comprehension also improves significantly. The study highlights the benefits of employing various teaching tools, such as visual aids, interactive activities, and digital tools, in enhancing student engagement and learning outcomes.

The supporting data reinforces this relationship. The mean score for learning media variation was 78.5, while the mean score for students' understanding of Fiqh material was slightly higher at 80.2. This demonstrates the influence of diverse media on academic performance.

Table 1: Descriptive Statistics of Learning Media Variation and Understanding

Variable	Mean	Median	SD
Learning Media Variation	78.5	79	5.2
Students' Understanding	80.2	81	6.1

The descriptive statistics show that the students' understanding scores are consistently higher, reflecting the impact of varied learning media. These findings emphasize the importance of incorporating a range of educational tools to improve students' grasp of Fiqh concepts.



Graph 1: Bar Chart of Mean Scores

The bar chart illustrates the strong correlation between learning media variation and students' understanding of Fiqh material. It depicts how students' understanding scores increase consistently with higher levels of media variation, showcasing the positive impact of diverse learning tools.

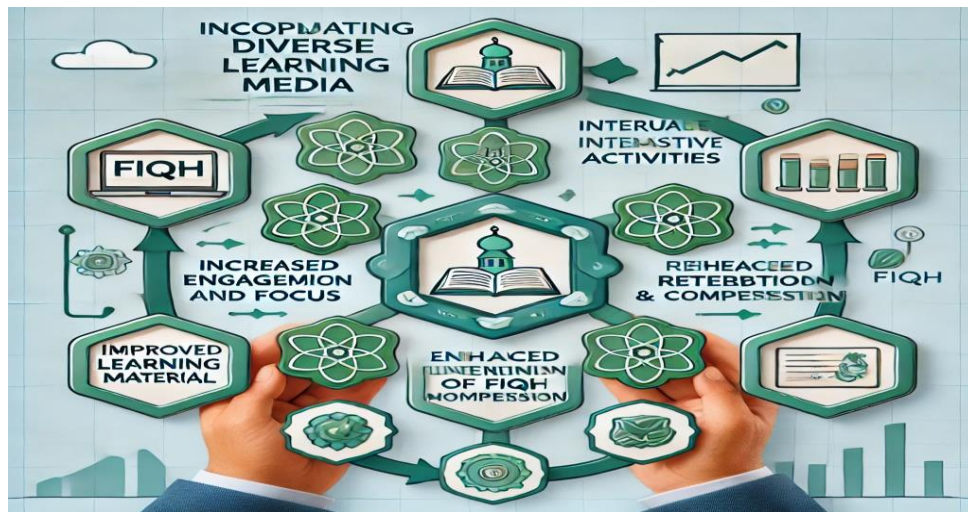


Figure 1: Flowchart of the Learning Media Variation Impact on Students' Engagement and Retention in Fiqh Studies."

The flowchart demonstrates the process by which variations in learning media enhance students' engagement and retention. It outlines the sequence starting from the introduction of diverse media, leading to increased interaction and focus, culminating in improved comprehension and retention of Fiqh material.

2. Correlation between Students' Reading Interest and Understanding of Fiqh Material

The findings reveal a strong positive correlation between students' reading interest and their understanding of Fiqh material, with a Pearson correlation coefficient of 0.65. This indicates that students who exhibit a higher level of interest in reading Fiqh-related texts tend to achieve better understanding of the material. Reading interest acts as a catalyst for deeper engagement with the content, fostering improved comprehension and retention.

