
UTILIZATION OF LEARNING MEDIA IN CONDITIONING CLASSES IN FIQH LEARNING AT MADRASAH TSANAWIYAH

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Abstract

This study aims to analyze the use of media in conditioning classes in Fiqh learning at Madrasah Tsanawiyah in class VIII-1. The media used is a wall magazine (mading) which functions as an aid that can create a conducive, interesting, and interactive learning atmosphere. The method in this study uses a qualitative approach with 3 data collection techniques, namely observation, interviews with three informants and documentation studies. The data analysis technique used is to analyze the results of observations, interviews, and documentation, then reduce the data so that the results obtained are in accordance with the indicators and focus of the study, and then draw conclusions from the final results. The results of this study indicate that wall magazine media (mading) can increase students' interest in learning, strengthen their understanding of Fiqh concepts, and encourage active student participation in the learning process. In addition, this wall magazine media (mading) provides a creative space for students to convey ideas and opinions related to Fiqh learning and can make the classroom atmosphere more conducive when explaining the subject matter.

Keywords

Learning Media, Fiqh, Class Conditions.



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INTRODUCTION

Fiqh learning media using wall magazines at MTs YMPI Sei Tualang Raso Tanjung Balai City has been implemented for more than 10 months. However, in its implementation it is still less effective. So that the achievement desired by the teacher has not been achieved. Therefore, consistent implementation is needed in every learning process interspersed with other activities so that students do not feel bored.

The development of innovative learning media for Fiqh subjects requires a creative approach that is relevant to technological developments and student needs. MTs YMPI Sei Tualang Raso Tanjung Balai City utilizes digital technology, such as showing learning videos on how to perform ablution correctly, pray correctly, and prostrate for sahwī correctly, and in this case, student activities are published on social media so that the school platform also runs. By utilizing various technologies and innovative approaches, Fiqh learning is not only more interesting and interactive but also more relevant to the development of the times and the needs of students in the digital era.

The competence of teachers at MTs YMPI Sei Tualang Raso, Tanjung Balai City, in using learning media effectively is highly trained so that all are able to utilize technological media in this sophisticated era well. So that student learning is not boring if various media are applied in delivering learning materials.

Media-based learning strategies can be an effective tool to address class heterogeneity and increase student engagement. Class heterogeneity, which includes differences in student abilities, interests, backgrounds, and learning styles, requires a flexible and inclusive approach, such as using several interactive media strategies such as the Google Classroom platform, learning videos, and the use of blogs or other discussion forums. By combining various types of media and technology, teachers can create a learning environment that is more inclusive and adaptive to the needs of diverse students while also increasing their involvement in the learning process.

According to the results of previous research conducted by (Hasanah, 2020) Teachers who can choose the right learning media are able to control class conditions and can arouse students' interest and motivation to learn. (Hadi, et al, 2022) Explained that the use of media in the learning process can show effectiveness and high criteria in students, while student responses to learning media are in very high criteria and are worthy of being developed later outside of school. (Sukmawati, 2023) Explained that with the use of wall magazine learning media, the material is easily conveyed to students because this media is very creative and does not make students feel

bored in delivering the material (Hasan, et al 2023). In this study, the use of learning media has a great influence on the development of student's cognitive attitudes, so this is very helpful in the learning process (Muthoharoh, 2019) The proper and correct use of media will help students and teachers in the learning process so that the teaching material is easy for students to understand.

Therefore, there are many ways to utilize learning media in terms of conditioning the class, but this must be done repeatedly so that the material delivered through the learning media is conveyed to students. Based on initial observations conducted during fiqh learning at MTs YMPI Sei Tualang Raso Tanjung Balai City using learning media in the form of Wall Magazines made of colored cardboard with pictures attached about learning materials such as sahwī prostration. During learning using wall magazines, many students were enthusiastic about listening, and this made the class conditions more conducive because students were active during the learning process.

The purpose of this study is to describe the importance of utilizing learning media, especially in Fiqh lessons, in conditioning the class so that students are more active and enthusiastic about learning by using media. So that makes researchers interested in conducting research related to the use of learning media in conditioning the class in fiqh learning at MTs YMPI Sei Tualang Raso, Tanjung Balai City.

