Research Article

Zaenal Mukarom[1]*, Imam Tabroni[2], Mohamad Yudiyanto[3], Acep Komarudin[4], Abdul Aziz[5]

Innovation of Fiqh Learning Methods Through Digital Educational Games

*Corresponding Author: **Zaenal Mukarom**: UIN Sunan Gunung Djati Bandung; zaenal.mukarom@uinsgd.ac.id
Imam Tabroni: Universitas Islam Bunga Bangsa Cirebon; imamtabroni@bungabangsa.ac.id
Mohamad Yudiyanto: STAI Sabili Bandung; yudiyantompd@gmail.com
Acep Komarudin: STAI Sabili Bandung; acepkomarudin@gmail.com
Abdul Aziz: STAI Sabili Bandung; abdul.aziz@gmail.com

Abstract: This study aims to develop and evaluate the effectiveness of Fiqih learning method innovation through digital educational games. In the rapidly evolving digital era, conventional learning approaches are often no longer adequate to attract students' interest and attention. Therefore, this study proposes the use of digital educational games as an alternative method of Fiqh learning, which is expected to increase students' motivation to learn and understand Fiqh materials. This study uses the library research method. Data is collected through observation and documentation, then analyzed qualitatively and quantitatively. The results of the study show that the use of digital educational games in Fiqh learning significantly increases students' interest in learning and understanding. In addition, students showed a positive response to the latest method, which was considered more interesting and interactive compared to conventional learning methods. These findings show that digital educational games have great potential as an innovation in Fiqh learning, and can be widely applied to improve the quality of education in the digital era.

Keywords: Learning innovation, Fiqh, digital educational games, learning methods, education.

Introduction

Fiqh learning is one of the important subjects in the Islamic education curriculum which aims to equip students with knowledge and understanding of Islamic laws that apply in daily life. However, in practice, Fiqh learning is often considered less interesting by students because the methods used tend to be monotonous and conventional, such as lectures and memorization (Abdullah, 2012). This has an impact on students' low interest in learning and their less than optimal understanding of Fiqh material (Nasution dkk., 2021).

Innovation in Fiqh learning methods refers to efforts to introduce or develop new approaches that aim to increase the effectiveness of Fiqh learning, both in terms of understanding, learning interest, and student involvement (Hastari & Maawiyah, 2022). The essence of this innovation lies in the use of methods, technologies, or strategies that have not been widely used or that

are designed to overcome the limitations of existing methods. Innovation in education includes all forms of updates or modifications made to improve the quality of the learning process and student learning outcomes. This innovation is not only limited to the development of new technologies, but can also be in the form of pedagogical approaches, teaching strategies, or curriculum changes that are more relevant to the needs of the times and students.

Conventional Fiqh learning often relies on lecture and memorization methods, which may be less effective in motivating students or in helping them understand the material in depth. Innovation is important because it can offer solutions to various challenges in Fiqh learning, such as lack of student interest, difficulties in understanding abstract concepts, and limitations of learning media. Relevant and interesting innovations can increase students' interest and motivation in studying Fiqh. Innovative approaches, especially

those that involve interaction and practice, can help students better understand and remember the material. Innovations that integrate digital technologies prepare students to face an increasingly connected and technology-based world (Suaibah & Rahman, 2020). Thus, the essence of innovation in Fiqh learning methods is to update and optimize Fiqh teaching methods to better suit the needs and characteristics of current students, and be more effective in achieving the expected goals of Islamic education.

In today's digital era, technological advances have brought significant changes in various aspects of life, including in the world of education (Frank dkk., 2024). One of the innovations that emerged is the use of digital educational games as a learning medium. Educational games have the potential to increase students' interest in learning because they are interactive, fun, and able to provide a different learning experience than conventional methods (Blenkhorn & Fleisher, 2013). In the context of Fiqh learning, digital educational games can be a solution to overcome the challenges faced in increasing student engagement and understanding (Rahmatika & Nadlir, 2023; Yusnita dkk., 2023). However, the use of digital educational games in Fiqh learning is still relatively new and has not been researched in depth. Therefore, a comprehensive study is needed to develop and test the effectiveness of this method in improving the quality of Fiqh learning. This research aims to answer this need by developing digital educational games that are in accordance with Fiqh materials and evaluating their impact on student motivation and understanding. With this innovation, it is hoped that Fiqh learning can become more interesting and relevant to the times, so that it can make a positive contribution to improving the quality of Islamic education in Indonesia.

