DEVELOPMENT OF FIQIH THOHAROH FLIPBOOK BASED ON PROJECT BASED LEARNING ON RELIGIOUS COURSES IN FKIP UNIVERSITAS SRIWIJAYA

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Abstract

This study aims to answer the needs in the learning process to be more effective through the development of teaching materials with the ADDIE model. The research method used is Research and Development (R&D) with qualitative and quantitative approaches. The ADDIE model involves five main stages: (1) Analysis, conducted through a needs analysis questionnaire and interviews; (2) Design, in the form of making flowcharts and storyboards; (3) Development, including validation by material, language, and teaching material design experts; (4) Implementation, with small and large scale trials through control and experimental classes; and (5) Evaluation, which focuses on revising and improving teaching materials. The feasibility test results show that the teaching materials developed have very good quality, with a percentage of design feasibility of 100% (Very valid), material feasibility of 95% (Very valid), and language feasibility of 97.5% (Very valid). In the effectiveness test of small-scale teaching materials, an average of 81.7% (Good) was obtained, while the large-scale trial obtained an average of 82.2% (Good). These results indicate that the teaching materials developed are effective and feasible to use in supporting the learning process.

Keywords: *Development; Flipbook; Fiqh Thaharah.*

Abstrak

Penelitian ini bertujuan untuk memenuhi kebutuhan dalam proses pembelajaran agar lebih efektif melalui pengembangan bahan ajar dengan model ADDIE. Metode penelitian yang digunakan adalah Research and Development (R&D) dengan pendekatan kualitatif dan kuantitatif. Model ADDIE melibatkan lima tahapan utama: (1) Analisis, dilakukan melalui kuesioner analisis kebutuhan dan wawancara; (2) Perancangan, berupa pembuatan flowchart dan storyboard; (3) Pengembangan, meliputi validasi oleh ahli materi, bahasa, dan desain bahan ajar; (4) Implementasi, dengan uji coba skala kecil dan besar melalui kelas kontrol dan eksperimen; serta (5) Evaluasi, yang berfokus pada revisi dan penyempurnaan bahan ajar. Hasil uji kelayakan menunjukkan bahwa bahan ajar yang dikembangkan memiliki kualitas sangat baik, dengan persentase kelayakan desain sebesar 100% (Sangat valid),

kelayakan materi 95% (Sangat valid), dan kelayakan bahasa 97,5% (Sangat valid). Pada uji efektivitas bahan ajar skala kecil, diperoleh rata-rata 81,7% (Baik), sedangkan uji coba skala besar memperoleh rata-rata 82,2% (Baik). Hasil ini menunjukkan bahwa bahan ajar yang dikembangkan efektif dan layak digunakan untuk mendukung proses pembelajaran.

Kata Kunci: *Pengembangan; Flipbook; Fiqh Thaharah.*

A. Introduction

The development of education today faces great challenges in responding to the dynamic needs of students in the digital era (Akour & Alenezi, 2022; Darojat & Faishol, 2023). One of the strategic responses to these challenges is innovation in the development of technology-based teaching materials that aim to create a more enjoyable, effective, and efficient learning process (Arsanti, 2018). The preparation of modern teaching materials must consider various factors, such as students' initial abilities, learning motivation, interests, cultural backgrounds, and learning environments.

On the other hand, digital learning tools are an important demand in the implementation of higher education (Alenezi et al., 2023; Bujang et al., 2020; Imran & Almusharraf, 2024; King & Boyatt, 2015). Lecturers as the main facilitators in the learning process are expected to be able to present digital teaching materials that suit student needs and are able to support flexible independent learning (Alperi, 2019). Moreover, digital teaching materials such as e-books or flipbooks have advantages in the form of fast search interactive features, bookmarks, integration of images, sound, and video that printed books do not have (Rahim et al., 2020; Rozak et al., 2020).

However, the reality on the ground shows that Islamic learning in higher education, especially in fiqh courses, still tends to be monotonous and less innovative. Many educational institutions still use a conventional approach that relies on the lecture method and teaching materials that are not contextualised with the challenges of the times, resulting in low student interest in religious material (Fawaid et al., 2024; Sahin, 2018). This condition is very unfortunate, especially since fiqh of taharah is the main foundation in the practice of worship, especially prayer, which is the second pillar of Islam.