METHOD

In this study, a qualitative approach with a descriptive design was used to address the problems raised, which will produce research that describes the conditions, situations, and phenomena that occur in the field. According to Bogdan and Taylor, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior (Abdussamad, 2021).

This research was conducted at MTs YMPI Sei Tualang Raso, Tanjung Balai City, from July 11, 2024, to September 11, 2024. In this case, the research was conducted for approximately 3 months using observation, interview, and documentation study methods. The purpose of this study was to determine the use of learning media in conditioning the class in fiqh learning at MTs YMPI Sei Tualang Raso, Tanjung Balai City. The informants in this study were two fiqh subject teachers with the initials Mr. AS and Mrs. L and one student with the initials SR in class VIII-1.

The data collection techniques used are: 1) observations in this study started from July 13 to August 30, carried out directly without using intermediaries in order to find out how the problems occurred in the field, if possible, to produce valid and accurate information, both regarding objects and activities that occurred in the field. 2) interviews in this study were conducted from August 31, 2024, to September 2, 2024, with three respondents, carried out in a structured manner to make it easier for researchers to convey questions to informants. 3) documentation studies were conducted from September 4, 2024, to September 10, 2024, by reviewing a set of documents or data to strengthen claims based on reliable evidence.

The data analysis technique used in this study involves descriptive qualitative analysis steps. Data obtained through observation, interviews and documentation are analyzed in depth with the steps of data reduction, data presentation, and drawing conclusions. At the reduction stage, data relevant to the use of learning media such as wall magazines (*mading*) are selected and simplified to focus the study on important aspects, such as the effectiveness of the media in increasing student interest in learning and creating a conducive classroom atmosphere. Furthermore, the reduced data is presented in the form of a descriptive narrative to facilitate the interpretation and identification of emerging patterns or relationships. At the final stage, conclusions are drawn based on the findings that have been analyzed, accompanied by reflections on relevant theories and practices. This technique ensures that data analysis not only describes the phenomena that occur but also provides an in-depth understanding of the impact of learning media on the Fiqh learning process at MTs YMPI Sei Tualang Raso Tanjung Balai.

FINDINGS AND DISCUSSION

Findings

Utilization of Learning Media in Conditioning Classes in Fiqh Learning at MTs YMPI Sei Tualang Raso, Tanjung Balai City

Based on the results of the study conducted through observation, interviews, and documentation, several important steps were found in the use of learning media that aim to create conducive conditions in class VIII-1 in Fiqh learning. With the application of the right media, it is expected to create a more active and effective learning atmosphere. Therefore, the use of existing media, such as wall magazines (*mading*), is very important to improve the quality of learning.

Wall magazine media (mading) has previously been applied in Fiqh learning, but its application only lasted for a relatively short time and had a less significant impact on improving student understanding. The effectiveness of using mading at that time was not optimal, so new steps were needed to optimize the use of this media in the teaching and learning process.

By re-implementing learning media using wall magazines (mading) and conducting evaluations and updates to existing steps, it is expected to be able to adapt to the times. This update aims to ensure that learning media remains relevant and interesting to students. In addition, it is important to continue to update the content and presentation methods in order to attract students' attention and support the learning process effectively.

The implementation of a more planned and structured wall magazine media, and following the development of the times, can provide greater benefits for students and teachers. For students, the use of wall magazines can improve their understanding of Fiqh material visually and interactively. Meanwhile, for teachers, this media will make it easier to deliver material in a more creative and enjoyable way and can increase student involvement in the learning process.

Table 1. Learning Steps

Learning Steps	Media Effectiveness
Determining learning objectives	Before starting, first determine the learning objectives you want to achieve by using the wall magazine media. Determining the material of the fiqh lesson Determining the design and content in making wall magazines in the student learning process
Identifying relevant topics	Choose materials that are in accordance with the curriculum. Make sure the material chosen is broad enough to accommodate a lot of article content, as well as relevant images.
Preparing learning materials and resources	Collecting materials for making wall magazines such as articles, newspapers, or magazines. Involve students in the process of making the wall magazine in order to increase their sense of ownership of the media.
Determining the format and design of the wall magazine	Determine the format and design of the bulletin board that will be used. Ensure the arrangement and compilation of the wall magazine. Design the wall magazine by considering readability and visual appeal, such as choosing attractive colors.