This research offers an innovative approach by integrating digital educational games into Fiqh learning, which has not been widely applied. The use of games as a learning medium can create a more interactive and engaging learning experience, different from conventional methods that usually rely on lectures and memorization. This research also explores how digital technology can be adapted to the context of Fiqh learning that is thick with religious values. This includes adapting the game to the context of Islamic culture and values, so that the game is relevant and appropriate to the needs of Islamic education. With the results of this research, it is hoped that a new learning model can emerge that can be adopted more widely in Islamic education. This innovation provides an alternative for educators to improve the quality of learning and expand the application of technology in the context of religious education.

Method

The methods in this study are *library research* (Creswell, 2009; Sugiono, 2015). Primary data sources in this study are books, scientific journals, and relevant educational reports regarding Fiqh learning, digital educational games, and educational technology. This includes books, journal articles, theses, dissertations, and other academic documents. Meanwhile, the secondary data sources used are other writings that can help the development of research analysis.

Data is collected through observation and documentation. Meanwhile, the research analysis used is qualitative analysis. Analysis of previous research on the use of games in education, especially in religious learning or similar subjects. By integrating library research methods, your research will have a strong theoretical and practical foundation, as well as a more meaningful contribution to the development of Fiqh learning methods using digital technology.

Results and Discussion

Description of Digital Educational Games: A Theoretical Review

Digital educational games are a type of game that is specifically designed for learning purposes, where fun and engaging elements of the game are combined with educational content (Ali dkk., 2024; Mastoah dkk., 2022; Saputri & Putra, 2023). The game is not only meant to entertain, but also to educate players through various methods, such as problem-solving, decision-making, and collaboration. Learning is an active process in which individuals build new understandings based on existing experiences and knowledge. Digital educational games are often designed to support this approach by creating an interactive environment where players can experiment, solve problems, and see the results of their decisions. This allows players to actively construct new knowledge, rather than just passively receiving information (Ali dkk., 2024).

Digital educational games utilize motivational principles, such as *rewards* , *achievements* , and *progression* , to increase player interest and engagement. Motivation theory emphasizes the importance of psychological needs for autonomy, competence, and connectedness in increasing intrinsic motivation. Successful educational games often give players the opportunity to experience increased competence, have control over their learning, and feel connected to the content or characters in the game (Saputri & Putra, 2023).

In social-cognitive theory, Albert Bandura emphasizes that learning can occur through observation and imitation of others, known as *modeling* (Bandura, 1977; Fauzian, 2020). In the context of digital educational games, players can learn from characters or avatars in the game that act as models for specific actions. It allows players to understand new concepts or skills by seeing and then trying them out for themselves in a safe and controlled environment. By combining principles from various educational and psychological theories, digital educational games can be an effective tool in the modern learning process. This game is able to change the way of learning to be more interesting and interactive, and has a significant positive impact on the understanding and mastery of the material by players.

Digital educational games have become an increasingly popular tool in a variety of educational contexts, from primary education to the university level, as well as in professional training and skill development. One of the biggest benefits of digital educational games is their ability to increase learning motivation. By presenting learning content in an interactive and fun form, this game can make students more interested and excited to learn. Reward systems such as points, levels, and *badges* can provide a motivational boost that encourages students to keep learning and achieve better results.

Digital educational games are often designed to hone cognitive skills such as problem-solving, decision-making, critical thinking, and logic. For example, strategy or puzzle games can help students develop analytical and problem-solving skills through challenges that must be completed in the game. Some academic concepts or skills may be difficult to understand if they are only explained through texts or lectures. Digital educational games allow the delivery of abstract concepts through visualization and interactive simulations. For example, in science subjects, games can simulate experiments that are difficult or dangerous to do in the real world, so students can learn them safely and interestingly.