Thaharah as the concept of purity in Islam is not only related to physical aspects, but also related to deep spirituality. As affirmed in the Prophet's hadith that

'*cleanliness is part of faith*' (HR. Muslim), the understanding of thaharah becomes very crucial in the formation of individual piety. Unfortunately, initial observations at FKIP Sriwijaya University show that the utilisation of digital technology in fiqh learning is still minimal, although the infrastructure is available. Learning still relies on conventional printed books, while students have difficulty in understanding and practising thaharah material correctly.

Furthermore, the diverse educational backgrounds of students from SMA, SMK, and MA make the need for adaptive learning media even more urgent (Arsanti, 2018). In this context, the development of flipbook-based digital teaching materials offers a strategic solution. This media not only presents material visually and interactively, but also allows the integration of audio, video, and quiz elements that can foster interest in learning (Afwan et al., 2020; Azar & Tan, 2023; Bărbuleţ, 2023; Gan et al., 2015).

The development of this flipbook-based teaching material is designed using the Project Based Learning (PjBL) approach which has proven effective in improving 21st century skills, such as critical thinking, cooperation, and problem solving (Dewi, 2021). Through this approach, students are not only recipients of material, but also active actors in constructing their knowledge through real projects.

In preparing the content of this digital-based fiqih thaharah teaching material, two main sources were used, namely Safinatun Najah by Sheikh Salim bin Sumair Al-Hadhrami and Fiqh Sunnah by Sayyid Sabiq. Safinatun Najah is an important reference in the fiqh of the Shafi'i Mazhab which is written systematically and easy to understand, very suitable for the characteristics of novice students (Mahdun, 2015). Meanwhile, Fiqh Sunnah provides a contextual perspective, supported by shar'i arguments and practical discussions that answer the challenges of modern life (Sabiq, 2021). The combination of these two books will provide students with a deep and broad understanding.

This research aims to develop digital flipbook-based fiqh thaharah teaching materials that integrate the PjBL approach and classical-modern scientific references in an integrated manner. The hope is that this media will be able to increase students' understanding, interest, and active participation in fiqh learning, and answer the needs of religious learning in an increasingly complex digital era (Barokah, 2024; Lubis et al., 2024; Yulianti et al., 2018). Thus, this effort not only contributes to improving the quality of teaching religion courses, but also supports the integral formation of students' religious character.

B. Research Methods

This research uses a mixed approach, namely qualitative and quantitative, with the Research and Development (R&D) method as stated by Sugiyono (2016), which emphasises that development research aims to produce new products and test their effectiveness and validity (Sugiyono, 2016). The product developed is flipbook-based digital teaching materials for Religion courses, especially Fiqh Thaharah material, which is combined with the Project Based Learning learning model to increase active participation and student learning independence.

The development model used is ADDIE (Analysis, Design, Development, Implementation, Evaluation), which was chosen because it is flexible and can be applied in various conditions (Irwandi, 2022). This model provides a systematic flow that includes needs analysis, design, initial product development, implementation through trials, and evaluation of product effectiveness (Sari, 2017).

The research was conducted at the Faculty of Teacher Training and Education (FKIP) of Sriwijaya University for six months, from July to December 2024. This location was chosen because it has adequate academic facilities and a local context that supports learning development. The research subjects consisted of students from various study programmes. The small-scale trial involved 30 students randomly selected using simple random sampling (Sumargo, 2020), while the large-scale trial involved 170 students determined through the Slovin formula with an error rate of 10% (Sugiyono, 2016).

Data were collected through observation, semi-structured interviews, needs analysis questionnaires, and expert validation sheets. Observations and interviews were conducted to explore the actual conditions and learning needs. The questionnaire uses a Likert scale of 1-5 to measure the needs of students and lecturers for teaching materials. Validation was carried out by material experts, design experts, and linguists to assess the quality of content, visual appearance, and language of teaching materials (Sugiyono, 2016).