Table 2. Class Management and Implementation of the Learning Process

Class Management	Implementation of the Learning Process
Seating arrangements	Make sure you sit according to the material being presented; for example, during a discussion, make a circle and divide into groups.
Media distribution	Ensure that all students have equal access to learning media
Time management	Allocate enough time for each activity so that learning runs smoothly.

Monitoring student activities	Monitor student activities during the learning process and ensure all students are involved.
Strengthening interaction	Encourage active communication between students and teachers or between students to be active in the ongoing learning process.

The existence of several steps in utilizing media to condition the class in Fiqh learning has proven to be very good and effective to apply. This media is not only limited to Fiqh learning but can be applied in other lessons as well. This is because, with clear steps, good management, and planned implementation, the learning process will run smoothly. As a result, students will respond enthusiastically and enthusiastically to using learning media such as wall magazines (mading), which will increase their interest in learning. Thus, the learning process will take place as expected, with a positive impact on student motivation.

The application of wall magazine media (mading) in Fiqh lessons in class VIII-1 is very helpful for students in understanding the material being taught. This media has been proven to be able to increase students' interest in learning and make them more enthusiastic about following the lesson. One real example is the material on the sahwī prostration, which was previously difficult for students to understand, especially regarding the procedures for its implementation. However, after the application of the wall magazine media (mading), students found it easier to understand the material, thanks to the explanation given by the Fiqh teacher with the help of more visual and interactive media.

In addition, to ensure that students truly understand the material that has been taught, the teacher will conduct an evaluation at the end of the lesson. This evaluation can be in the form of a test, Q&A, discussion, or presentation that allows students to re-explain the material that has been delivered. In this way, students not only remember the material better, but can also strengthen their understanding. This evaluation method also ensures that students' understanding of the material can be measured and corrected if necessary.

The use of learning media such as wall magazines (mading) clearly makes it easier for students to receive and understand the material compared to if they only imagine without any supporting visual media. Therefore, the role of teachers is very important in the application of this media. Teachers must have a good understanding of how to present and utilize the media to ensure that learning objectives are achieved properly. With the right approach, learning media can be a very effective tool in improving the quality of learning and student learning outcomes.

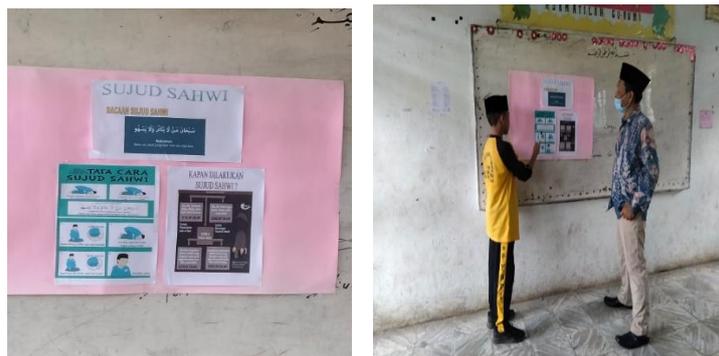


Figure 1. Wall magazine media **Figure 2.** Application of media by Fiqh teachers

As seen in the picture above, the teacher has successfully implemented learning media using a wall magazine (mading). The implementation of this media shows the teacher's efforts in creating a more interactive and interesting learning atmosphere for students. By utilizing the mading, the teacher not only conveys information visually but also involves students in a more creative learning process. This can be seen from the content displayed on the mading, which includes various subject matter that is relevant to the topic being taught, as well as increasing students' insight in a more interesting way.

In addition, wall magazine media (mading) provides space for students to actively participate in learning. For example, students can be invited to add information or create works related to the subject matter, which are then displayed on the wall magazine as part of learning. This approach helps students not only remember information but also apply it in a more real form. Thus, learning becomes more enjoyable and students are more interested in studying the material being taught.

The application of learning media using wall magazines also shows how teachers are able to adapt to the development of the times and utilize existing technology and tools to improve teaching effectiveness. This media not only functions as a visual aid but also as a means to strengthen the relationship between students and teachers because the interactions that occur are more structured and directed. As a result, students become more focused and motivated in following lessons because they feel directly involved in the learning process.