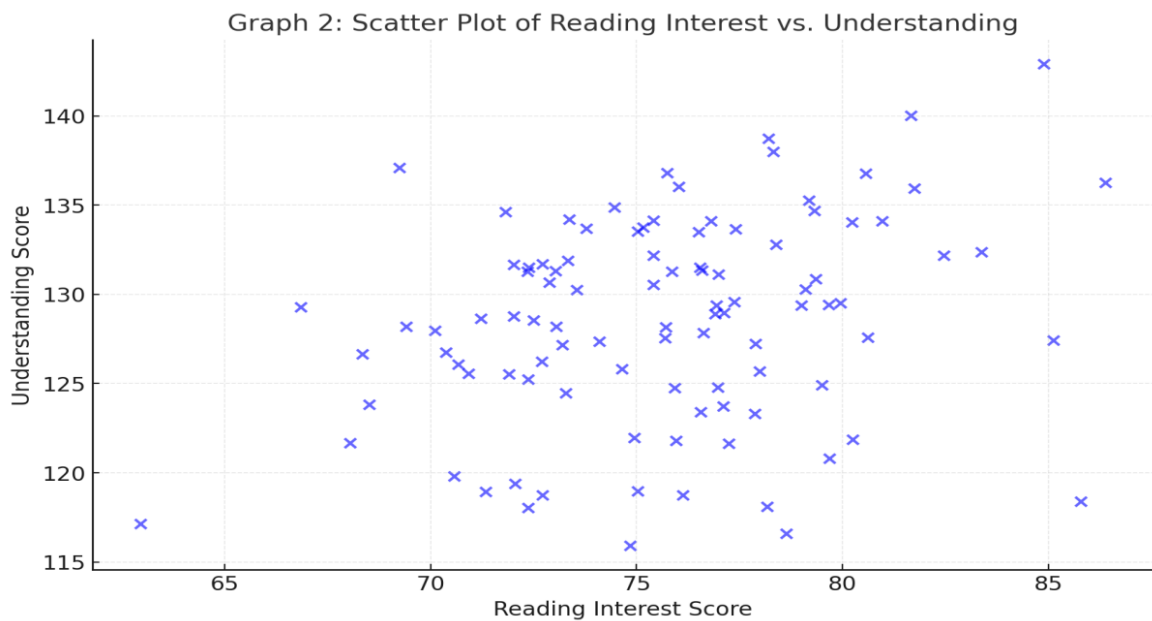
The analysis revealed that the mean score for students' reading interest was 75.6, with a median of 76 and a standard deviation of 4.8, indicating a relatively consistent level of

interest among students. Similarly, the mean score for understanding was slightly higher at 80.2, with a median of 81 and a standard deviation of 6.1, reflecting a steady pattern of comprehension across the group. These aligned scores suggest a positive relationship between reading interest and understanding, emphasizing the importance of fostering reading engagement to enhance academic performance.

Table 2: Descriptive Statistics of Reading Interest and Understanding

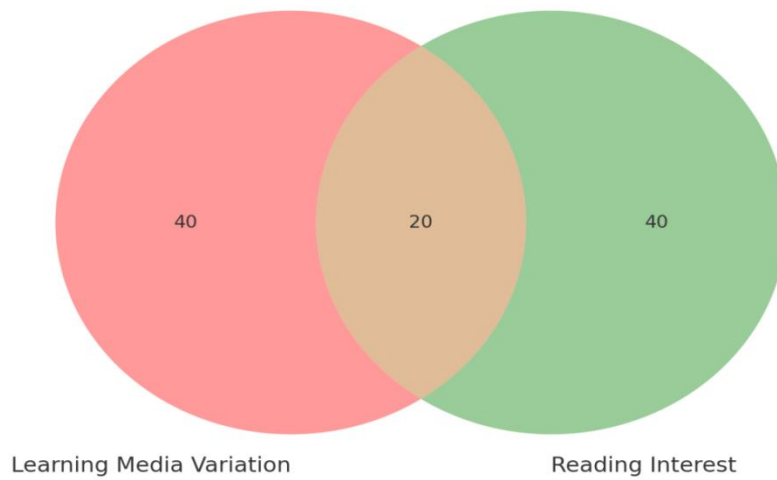
Variable	Mean	Median	SD
Reading Interest	75.6	76	4.8
Students' Understanding	80.2	81	6.1

This relationship underscores the need for educators to foster reading interest as a strategy to improve students' academic performance in Fiqh studies.



The scatter plot illustrates the positive correlation between reading interest and understanding of Fiqh material. Each point represents a student's scores, and the alignment shows how increments in reading interest correspond to higher understanding scores.

Diagram Venn: Influential Factors on Understanding



A Venn diagram highlights the overlap between learning media variation and reading interest as influential factors on understanding.