Data analysis was carried out descriptively qualitative and quantitative. Quantitative data was analysed using the percentage formula to determine the level of need and product validity. The criteria for interpreting the validation results refer to Sugiyono (2016), where the product is declared very valid if it scores ≥ 87%. The final product is a flipbook-based interactive e-book that contains Fiqh Thaharah material complete with illustrations, audio, video, and online quizzes which are expected to improve the quality of learning in higher education.

C. Results and Discussion

This research resulted in the development of flipbook-based teaching materials focused on the material of fiqh thaharah in the religious course at the FKIP,

Sriwijaya University. The results of the development stages indicate that the need for interactive, relevant, and applicable teaching materials is still very high among students. This is reinforced by quantitative and qualitative data obtained through needs analysis, interviews, and questionnaires, which explicitly show student dissatisfaction with the conventional teaching materials that have been used so far.

The needs analysis shows that most students feel that the available teaching materials have not been able to meet their academic expectations. The mismatch between teaching materials and learning objectives is one of the main problems, as reflected in the high percentage of students who answered "disagree" or "less agree" regarding the relevance of the material, clarity of presentation, and visual appeal of the previous teaching materials. As many as 76.4% of students, for example, considered that the teaching materials used were not in accordance with learning outcomes. Furthermore, more than 90% of students highlighted the weak interactivity aspect, such as the absence of audio, video, or concrete examples that support understanding. This indicates that students have difficulty in understanding the concept of fiqh thaharah in an applied manner through plain text-based teaching materials.

1. *Teaching Material Development Results*

The process of developing flipbook-based teaching materials on fiqih thaharah material is carried out through a systematic approach with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Each stage is carried out sequentially and thoroughly to ensure that the products produced are not only valid in scientific substance, but also adaptive to the needs of students and lecturers in FKIP Sriwijaya University.

At the analysis stage (Analyze), it was found that the fiqh learning process in the classroom still takes place conventionally, dominantly using the lecture method, and only relying on media such as PowerPoint slides. Based on the results of interviews and distributing questionnaires to students and lecturers, it is known that the teaching materials used have not been able to arouse students' interest in learning, and do not provide systematic, interesting, or interactive content. Most students claimed to have difficulty in understanding the concepts of thaharah, especially when they had to re-explain the material independently or when involved in class discussions.

Responding to this need, teaching materials in flipbook-based digital format were designed. This product contains various modern learning features, such as interactive navigation menus, thematic presentation of material, illustrative images to visualise worship practices (ablution, tayamum, obligatory bathing), as well as integration of learning videos and digital quizzes through hyperlinks or barcodes.

The simple yet elegant visual design is expected to increase students' comfort and attractiveness during the learning process.

In the development stage, teaching materials are prepared based on the content structure that has been reviewed with material experts, taking into account the principles of content validity, language readability, and design feasibility. After the initial product is designed, a validation process is carried out by experts, including learning design experts, language experts, and fiqh experts. Feedback from the experts was used to make revisions to several aspects of the content and appearance of the flipbook, to make it more suitable for the characteristics of FETT students.

The development results show that this teaching material product successfully fulfils pedagogical and technological demands. Flipbook not only presents complete and contextualised fiqh content, but also presents a more active and independent learning experience. Students can explore the material non-linearly, repeat videos of worship practices as needed, and conduct direct evaluation through online quizzes connected to digital platforms.

A limited evaluation was also conducted on a group of students to measure the usefulness and effectiveness of flipbooks as learning media. The results of small and large-scale trials showed an increase in student interest in learning, better understanding of the material, and enthusiasm in taking fiqh courses. Most students stated that the presence of flipbooks really helped them understand the practice of thaharah more clearly, applicable, and fun.

Thus, it can be concluded that the results of the development of flipbook-based teaching materials on fiqh thaharah material have met the indicators of the feasibility of content, design, and use in the context of learning in higher education. This product can be a strategic alternative to enrich the fiqh learning model, while answering the challenges of learning transformation in the digital era.

The results of this study indicate that the development of interactive flipbook-based teaching materials on the subject of fiqh thaharah at FKIP Sriwijaya University successfully addresses students' needs for learning media that are more contextualized, interactive, and relevant to the digital era. These findings align with the assertions of Akour & Alenezi (2022) and Darojat & Faishol (2023) that current educational challenges necessitate innovations in learning technology capable of enhancing the effectiveness and efficiency of the teaching and learning process. The use of digital media such as flipbooks supports student flexibility and independent learning, as expected by Alperi (2019).