Overall, the implementation of this wall magazine learning media provides great benefits for both students and teachers. For students, this media makes it easier for them to understand the material visually and interactively, while for teachers, the wall magazine becomes an effective tool for delivering material in a more interesting and varied way. With the use of the right media, it is hoped that the learning process can run more optimally and educational goals can be achieved

better.

In the application of this learning media, the role of the Fiqh teacher as a mediator is very important. As a mediator, the teacher is tasked with facilitating the learning process by using various media that can clarify the material and improve student understanding. Therefore, teachers need to have sufficient knowledge and understanding of educational media. A good understanding of media will allow teachers to choose and use media appropriately so that it can facilitate and improve the effectiveness of the teaching and learning process. Educational media functions as a communication tool between teachers and students, which helps transfer knowledge more clearly, interestingly, and easily understood.

As explained in the Hadith of Muslim number 4678, "Whoever shows goodness, he will get a reward like the reward of the person who does it." This hadith illustrates how important the role of a person is in providing guidance or direction to others, in this case, the teacher who provides learning media as a means to improve student understanding. By using the right media, teachers not only deliver the material but also show a better and easier way for students to understand the lesson. As a result, the learning process can run more effectively and produce a deeper understanding for students.

The application of learning media also reflects the teacher's commitment to continue to innovate in improving the quality of teaching. As a mediator, teachers not only transfer knowledge but also play an active role in creating a conducive learning atmosphere where students feel interested, motivated, and involved in every stage of learning.

The use of appropriate learning media is very helpful in conditioning the class to be more conducive. The media used can make students feel more comfortable and involved in the learning process and make it easier for them to understand the material presented by the teacher. Thus, learning media not only functions as a tool, but also as a liaison between teachers and students to create a more enjoyable, effective, and productive learning environment.

The Effectiveness of Using Learning Media on Class Conditions During the Fiqh Learning Process at MTs YMPI Sei Tualang Raso

Based on the results of the interview with Mr. Arham Sinaga, he revealed that the use of media that interests students, accompanied by easy-to-understand explanations, can help students concentrate more easily. The use of appropriate media can be a special attraction for students so that they feel more interested and focused in following the lesson. In addition, a calm and conducive

classroom atmosphere during the use of learning media also supports the smooth running of the teaching and learning process. A comfortable and distraction-free classroom allows students to absorb the lesson material more easily.

Learning media, according to Mr. Arham, also plays a very important role in maintaining student concentration during Fiqh learning. With the support of media, students' attention is more focused, and they find it easier to stay focused on the material being taught. A calm and conducive classroom atmosphere is a supporting factor that strengthens student concentration so that the learning process can take place more effectively.

This is also reinforced by the results of an interview conducted with one of the students of class VIII-1, namely Sri Rahayu. She stated that the use of learning media makes the classroom atmosphere calmer and more enjoyable. "There are no noisy friends. Everyone is focused on listening to the material being delivered," she said. This statement shows that with the application of the right media, students can more easily concentrate and follow the learning with full attention, without any disturbances that hinder their learning process.

From the interview results, it can be concluded that the learning media used in class VIII-1 has a significant positive impact on the student learning process. The media chosen not only makes it easier for students to maintain their focus when listening to fiqh learning materials but also creates a calmer atmosphere in the classroom. This is very important because students' concentration can increase when they feel comfortable and involved with the material being taught.

In addition, the use of effective learning media also plays a role in creating an atmosphere that supports the smooth learning process. When students feel interested and focused on the material presented, the classroom atmosphere becomes more conducive. This situation makes it easier for students to absorb information and be more active in following lessons. With a calm atmosphere, students can also be more free to discuss and ask questions, which, of course, enriches their understanding of the material.

A comfortable classroom atmosphere not only affects concentration but also creates a sense of security and comfort for students. When classes take place in conditions that are not rushed and free from distractions, students feel more appreciated and more motivated to participate. This shows that learning environment factors, including the use of interesting media and a conducive classroom atmosphere, greatly affect student learning outcomes.