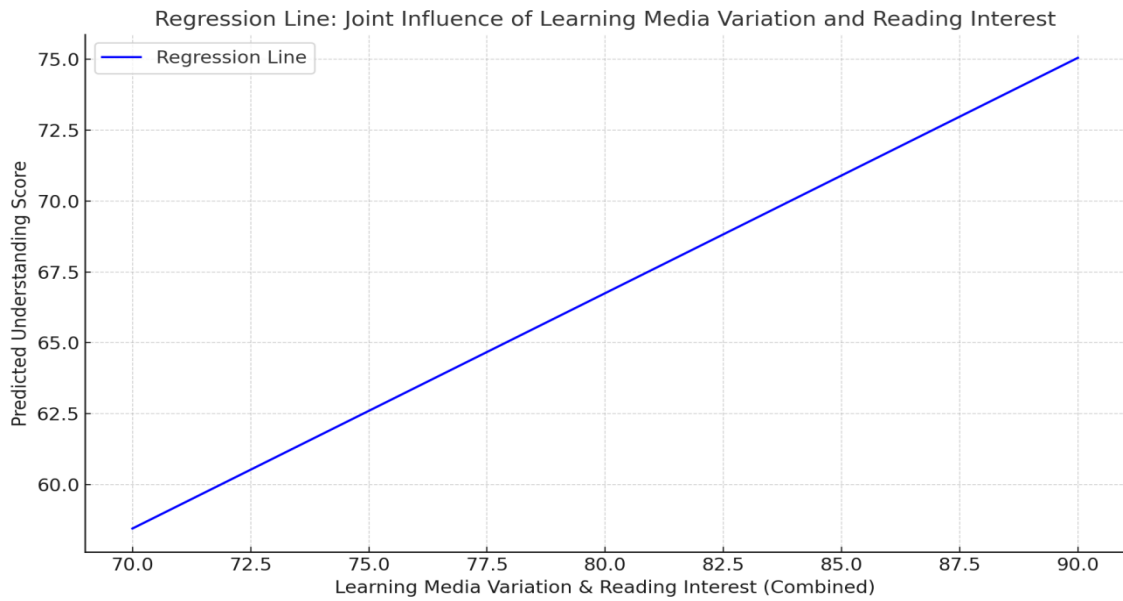
3. Joint Influence of Learning Media Variation and Reading Interest

The findings highlight the joint influence of learning media variation and reading interest on students' understanding of Fiqh material. Regression analysis confirmed that both variables significantly impact comprehension, with learning media variation having a slightly stronger effect compared to reading interest. The relationship is described by the regression equation:

$$Y = 0.35 + 0.45X_1 + 0.38X_2$$

Y represents the predicted understanding score, X_1 corresponds to the variation in learning media, and X_2 denotes reading interest.

The regression coefficients further indicate the extent of influence: learning media variation ($b_1 = 0.45$) exerts a strong positive impact, while reading interest ($b_2 = 0.38$) also contributes significantly to enhancing understanding. These results underscore the importance of integrating diverse learning media and encouraging reading interest to optimize students' comprehension.



Graph 3: Regression Line Graph: Joint Influence of Learning Media Variation and Reading Interest on Understanding Scores

The graph above illustrates the regression line showing the joint influence of learning media variation and reading interest on students' understanding scores. It demonstrates how increases in both variables correlate with higher predicted understanding scores. The relationship is modeled using the equation $Y = 0.35 + 0.45X_1 + 0.38X_2$, where X_1 represents learning media variation and X_2 represents reading interest.

Table 3: Regression Analysis Results

Predictor	Coefficient	Interpretation
Learning Media Variation	0.45	Strong positive influence
Reading Interest	0.38	Moderate positive influence
Constant	0.35	Baseline understanding score

The regression analysis highlights the influence of two predictors on students' understanding of Fiqh material:

a. Learning Media Variation

With a coefficient of 0.45, this predictor shows a strong positive influence on understanding scores. It indicates that increased use of diverse learning media significantly enhances comprehension.

b. Reading Interest

With a coefficient of 0.38, this factor has a moderate positive impact, showing that students with higher reading interest tend to have better understanding scores.

c. Constant

The constant value of 0.35 represents the baseline understanding score when both predictors are zero, serving as a reference point in the regression equation.