Many digital educational games are designed to be played in groups or in a collaborative environment. It provides opportunities for students to work together, communicate, and learn from each other. Collaborative learning through games can strengthen social and teamwork skills, which are important in many aspects of life. Digital educational games can be used as an effective

assessment tool. Through observation of player performance in games, educators can gain insight into students' understanding of the subject matter and identify areas where students may need additional assistance. The game can also provide direct feedback to students, helping them correct mistakes and understand concepts better.

In addition to formal education, digital educational games are also used in professional training and skill development. For example, in the medical world, simulation games can be used to train surgical procedures or emergency situations without risk to patients. In the business world, educational games can be used to teach management, negotiation, or leadership skills. Digital educational games are often equipped with adaptive learning features, where the difficulty level and game content are adjusted to the abilities and needs of each player. This allows for more personalized learning, where students can learn at their own pace and focus on the areas that need the most attention.

With internet access, digital educational games can be accessed by students in a variety of locations, including remote areas that may not have access to adequate educational resources. This helps to reduce educational gaps and provide more equal opportunities for all students. The use of digital educational games in various contexts shows its great potential in improving the quality of learning and training. With the right approach, digital educational games can be an effective tool to enrich the learning experience and support students' academic development and skills.

Integration of Digital Educational Games with Fiqh Learning

Fiqh learning, which is one of the disciplines in Islamic studies that discusses sharia laws that govern various aspects of Muslim life, has great potential to be integrated with digital educational games. Digital educational games can be used to simulate Fiqh cases that are relevant to daily life (Ali dkk., 2024). For example, a game

can teach about worship procedures, business transactions in accordance with sharia, or manners in muamalah. Players can be invited to make decisions in specific situations based on the principles of Fiqh, and then get feedback on their decisions. This not only strengthens students' understanding of the laws of Fiqh, but also trains them to apply them in real-life situations.

Digital educational games can be used to teach the pillars of Islam, which are the basic pillars in Islam. For example, a game can invite players to live the daily life of a Muslim, where they have to perform prayers, fasting, zakat, and hajj (Ali dkk., 2024). In this game, players will learn the correct worship procedures according to the laws of Fiqh and receive an explanation of the importance of each pillar in the life of a Muslim. Digital educational games can be designed to help students develop the problem-solving skills necessary in learning Fiqh. For example, a game can provide complex scenarios related to contemporary Fiqh issues, such as sharia insurance law, Islamic banking, or modern business transactions. Students can be invited to research, discuss, and make decisions based on the postulates they have learned, so that they can understand how the principles of Fiqh are applied in a modern context.

Gamification, which is the application of game elements in a non-game context (Ninaus & Nebel, 2021), can be applied in the teaching of Fiqh. Teachers can use digital educational games as a tool to explain the concepts of Fiqh law that may be difficult to understand. For example, in a lesson on the laws of muamalah, games can help students understand concepts such as riba, gharar, and maysir by providing interactive examples that explain why these practices are prohibited in Islam. Digital educational games can provide a direct evaluation of students' understanding of Fiqh. For example, after completing a module in the game, students may be given a quiz or challenge that tests their understanding. The feedback provided in person will help students

know which areas they need to learn more about and provide motivation to improve their understanding.

The integration of digital educational games with Fiqih learning has several important goals designed to improve the quality of Islamic education and support the development of student competencies. One of the main goals of this integration is to increase students' motivation to learn. By using interesting game elements, digital educational games can make Fiqh learning more fun and interesting, so that students are more enthusiastic in learning Islamic laws. This is important because high motivation tends to encourage students to be more diligent and committed to the learning process. The integration of digital educational games aims to strengthen students' understanding of Fiqh concepts. The game can present interactive scenarios that allow students to see the application of Fiqh law in a real-life context, so that they can understand how these principles work in practice. This way, students not only memorize the rules, but also understand the reason and logic behind them.