The effectiveness of using wall magazine media (mading) in learning in class VIII-1 has been proven to be able to attract students' attention. The main advantage of this media lies in its visual and creative nature, which is able to attract students' interest, especially in Fiqh material, which is often considered abstract or theoretical. Wall magazines provide an opportunity for students to be creative and actively participate in the learning process, either through content preparation, design selection, or in group discussions. In this way, students not only become more interested in the material being taught but also deepen their understanding of the concepts being taught, such as the procedure for prostration of sahwī in Fiqh.

In addition to improving understanding of the material, active participation of students in the creation and use of wall magazines also creates a more interactive and collaborative classroom atmosphere. Students involved in this process learn to work together, think critically, and develop visual literacy skills that are very useful, both in academic contexts and in everyday life. This more democratic atmosphere encourages students to not only receive information passively but also actively seek, filter, and present information, which enriches their learning experience.

In terms of classroom management, the use of wall magazines also provides benefits for teachers. With this media, teachers can reduce the dominance of lectures and provide variations in teaching methods. Wall magazines function as visual communication media that convey information in a more concise but dense way so that students can more easily understand the material without feeling burdened. In addition, the existence of this media also provides an opportunity for teachers to emphasize a more creative and enjoyable approach to delivering lessons so that they can create a more enjoyable and non-monotonous learning atmosphere.

In the long term, the use of wall magazines as a learning medium also has a positive impact on the formation of students' character. In addition to increasing creativity and critical thinking skills, this media also forms an attitude of responsibility, cooperation, and concern for aesthetics. With a more organized classroom atmosphere and more motivated students, wall magazines become an effective medium in creating a conducive learning environment, supporting Fiqh learning objectives, and enriching the learning experience of students in class VIII-1.

The authentic hadith of Bukhari, number 5938, tells about the use of images or paintings by the Prophet Muhammad SAW. In the hadith, the Prophet SAW mentioned that he forbade images or paintings of living creatures made in the house or in places of worship. However, in the context of using images as a medium for certain purposes, such as education or to help understand, this

hadith shows that images or illustrations are not completely prohibited as long as their use does not conflict with Islamic values.

During the time of Rasulullah SAW, the use of images or paintings was not as common as it is today, but he advised his people not to worship or like images or statues related to idol worship. In an educational context, images or visual media such as pictures or diagrams can be used to help explain a concept, including in religious lessons, as long as it does not violate the principles of Islamic teachings.

The use of images in learning can be an effective way to explain abstract or difficult-to-understand things. As in learning fiqh, images can be used to clarify certain worship procedures or procedures, such as how to perform ablution, prayer, or the procedure for prostration, which are sometimes difficult to understand with verbal explanations alone. Therefore, although there is a prohibition against making images or statues that have the potential to lead to worship, the use of images in the context of learning can be considered valid and beneficial as long as they do not violate the principles of religious teachings.

Overall, a conducive classroom atmosphere plays an important role in increasing students' concentration and helping them understand the material better. When students feel comfortable and not stressed, they will find it easier to focus so that the learning process runs more smoothly and effectively. Therefore, creating a supportive atmosphere is very important, both through choosing appropriate learning media and by maintaining a calm classroom environment. This supportive atmosphere will ensure that students can learn optimally and achieve maximum learning outcomes.

Student Interest in Learning with Learning Media for Class VIII-1 Students of MTs YMPI Sei Tualang Raso

Based on the results of observations of students in class VIII-1, totaling 34 people, during fiqh learning using learning media in the form of wall magazines, it was seen that students were very focused on paying attention to the material presented. They seemed interested in the wall magazine used by the fiqh teacher. During the learning process, there was no noise or students who looked sleepy. This conducive classroom situation shows that the learning media used succeeded in attracting students' attention and creating an atmosphere that supported their concentration.

In addition, in an interview with one of the students of class VIII-1 MTs YMPI Sei Tualang Raso, namely Sri Rahayu, she revealed that the use of wall magazines made her more focused on listening to the material delivered by the teacher. According to Sri, this media is very interesting and

makes it easier for her to understand the material being taught. This shows that students' interest in learning media can affect their ability to absorb information. When students feel interested and involved with the media used, they will find it easier to understand the material being delivered.

The importance of understanding in learning cannot be underestimated. Learning that focuses on understanding will last longer in students' memories and be more meaningful to them. Good understanding allows students to connect the information received with previous knowledge and apply it in different situations. In the context of fiqh learning, understanding the concepts taught is very important because fiqh material often involves procedures for worship and rules that need to be understood well in order to be applied correctly.