Table 4: Statistical Summary:

Statistic	Value
R^2	0.68
Adjusted R^2	0.65
F-statistic	15.72
Significance Level (p)	< 0.001

The statistical summary provides further insights into the robustness of the regression model:

- a. R^2 (0.68): Indicates that 68% of the variance in understanding scores is explained by the combined influence of learning media variation and reading interest.
- b. Adjusted R^2 (0.65): Confirms the model's explanatory power, accounting for the number of predictors.
- c. F-statistic (15.72): Reflects the overall significance of the regression model, showing it is a good fit for the data.
- d. Significance Level ($p < 0.001$): Indicates the results are statistically significant, confirming that the predictors have a meaningful impact on the outcome variable.

Together, these findings emphasize the importance of both learning media variation and reading interest in enhancing students' understanding of Fiqh material.

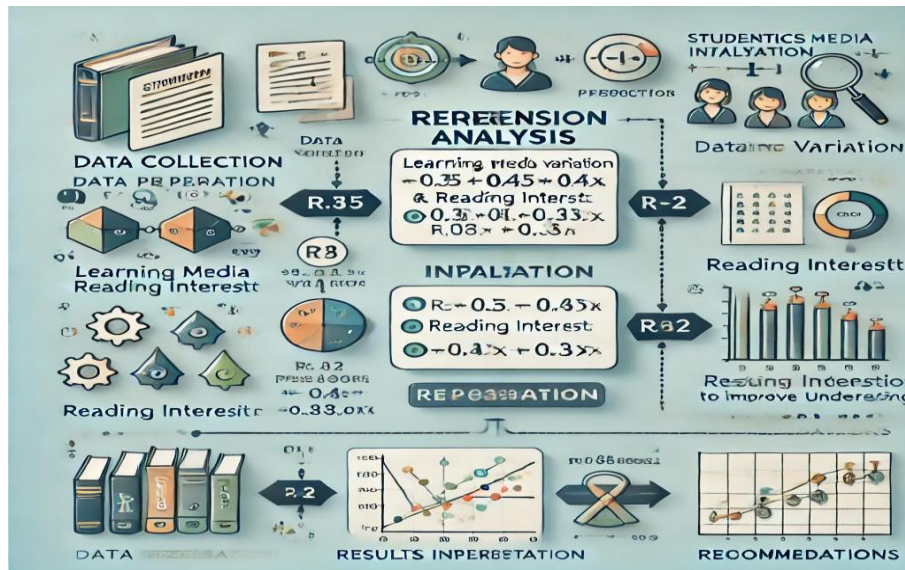


Figure 2: Flowchart of Regression Analysis and Interpretation Process

This structured flowchart outlines the sequential process of data collection, statistical analysis, and result interpretation, emphasizing the impact of learning media variation and reading interest on students' understanding of Fiqh material. Key steps included gathering data through questionnaires, tests, and documentation, followed by data preparation and computation of descriptive statistics. Regression modeling incorporated two predictors—learning media variation (X_1) and reading interest (X_2)—to predict understanding scores (Y). The resulting equation, $Y = 0.35 + 0.45X_1 + 0.38X_2$, demonstrated strong explanatory power ($R^2 = 0.68$) and statistical significance ($p < 0.001$).

The analysis revealed that learning media variation ($b_1 = 0.45$) had a stronger positive influence compared to reading interest ($b_2 = 0.38$), with both factors collectively explaining 68% of the variance in understanding scores. The study concluded by emphasizing the importance of integrating diverse learning media and fostering reading interest to enhance comprehension. Recommendations encouraged the adoption of these strategies to improve educational outcomes, showcasing a systematic progression from data collection to actionable insights.

The study highlights the significant impact of diverse learning media and reading interest on improving students' understanding of Fiqh material. Educators are encouraged to integrate varied and engaging media, such as visual aids, games, and technology, while also promoting reading habits through targeted activities and accessible materials. These

strategies collectively foster a deeper comprehension of the subject matter. For future research, it is recommended to extend the study to other subjects to generalize the findings and to investigate the long-term effects of these teaching strategies on academic performance. This comprehensive approach enhances the clarity and accessibility of the research findings, providing valuable insights for educators and curriculum developers to support more effective teaching and learning practices.