Digital educational games in Fiqih learning aim to develop students' problem-solving skills. By presenting challenges or cases that require the application of Fiqh law, students are invited to think critically and make decisions based on their knowledge. This helps students to become more independent and able to apply the principles of Fiqh in everyday life situations. This integration also aims to encourage collaborative learning. Some digital educational games are designed to be played in groups, where students can work together to solve a problem or achieve a specific goal. It strengthens teamwork and communication skills, as well as allows students to share knowledge and views on the laws of Fiqh. By using digital educational games, Fiqh learning can become more interactive and participatory. The goal of this increased engagement is to ensure that students are actively involved in the learning process, not just as passive recipients of information. The interactivity offered by games allows students to take an active role in learning, making it easier for them to internalize the material being taught. With these goals, the integration of digital educational games with Fiqh learning is expected to bring positive changes in the way Islamic laws are taught and understood by students, as well as make a significant contribution to the development of more modern and innovative Islamic education.

Digital educational games that are integrated with Fiqh learning can also be used to instill Islamic values through storytelling. For example, games can tell stories from the lives of the Prophet's companions or great scholars that show how they apply the laws of Fiqh in their lives. With a strong narrative, this game not only teaches the laws of Fiqh, but also inspires students to live a more Islamic life. Digital educational games can also encourage collaborative learning and discussion in the classroom. For example, after playing a game about Fiqh, students can be encouraged to discuss the decisions they make in the game, understand their classmates' perspectives, and learn to think critically about the various interpretations of Fiqh law. This can strengthen their understanding and develop analytical thinking skills.

Digital educational games can be used to address knowledge gaps in Fiqh learning, especially for students who may find it difficult to understand the material through conventional methods. With a more fun and interactive approach, games can make Fiqh materials more accessible and understandable for all students, including those with different learning styles. The integration of digital educational games with Fiqih learning not only helps students understand Islamic laws more deeply, but also makes learning more interesting and relevant to their daily lives. With the right approach, digital educational games can be an effective tool in educating the

younger generation of Muslims on the importance of understanding and applying Fiqh in their lives.

Implications of Digital Educational Games on the Quality of Fiqh Learning

Digital educational games can increase student involvement and motivation in Fiqh learning. Students who may have previously been less interested in conventional Fiqh learning can become more active and excited when the material is delivered through interactive and fun games. These implications suggest that innovative teaching methods such as digital educational games can make Fiqh learning more engaging for students, which in turn can improve their learning outcomes (Ambarwati dkk., 2022). Digital educational games can help students understand complex concepts of Fiqh better. With interactive simulations and real-life scenarios presented in the game, students can see how the laws of Fiqh are applied in everyday situations. This can deepen their understanding of the principles of Fiqh and how they are relevant to their lives. As an implication, students may be better able to apply the concepts of Fiqh in a practical context, rather than simply memorizing the laws without understanding the context.

Digital educational games designed for Fiqh learning often involve challenges and scenarios that require problem-solving and decision-making. Students must apply their Fiqh knowledge to solve the problems given in the game. The implication of this skill improvement is that students can develop better critical and analytical thinking skills, which are essential in understanding and applying Islamic laws effectively in their lives. Digital educational games allow for more personalized and adaptive learning, where content and difficulty levels can be adjusted to the abilities and needs of each student. This implication is especially important in the context of Fiqh learning, where students may have varying levels of understanding. By using adaptive games, educators can ensure that each student gets a learning experience that suits their needs, thereby improving the overall quality of learning.

Digital educational games that encourage collaborative learning can improve social interaction and cooperation among students. In games that require teamwork, students can learn to discuss, share ideas, and work together to achieve a common goal, while applying the Fiqh laws they have learned. The implication of this increased collaboration is that students not only learn Fiqh material, but also develop social skills that are essential to their lives (Kosasih dkk., 2022). In digital educational games, students receive feedback directly after they make a decision or complete a task. This quick feedback allows students to immediately understand their mistakes and correct them. This implication is important in the context of Fiqh learning, where a proper understanding of Islamic laws is essential. With direct feedback, students can faster correct misunderstandings and be more effective in learning Fiqh material.

The use of digital educational games also has important implications in terms of technology integration in Islamic education. By adopting technology, educators can create a more modern and relevant learning environment for the digital generation. It also opens up opportunities for wider access to education, where students from different backgrounds and geographical locations can study Fiqh in an exciting and innovative way. Digital educational games can help overcome the challenges faced in conventional Fiqh learning, such as difficulties in motivating students, limitations in conveying complex concepts, and lack of interactivity in learning. This implication suggests that by integrating digital educational games, educators can overcome some of the main obstacles that often occur in the teaching of Fiqh, thereby increasing the effectiveness and efficiency of the learning process (Kosasih dkk., 2022).