Understanding also plays a very big role in achieving success in learning. Students who understand the material well tend to be more confident in facing exams or assignments related to the lesson. In addition, deep understanding also helps students develop critical thinking skills and analytical abilities, which are useful not only in the field of fiqh but also in other subjects.

In fiqh learning, understanding can be considered as a network formed from interrelated representations of the material being taught. Interesting learning media, such as wall magazines, serve to strengthen the relationship between fiqh concepts learned by students. With appropriate media, students not only memorize information, but they can understand how the information is interconnected and how it is applied in everyday life.

Overall, the use of wall magazines as a learning medium in class VIII-1 has proven effective in increasing students' focus and understanding of fiqh material. The interest that arises from this media makes students more active in following lessons, which in turn strengthens their understanding of the concepts taught. Therefore, choosing the right learning media is very important to create a meaningful and effective learning experience for students.

In the learning process, many teachers still rely on the lecture method as the main way to deliver material. This method usually involves teachers reading books, explaining the material, writing on the board, and then students taking notes. Although this method is commonly used, it often makes students quickly feel bored and sleepy. When students are no longer interested and focused, they tend to lose attention to the material being delivered. As a result, some students become unfocused and start disturbing their friends in class, which, of course, disrupts the smooth learning process. This condition shows the need for a more interesting and effective approach so that students can be actively involved in learning.

To overcome these problems, it is necessary to use learning media that can be a tool to deliver learning materials in a more interesting and easy-to-understand way. The right learning media can help students understand fiqh material better, especially because fiqh material often contains abstract concepts that are difficult to understand without visual aids or additional explanations. The use of interactive media not only makes learning more interesting but also encourages students to be more active in asking questions, discussing, and exploring deeper knowledge about the material being studied.

Interesting and interactive learning media can increase students' curiosity about the subject being studied. When students feel interested and curious, they will be more motivated to continue learning and understand more about the material. This will strengthen their understanding and facilitate the overall learning process. Students who are interested in the material will more easily absorb information and be involved in learning activities so that learning objectives can be achieved more effectively.

The presence of learning media in the learning process also has a significant impact on how students learn and respond to the material. By using a variety of media, students will obtain information in a more enjoyable way and motivate them to continue learning. Learning media not only serves to clarify the material but also to make learning more dynamic and enjoyable so that students do not feel stressed or burdened by monotonous learning routines.

The importance of using learning media can be seen from its role in optimizing the teaching and learning process. As expressed by Kustino, learning media has a very important role in learning strategies. By utilizing media, learning strategies become more varied, which, in turn, makes learning more interesting, active, and creative. The right media can stimulate students to participate more actively in learning activities, as well as increase their absorption of the material presented by the teacher.

Therefore, the use of interesting and relevant learning media is needed to improve the effectiveness of the teaching and learning process. With the right media, learning will be more interesting, and students will be more involved, which in the end can improve the quality of their understanding of fiqh material. Through the use of media, students not only obtain information but also develop critical thinking skills and creativity that will be very useful in their lives outside the classroom.

Discussion

Utilization of Learning Media in Conditioning the Classroom

The use of learning media has a very important strategic role in conditioning the class so that the teaching and learning process can run effectively and enjoyably (Azhar, 2022). Learning media, whether technology-based, such as videos, presentations, and interactive simulations, or more traditional, such as posters, cards, and props, can help attract students' attention and improve their understanding of the material being taught (Andriani, 2015). By using the right media, teachers can create a more dynamic and enjoyable classroom atmosphere so that students feel more involved and enthusiastic in following the lesson.

In addition, learning media also functions to motivate students to participate more actively in the learning process (Nur Azizah, 2022). Interesting media can reduce boredom and tedium that often arise when learning only relies on lectures or monotonous methods. When students are given varied and interesting learning experiences, they will be more focused and have a high curiosity about the material presented so that the learning process becomes more effective. The right learning media can also make learning more alive and relevant to students' daily lives (Pritchard, 2009).