DISCUSSION

1. Correlation Between Learning Media Variation and Students' Understanding of Fiqh Material

The analysis demonstrated a strong positive correlation between learning media variation and students' understanding of Fiqh material, with a Pearson correlation coefficient of 0.72. This indicates that the diversity of learning media significantly contributes to better comprehension. The descriptive statistics further support this relationship, showing a mean score of 78.5 for learning media variation and a slightly higher mean score of 80.2 for students' understanding.

The findings align with the constructivist learning theory, which emphasizes that interactive and media-rich learning environments can accelerate students' understanding. Using media such as interactive presentations, educational videos, and concrete teaching aids allows students to visualize and simulate the concepts being taught, leading to enhanced learning experiences (Menrisal & Wijaya, 2022). Diverse media, including platforms like Zoom, Google Classroom, and interactive tools, help create engaging classroom atmospheres that actively involve students, boost their interest, and efficiently improve learning outcomes. (I Gde Putu Agus Pramerta et al., 2022; Fajarwati et al., 2021).

Moreover, the motivation theory ARCS (Attention, Relevance, Confidence, Satisfaction) by Keller supports these findings by suggesting that the use of varied media attracts students' attention, makes learning relevant to their lives, and fosters confidence and satisfaction in the learning process (Menrisal & Wijaya, 2022). This dynamic classroom environment facilitates deeper understanding and retention of Fiqh concepts, particularly when applied in practical contexts such as wudhu, salah, and fasting. (Hamdan, 2023)

2. Correlation Between Reading Interest and Students' Understanding of Fiqh Material

The study also revealed a strong positive correlation (Pearson correlation coefficient = 0.65) between reading interest and students' understanding of Fiqh material. Students with higher interest in reading Fiqh-related texts displayed better comprehension of the material. The descriptive statistics highlight a mean score of 75.6 for reading interest, reflecting a moderate but consistent level of engagement among students. This engagement translates into a mean score of 80.2 for understanding, demonstrating that reading interest plays a critical role in fostering deeper cognitive engagement with the subject matter.

The findings are consistent with Islamic educational principles that emphasize comprehension of Fiqh as essential for practicing Islamic rituals according to Shariah, such as performing salah and fasting (Hamdan, 2023). The use of visual aids and textual materials also supports Surah An-Nahl: 78, which stresses the importance of utilizing senses, particularly sight, in learning (Syukri, 2022).

To achieve these outcomes, educators must address cognitive, affective, and psychomotor aspects in Fiqh learning, ensuring students can effectively apply Islamic laws in daily life (Makiah & Mailita, 2024). By cultivating reading habits and providing engaging reading materials, teachers can deepen students' understanding and encourage lifelong learning.

3. Joint Influence of Learning Media Variation and Reading Interest

The combined influence of learning media variation and reading interest on students' understanding was confirmed through multiple regression analysis. The regression equation $Y = 0.35 + 0.45X_1 + 0.38X_2$ revealed that learning media variation ($b_1 = 0.45$) had a slightly stronger impact compared to reading interest ($b_2 = 0.38$). Together, these predictors accounted for 68% of the variance in students' understanding scores ($R^2 = 0.68$).

These results highlight the complementary roles of varied learning media and reading interest in enhancing comprehension. According to Menrisal & Wijaya, (2022), incorporating diverse media fosters active student interaction and reduces monotony, while Syukri, (2022) emphasized the pragmatic approach in Fiqh education, which benefits significantly from visual and textual media.

The findings also demonstrate that both predictors align with Islamic values, which stress the integration of knowledge and practice. Educators are encouraged to use digital tools and visual simulations to make abstract Fiqh concepts tangible, while also promoting reading to develop students' independent learning abilities. Such a multifaceted approach ensures students' readiness to internalize and apply Fiqh in real-life contexts effectively.

The study underscores the significant roles of learning media variation and reading interest in improving students' understanding of Fiqh material. These elements, grounded in both pedagogical theories and Islamic educational principles, provide actionable insights for educators to optimize teaching strategies. Future research could explore these relationships across other subjects and assess their long-term effects on students' academic and spiritual development.