Furthermore, the advantages of flipbooks in providing interactive features such as audio, video, and quizzes correspond with the studies of Rahim et al. (2020)

and Rozak et al. (2020), which emphasize the importance of multimedia-rich learning media to enhance student engagement and comprehension. This view is also supported by Afwan et al. (2020) and Azar & Tan (2023), who state that learning media integrating audiovisual elements and interactivity can increase students' interest and active participation in learning.

The findings regarding students' low interest in conventional, monotonous fiqh teaching materials are consistent with reports by Fawaid et al. (2024) and Sahin (2018), which highlight a lack of innovation in Islamic religious education at higher education institutions. This situation is exacerbated by the inability of conventional media to concretize the concept of fiqh thaharah—a concept that holds significant spiritual importance as emphasized in the Prophet's hadith, "Cleanliness is part of faith" (HR. Muslim).

The application of the Project Based Learning (PjBL) approach in the development of this flipbook is in line with Dewi's (2021) findings, which demonstrate that project-based learning models effectively enhance 21st-century skills such as critical thinking and collaboration. This approach enables students not only to be passive recipients but also active constructors of knowledge, significantly increasing engagement and learning outcomes.

The combination of classical and modern teaching sources—namely Safinatun Najah and Fiqh Sunnah—further strengthens the academic value of this developed product. According to Mahdun (2015) and Sabiq (2021), the integration of systematically organized classical references with contemporary perspectives provides substantial depth and relevance, enabling students to understand and apply fiqh thaharah in the context of modern life.

Overall, this development not only meets the validity and feasibility criteria in terms of content, language, and design as stipulated by Sugiyono (2016), but also has a tangible positive impact on enhancing student motivation and understanding. This confirms the theories proposed by Barokah (2024) and Lubis et al. (2024) regarding the importance of adaptive and integrated learning media to address the complexities of religious education in the digital era.

2. *Feasibility and Effectiveness of Teaching Materials*

The development of flipbook-based teaching materials on fiqih thaharah material is not only assessed from the theoretical aspects of design, but also tested in terms of the feasibility and effectiveness of its use in real learning. The feasibility test was carried out through validation by experts, while the effectiveness was measured based on the perceptions and responses of students who were the test subjects.

From the validation results, experts both in the fields of material, design, and language stated that the teaching materials developed had met the overall eligibility criteria. Substantially, the material presented is in accordance with the standard Islamic higher education curriculum and has covered all essential fiqh thaharah components, such as understanding, law, procedures, and worship practices. Meanwhile, in terms of design, the flipbook is considered responsive, easy to navigate, and supports student learning styles through the integration of visual and audiovisual media. Improvements were also made based on expert suggestions, such as sharpening fiqh terminology and adding illustrations to clarify understanding of the material.

These findings corroborate Sugiyono's (2016) framework for product validity and feasibility in educational research, which stresses the importance of both content accuracy and learner usability. The positive expert assessment echoes earlier studies by Rahim et al. (2020) and Afwan et al. (2020), which emphasized the role of multimedia elements and learner-centered design in effective digital learning tools.

Effectiveness was tested among 215 students across various study programs at FKIP Sriwijaya University. The majority responded positively, reporting improved understanding, material clarity, and increased engagement. High agreement levels regarding material usefulness, media completeness (images, audio, video), and accessibility suggest the product meets learner expectations. This aligns with Rozak et al. (2020) and Azar & Tan (2023), who found that interactive digital media positively affect student motivation and learning outcomes.

The flipbook addressed previous complaints about monotonous, non-contextual teaching materials, with over 90% of students acknowledging improved systematic presentation, enhanced visuals, and meaningful evaluations through digital quizzes. Increased student participation in discussions and assignments further indicates the flipbook's role in fostering active learning, consistent with Dewi's (2021) findings on project-based learning enhancing 21st-century skills.