The theory underlying this is the Cognitive Learning theory pioneered by David Ausubel, which emphasizes the importance of well-structured information that can be linked to prior knowledge (Ausubel, 2019). The right learning media can help organize information in a form that is easier for students to understand and absorb. In addition, the Intrinsic Motivation theory proposed by Deci and Ryan shows that interesting media can increase students' intrinsic motivation, which plays an important role in maintaining their involvement in the learning process (Ryan, 2002). Thus, the use of appropriate media can optimize the effectiveness of learning and support the achievement of educational goals more optimally.

One of the great advantages of using media is its ability to transform abstract concepts into something more concrete and understandable. Difficult-to-understand material, such as topics in fiqh, can be simplified with the help of images, graphics, or animations so that students can more easily relate theory to its application (Yemardotillah, 2022). This will help students not only understand the information better but also remember it longer because the media provides a visual context that reinforces their understanding (Maulana, 2020).

This is in accordance with the Dual Coding theory proposed by Allan Paivio. This theory explains that information delivered through verbal channels (words) and visual channels (pictures, graphics, or animations) will be easier to understand and remember (Paivio, 1986). By combining the two, students can associate abstract concepts with visual representations that strengthen their understanding, ultimately improving long-term memory.

In the context of classroom management, learning media also plays an important role in organizing the flow of activities clearly and structured. By using the right media, teachers can guide learning activities systematically, from introducing the material to the conclusion, so that students can follow the learning flow easily (Wahyuni, 2022). Media also helps create smooth transitions between activities, reducing confusion and minimizing distractions that may arise in the classroom (Sari, 2023). This more organized classroom atmosphere greatly supports successful learning.

This is in line with Kounin's Classroom Management theory, which states that good classroom management can create a positive and productive learning climate. By using the right media, teachers can facilitate a more structured learning process, maintain class order, and optimize student engagement. The media used can function as a tool to organize time and activity flow, which ultimately helps students stay focused and engaged in learning (West, 2024).

In addition, learning media can reduce the possibility of disturbances caused by unclear material or student boredom. With the presence of media that can attract students' attention, the class becomes more controlled, and teachers can focus more on directing students to achieve learning goals (Mayer, n.d.). The media used can also be adjusted to the various learning styles of students, whether visual, auditory, or kinesthetic so that each student can respond to the material in the most effective way for them (Merrill, 2020). This is in line with the theory of Multiple Intelligences proposed by Howard Gardner, which states that each individual has different intelligences, such as linguistic, logical-mathematical, visual-spatial, and other intelligences (Gardner, 1998). Therefore, the use of diverse media can help meet the learning needs of each student according to their dominant intelligence.

In addition, according to the Constructivism theory developed by Piaget and Vygotsky, learning media also functions as a tool to build student understanding through direct experience and interaction with the material (Piaget, 1973). By utilizing the right media, students can be more active in building their own knowledge so that the learning process becomes more meaningful and profound (Vygotsky, 1978).

The use of creative learning media that is in accordance with students' needs is very important to create a conducive and productive learning environment. Media not only functions as a tool in delivering material but also as a means to increase students' motivation, involvement, understanding, and interest in learning. This is in line with the opinion of Azhar Arsyad(2022), which states that learning media includes everything that can be used to convey messages or information in the teaching and learning process so that it can stimulate students' attention and interest in learning.

Therefore, teachers need to choose and use the right media to create interesting and meaningful learning experiences for students, which in turn will result in a more effective and enjoyable learning process (Arsanti, 2022).

Wall Magazine Learning Media on Sujud Sahwi Material

The use of learning media has a very important role in supporting the teaching and learning process, especially in increasing student involvement and understanding of the material being taught (Haryanto, 2019). One example of a subject that can benefit from the use of media is fiqh learning, which has concepts that need to be understood and applied in everyday life by Muslims. The fairly complex fiqh material often requires students to not only understand the theory but also to be able to practice the teachings in real life. One of the important materials in fiqh learning is about sujud sahwi, a practice that can be practiced when someone experiences doubt or forgets in prayer (Syamsriwianty, 2023).

Sujud sahwi is part of the prayer which is performed to overcome errors or imperfections in the performance of the prayer (Kurniawan, 2017). In its definition, sahwi prostration is a prostration performed by a person if he forgets to perform one of the sunnah prayers, such as sitting at the initial tasyahhud, or when he is in doubt about the prayer count, such as the number of rak'ahs that have been performed. The sahwi prostration is performed twice after the final tasyahhud and before the greeting. This teaches Muslims to always correct mistakes in their worship. According to Azizah (2022), prostration for sahwi is considered mandatory for people who abandon its implementation, even though they do not cancel the prayer that is being performed. Therefore, it is important for students to understand the procedures for prostration for sahwi correctly.