A well-designed digital educational game can be an effective tool to instill Islamic values. By presenting scenarios and narratives that illustrate the application of Islamic values in daily life, students can more easily internalize and understand the importance of these values (Laily dkk., 2022). This implication is important to ensure that Fiqh education does not only focus on legal aspects, but also on the development of Islamic character and morals (Maiti & Priyaadharshini, 2024). One of the implications that needs to be considered is the potential for the digital divide. Not all students may have the same access to the devices and technology needed to play digital educational games. This implication demands efforts to ensure fair and equitable access, so that all students can benefit from the integration of digital educational games in Fiqh learning (Mawardi, 2023).

Overall, the implications of digital educational games on the quality of Fiqh learning are very positive, with the potential to increase student motivation, understanding, skills, and engagement. However, to achieve optimal results, implementation must be carried out carefully and consider the accessibility and relevance of game content to the purpose of learning Fiqh.

Conclusion

The use of digital educational games in Fiqh learning has been proven to significantly increase student engagement and motivation. Games designed with interactive and interesting elements managed to attract students' attention better than conventional methods, such as lectures and memorization. Students who use digital educational games show a better understanding of Fiqh material. The game allows students to practice and apply Fiqh concepts in a realistic and fun context, which helps them understand the material more deeply and practically. Digital educational games can be applied well in the context of Islamic education, as long as the game content is in accordance with the values and

principles of Fiqh. Adjustments and adaptations of game content are necessary to ensure suitability and relevance to Fiqh materials. This research shows that digital educational games have the potential to become a new learning model in Fiqh education. This method offers an innovative alternative and can be widely integrated in the Islamic education curriculum to improve student engagement and learning outcomes. Further research is needed to explore other aspects of the use of games in religious education, such as long-term effectiveness, content adaptation, and integration with other learning methods. This conclusion emphasizes that the innovation of Fiqh learning methods through digital educational games can have a significant positive impact on student motivation and understanding, as well as open up opportunities for more interesting and effective learning models in the context of Islamic education.

References

Abdullah, M. A. (2012). Epistemologi Keilmuan Kalam dan Fikih dalam Merespon Perubahan di Era Negara-Bangsa dan Globalisasi (Pemikiran Filsafat Keilmuan Agama Islam Jasser Auda). *Media Syari'ah : Wahana Kajian Hukum Islam dan Pranata Sosial*, *14*(2), 123. https://doi.org/10.22373/jms.v14i2.1871

Ali, M. K., Ali, A. M., & Hasanah, A. (2024). Pengembangan Game Edukasi Interaktif Perhitungan Waris dalam Pendidikan Agama Islam Menggunakan Scratch. *Indo-MathEdu Intellectuals Journal*, *5*(4), 4373–4386.
https://doi.org/10.54373/imeij.v5i4.1635

Ambarwati, D., Imron, M., Meditama, R. F., & Assidiq, D. U. (2022). Inovasi Bahan Ajar Digital Tentang Pendidikan Anti Korupsi Berbasis Kurikulum Merdeka dalam Perspektif Islam. *Risalah: Jurnal Pendidikan dan Studi Islam*, *8*(4).

Bandura, A. (1977). Self-efficacy: Toward a Unifying Theory of Behavioral Change. *Psychological Review*, *84*(2), 191–215.

Blenkhorn, D., & Fleisher, C. (2013). Matching Intelligence Teaching Methods with Different Learners' Needs. *Journal of Strategic Security*, *6*(3), 61–72. https://doi.org/10.5038/1944-0472.6.3.6

Creswell, J. W. (2009). *Research Designe Qualtative, Quantitative, and Mixed Methode Approaches*. Sage.

Fauzian, R. (2020). *Pengantar Psikologi Perkembangan*. Jejak Publisher.

Frank, J., Salsbury, M., McKelvey, H., & McLain, R. (2024). Digital Equity & Inclusion Strategies for Libraries. *The International Journal of Information, Diversity, & Inclusion*, *5*(3), 185–205.