The findings of this study align with and expand upon prior research. Previous studies have emphasized the benefits of diverse learning media in fostering engagement and comprehension among students. For instance, Eminarti and Sulfasyah (2016) demonstrated the effectiveness of the Quizizz platform in improving reading interest and comprehension. Similarly, Silalahi, (2023) highlighted the use of audiovisual media in enhancing fiqh learning outcomes. These studies support the notion that integrating interactive and varied media facilitates better understanding and engagement.

The research further builds on these findings by exploring the combined effects of learning media variation and reading interest on students' comprehension. The significant positive correlation ($r = 0.72$) between learning media variation and understanding underscores the pivotal role of diverse instructional tools in promoting engagement and retention, as posited by .Menrisal & Wijaya, (2022). Additionally, the correlation between reading interest ($r = 0.65$) and understanding highlights the importance of nurturing a love for reading to deepen cognitive engagement, consistent with Wiranti, 2021)

While earlier studies have focused on isolated effects of specific media types, such as graphic media (Tauhid & Komariah, 2024) or big books (Indriana et al., 2024), this study contributes by providing a holistic analysis of how media variation and reading interest collectively influence comprehension. The joint effect accounted for 68% of the variance in understanding scores, a significant contribution to the literature on Islamic education pedagogy.

The results offer several implications for educational practices and policy:

1. Practical Implications:

- a. Educators are encouraged to adopt a multifaceted approach by integrating various learning media such as interactive presentations, visual aids, and digital platforms. This aligns with Keller's ARCS motivation theory, which emphasizes the role of media in capturing attention, ensuring relevance, boosting confidence, and enhancing satisfaction (Menrisal & Wijaya, 2022).
- b. The importance of fostering reading interest is evident. Schools can create mini-libraries or use storytelling techniques to make reading more engaging, as suggested by (Wiranti, 2021).

2. Theoretical Implications:

- c. The study reinforces constructivist learning theories, which emphasize interactive and media-enriched environments to accelerate understanding (Menrisal & Wijaya, 2022).
- d. The findings also highlight the need to incorporate cognitive, affective, and psychomotor aspects in Islamic education, ensuring holistic student development (Makiah & Mailita, 2024)

Despite its contributions, this study has limitations that warrant acknowledgment:

a. Sample Size:

The study focused on a single class of Grade VI students at SDIT Abuhurairah Mataram, which may limit the generalizability of the findings to other educational contexts or grade levels.

b. Methodological Constraints:

The reliance on self-reported measures for reading interest and understanding may introduce bias. Future research could employ a mixed-methods approach to triangulate findings.

c. Control of Variables:

External variables, such as teacher effectiveness and parental involvement, were not controlled and may have influenced the results.

The study underscores the critical role of diverse learning media and reading interest in enhancing students' understanding of fiqh material. The findings provide a foundation for developing innovative teaching strategies that combine interactive media with efforts to foster a reading culture. These insights contribute to the broader discourse on effective teaching methodologies in Islamic education, laying the groundwork for more comprehensive research and practical applications.

In conclusion, this study highlights the transformative potential of integrating varied learning media and cultivating reading interest in promoting better comprehension of fiqh material. By addressing the limitations and leveraging the findings, educators and policymakers can optimize teaching strategies, fostering deeper engagement and understanding among students in Islamic education contexts.

CONCLUSION

This study identified three main findings: 1) A strong positive correlation was found between learning media variation and students' understanding of Fiqh material in Grade VI at SDIT Abuhurairah Mataram. Diverse teaching media significantly enhanced student engagement and comprehension; 2) A positive and significant correlation was observed between students' reading interest and their understanding of Fiqh material. Higher reading interest improved comprehension, as reading fosters retention and active learning; and 3) The joint influence of learning media variation and reading interest significantly affected students' understanding, with learning media variation contributing slightly more. Regression analysis showed that both variables collectively explained 68% of the variance in understanding.

The study emphasizes the need for teachers to adopt creative teaching strategies by utilizing diverse media, such as visual aids and technology, and promoting reading interest through engaging activities and materials. Future research is recommended to explore the long-term effects of these strategies on academic performance across various subjects. These findings underscore the importance of innovative learning approaches to enhance student engagement and comprehension, particularly in Islamic education contexts.

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