However, understanding sujud sahwi is often quite abstract for students because it requires an understanding that is not only theoretical but also practical. Therefore, it is important for teachers to choose media that can make this material easier to understand and more interesting for

students.(Suparman, 2018). One of the media that can be used is a wall magazine. A wall magazine is a relatively simple learning medium, but it is very effective in attracting students' attention.(Nurdiana, 2016). This media consists of various writings, images, and decorations attached to a flat surface, which can contain information or learning materials in visual form that is easily accessible to students (Nasution, 2009).

The use of wall magazines in learning prostration provides many benefits. By using interesting pictures and illustrations, teachers can clearly describe the steps for carrying out the sahwī prostration, starting from how to do it to the right time to perform the sahwī prostration in prayer.(Handayani, 2023). Through this media, students can easily see visualizations of the actions they must take, which will make it easier for them to understand and remember the material (Sutrisno, 2021). Syamsriwianty (2023) explains that wall magazines can be decorated with various knick-knacks to make them look attractive, which can increase students' interest in reading and make them more interested in studying the fiqh material presented.

In addition, wall magazines also provide opportunities for students to learn independently (Nuraeni, 2021). Students can view, read, and study the material contained in the wall magazine whenever they want, both in class and outside of class (Agustini, 2023). The existence of this media also allows students to discuss the material they are studying with their friends, which can increase social interaction and shared understanding. Teachers can use wall magazines as a tool to explain more complex fiqh concepts and provide practical examples in everyday life.

After the material on sahwī prostration has been taught using a wall magazine, the fiqh teacher can carry out an evaluation to find out the extent of the student's understanding of the material (Son, 2020). One way to measure student understanding is through tests or exams, where students are asked to answer questions or practice what they have learned. The test results showed that students who learned using wall magazine media were able to answer questions about sahwī prostration correctly, as well as practice the procedures for sahwī prostration correctly (Slavin, 2005). This shows that the use of interesting and appropriate learning media can significantly improve students' understanding and skills.

Thus, the use of wall magazines as a learning medium in learning fiqh, especially regarding prostration, has proven to be effective (Joseph, 2021). This media not only makes learning more interesting but also allows students to more easily understand the material being taught (Fathurrahman, 2020). This success shows that choosing the right media in the learning process has

a big influence on the results achieved by students (Wijaya, 2019). Therefore, it is important for teachers to continue to innovate and utilize various learning media that can support student understanding so that learning fiqh and other materials can be more effective and enjoyable (Anwar, 2023).

Overall, the use of appropriate learning media, such as wall magazines, can improve the quality of fiqh learning in a more interesting and interactive way (Alfiansyah, 2022). This media provides an opportunity for students to understand abstract concepts, such as the prostration of sahwī, in a more concrete and easily accepted way (Zulkarnain, 2017). Thus, the teaching and learning process not only becomes more enjoyable but also more effective in achieving learning objectives. In addition, all magazines can be a means of combining visual and text elements that help strengthen students' memories and increase their involvement in learning.

CONCLUSION

The use of learning media in conditioning the class in Fiqh learning in Madrasah Tsanawiyah (MTs) has a very crucial role in creating a conducive and interesting learning atmosphere. Learning media, both technology-based and conventional, not only help teachers in delivering abstract materials, but also motivate students to be more actively involved in the learning process. With the use of appropriate media, students can understand Fiqh material more easily and deeply. In addition, media also functions as a tool to manage class dynamics, reduce boredom, and maintain student focus. Various types of media, such as wall magazines (mading), educational games, or technology-based quiz applications, can increase interaction in the classroom and reduce distractions. This makes the classroom atmosphere more orderly and allows learning to take place more effectively. Overall, the use of effective learning media in Fiqh learning in MTs can create a more lively, interactive, and structured class, which ultimately helps achieve learning objectives optimally. Therefore, the use of innovative media is very important to improve the quality of learning and provide a fun learning experience for students.

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