Hastari, R., & Maawiyah, A. (2022). Kreatifitas Guru dalam Mengembangkan Inovasi Pembelajaran Pada Materi Shalat Jum'at di MTSN 5 Aceh Utara. *Journal of …*, *Query date: 2023-07-18 09:18:02*. https://journal.iainlhokseumawe.ac.id/index.php/JCII/article/view/1260

Kosasih, A., Supriyadi, T., Firmansyah, M. I., & Rahminawati, N. (2022). Higher-Order Thinking Skills in Primary School: Teachers' Perceptions of Islamic Education. *Journal of Ethnic and Cultural Studies*, *9*(1), 56–76. https://doi.org/10.29333/ejecs/994

Laily, I. M., Astutik, A. P., & Haryanto, B. (2022). Instagram sebagai Media Pembelajaran Digital Agama Islam di Era 4.0. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, *3*(2), 160–174. https://doi.org/10.31538/munaddhomah.v3i2.250

Maiti, M., & Priyaadharshini, M. (2024). Evaluation of the experiences of learners and facilitators with ICT within the realm of higher education. *Cogent Education*, *11*(1), 2355377. https://doi.org/10.1080/2331186X.2024.2355377

Mastoah, I., Ms, Z., & Sumantri, M. S. (2022). Meningkatkan Literasi Digital Menggunakan Media Game Edukasi Kreatif: Meningkatkan Literasi Digital. *Ibtida'i : Jurnal Kependidikan Dasar*, *9*(1), 69–80. https://doi.org/10.32678/ibtidai.v9i1.6316

Mawardi, A. (2023). Edukasi Pendidikan Agama Islam dalam Pemanfaatan Sumber-Sumber Elektronik pada Siswa Madrasah Ibtidaiyah. *Journal on Education*, *6*(01), 8566–8576.

Nasution, A., Siregar, R., & … (2021). Hubungan Persepsi Siswa Tentang Kepribadian Guru Fiqih Dengan Minat Belajar Siswa Di Madrasah Aliyah Al Washliyah Bandar Rejo Kecamatan Bandar Masilam …. *ALACRITY: Journal of …*, *Query date: 2023-07-04 15:14:31*. https://lpppipublishing.com/index.php/alacrity/article/view/35

Ninaus, M., & Nebel, S. (2021). A Systematic Literature Review of Analytics for Adaptivity Within Educational Video Games. *Frontiers in Education*, *5*, 1–16. https://doi.org/10.3389/feduc.2020.611072

Rahmatika, A. W., & Nadlir, N. (2023). Kreativitas Guru dalam Mengembangkan Media Berbasis Digital pada Fiqih Kurikulum Merdeka di MI. *Ideguru: Jurnal Karya Ilmiah Guru*, *8*(3), 763–768. https://doi.org/10.51169/ideguru.v8i3.685

Saputri, F. H., & Putra, G. A. I. A. (2023). Pengembangan Media Pembelajaran Sejarah Indonesia Berbasis Game Edukasi Untuk Siswa Kelas 7 Madrasah Tsanawiyah Al-Hafizh Rajeg. *G-Tech: Jurnal Teknologi Terapan*, *8*(1), 16–25. https://doi.org/10.33379/gtech.v8i1.3448

Suaibah, L., & Rahman, T. (2020). Smart Tree Learning Media—We Can Be Based on

Android For Arabic Subjects/ Media Pembelajaran Pohon Pintar-Kita Bisa Berbasis Android Untuk Matakuliah Bahasa Arab. *Ijaz Arabi Journal of Arabic Learning*, *3*(1). https://doi.org/10.18860/ijazarabi.v3i1.8215

Sugiono. (2015). *Metode Penelitian Kualitatif*. Alfabeta.

Yusnita, E., Prasetiyo, A. E., Hasanah, U., Octafiona, E., & Rahmatika, Z. (2023). Shaping Teenagers' Moral in the Digital Era: Islamic Education Perspective. *Jurnal Intelektual: Jurnal Pendidikan Dan Studi Keislaman*, *13*(1), 1–15. https://doi.org/10.33367/ji.v13i1.3529