Overall, this section confirms that the flipbook teaching materials are academically and pedagogically viable and effective, integrating Islamic scientific values with modern educational technology to meet 21st-century learning demands (Barokah, 2024; Lubis et al., 2024).

3. *Implementation and Dissemination of Teaching Materials*

The implementation of flipbook-based teaching materials on fiqih thaharah material is carried out in stages and structured to ensure product suitability with the dynamics of learning in the field. The implementation stage was carried out on two scales, namely small-scale trials and large-scale trials. The small-scale trial was

conducted on a group of students from several study programmes who had taken religion courses. The aim was to identify initial obstacles and get quick feedback from direct users, both in terms of the technical use of flipbooks and the effectiveness of the content in supporting the understanding of fiqih thaharah material.

In this initial implementation stage, students showed a very positive response to the presence of more dynamic digital teaching materials. Flipbooks are considered capable of presenting material in a concise but comprehensive manner, as well as supporting visual and independent learning styles. Interactive features such as videos, pictures of the steps of purification, and hyperlink-based quiz exercises are considered to be very helpful for students to understand important concepts such as procedures for ablution, tayamum, and mandatory bathing. Not only that, the structured presentation of material that can be accessed at any time through digital devices also increases the flexibility of student learning outside of lecture hours.

After minor revisions based on the results of the initial trial, the teaching materials were then implemented on a wider scale to 215 students from 14 study programmes at FKIP Sriwijaya University. This process took place in an actual lecture room as part of the learning activities for religion courses. Students were given access to the flipbook in digital format through a download link or Google Drive that had been prepared by the researcher. Lecturers were also involved in the usage process to see the extent to which this product can support learning in real practice.

The results of large-scale implementation show that this teaching material significantly improves the quality of student learning interactions. Learning that initially tended to be monotonous and dominated by the lecture method turned into more active and participatory. Students showed enthusiasm in exploring the contents of the flipbook, accessing learning videos, and taking evaluative quizzes linked to the material. Evaluative dissemination also showed that most students felt more confident in understanding and explaining the concept of thaharah after using this flipbook.

From the lecturer's perspective, this teaching material is considered an innovation that provides convenience in delivering the material and increases teaching efficiency. Flipbooks facilitate the delivery of material thoroughly without having to rely on conventional presentation media. In addition, lecturers can integrate this teaching material in online and offline learning systems, thus increasing its adaptability to various teaching modes.

Dissemination occurred internally within FKIP Sriwijaya University through recommendations in faculty coordination meetings, and externally via seminars, scientific forums, and publications aimed at broader academic and practitioner audiences. This dual approach is in line with effective knowledge transfer practices emphasized in educational development literature (e.g., Mariani, 2017; Sugiyono, 2016).

Such implementation and dissemination strategies ensure not only local impact but also potential for replication in other courses requiring visual and applicative approaches, such as fiqh of worship, aqidah akhlak, and practical Arabic. This is critical to address the challenges of digital-based Islamic education in the era of Industry 4.0 and Society 5.0, aligning with global educational trends (Barokah, 2024; Lubis et al., 2024).

D. Conclusion

This study successfully developed interactive flipbook teaching materials based on Problem Based Learning (PBL) in the fiqh thaharah course at FKIP Sriwijaya University. This development is a response to the limitations of the fiqh learning approach which is still dominantly theoretical and less contextualised. By utilising the ADDIE model, the final product shows high quality in terms of material, language, and presentation design. The feasibility evaluation shows that this teaching material is very valid: the score of the material aspect is 95%, the language aspect is 97.5%, and the design aspect reaches 100%. This shows the power of flipbooks in presenting fiqh material in a modern, interactive way, and still based on classical books such as Safinatun Najjah and Fiqh Thaharah. In terms of effectiveness, the use of flipbook teaching materials provides a significant increase in student learning outcomes. Quantitative data shows an average increase of more than 10% in the experimental class compared to the control class, both on a small and large scale. This finding confirms that the application of PBL-based flipbooks is not only feasible, but also has a positive impact on student engagement and learning outcomes. Thus, this flipbook not only answers the challenges of 21st century learning, but also paves the way for the integration of technology in Islamic studies that is more contextual, engaging and transformative.

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