Pedagogical Transformation of Fiqh in The Digital Era Via Multimedia Gamification

Rizqita Prama Arti
Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, Indonesia
E-mail: rizqitaprama7@gmail.com

Abstract

The rapid advancement of digital technology and Artificial Intelligence (AI) is fundamentally transforming the contemporary educational ecosystem, necessitating a methodological reconstruction in Islamic Religious Education (PAI) and Fiqh jurisprudence. The intrinsic legal complexity of Fiqh topics—such as "Prayer under Special Circumstances" at the Madrasah Tsanawiyah (MTs) level—frequently induces cognitive overload in secondary school learners when delivered through traditional, unidirectional lectures. This descriptive qualitative study, employing an instructional best-practice approach, investigates the implementation of Segmented Video-Based Learning integrated with interactive teacher-guided pauses and Wordwall gamification to optimize student engagement and conceptual retention. Data were systematically collected through structured classroom observations, narrative field notes, and digital assessment analytics from Class VII A at MTs Asy Syafi'iyah Pecangakan. The findings demonstrate that chunking video content into concise topic-specific segments paired with active-recall questioning during pauses maintains cognitive focus, prevents passive viewing, and facilitates structural memory encoding. Furthermore, the Wordwall gamified assessment ("Open the Box") fosters a collaborative, low-anxiety competitive environment while providing real-time diagnostic feedback to address subtle jurisprudential misconceptions (such as Qibla orientation in transit). The study concludes that meaningful pedagogical transformation in Islamic education relies on a teacher-orchestrated instructional design that harmonizes interactive digital media with cognitive learning principles and religious ethical values.

Keywords: fiqh learning, interactive pauses, pedagogical transformation, segmented video, wordwall gamification

Introduction

The contemporary educational paradigm is experiencing a profound paradigm shift driven by the rapid proliferation of digital technologies, interactive multimedia platforms, and Artificial Intelligence (AI) systems. Within Islamic Religious Education (PAI), particularly the discipline of Fiqh (Islamic jurisprudence), this technological evolution presents both unprecedented opportunities and critical pedagogical challenges (Idris et al., 2026). Fiqh at the

Madrasah Tsanawiyah (MTs) level serves a foundational role in cultivating practical worship compliance (*'ibadah*) and moral-ethical consciousness among early adolescents. Unlike general humanistic or theoretical subjects, Fiqh instruction demands not merely cognitive comprehension of legal tenets (*ahkam*), but also the exact internalization and procedural mastery of practical worship rituals applicable to daily life (Min et al., 2025). One exceptionally vital yet instructionally challenging topic in the 7th-grade curriculum is "Prayer under Special Circumstances" (*Shalat dalam Keadaan Tertentu*), which encompasses prayer adaptations for the sick, prayer while on moving vehicles, and *Khauf* (fear/danger) prayers.

Despite its practical necessity, field observations consistently reveal that traditional Fiqh pedagogy frequently struggles to foster deep conceptual understanding among digital-native students (Siti Fatimah Azzahra et al., 2025). Conventional instruction relies heavily on passive verbal transmission and text-dense memorization of legal conditions (*shurut*) and essential components (*arkan*). Consequently, early adolescent learners frequently experience cognitive overload, resulting in surface-level learning and procedural confusion when applying these rulings in non-standard real-life contexts. On the other hand, when educators attempt to modernize instruction by merely screening long continuous educational videos without pedagogical intervention, students easily slip into "passive watching" behavior an uncritical state of cognitive disengagement where information is processed superficially without long-term retention (Fauzi, 2019).

To resolve this pedagogical dilemma in the digital and AI era, instructional design must intentionally manage learners' cognitive processing while sustaining intrinsic motivation. The concept of Segmented Video-Based Learning, anchored in Richard E. Mayer's Cognitive Theory of Multimedia Learning, provides a robust theoretical framework through the *Segmenting Principle* (Leander et al., 2010). By breaking down continuous video content into brief, manageable visual units (*chunking technique*) interleaved with teacher-facilitated "Interactive Pauses," educators can interrupt passive media consumption and trigger active cognitive processing (*active recall*). Furthermore, the integration of digital gamification via platforms like Wordwall addresses the affective dimension of learning by converting formal evaluation into an interactive, low-anxiety classroom activity (Arifin & Fadillah, 2025). Gamification mechanismssuch as dynamic visual rewards, time-constrained challenges, and mystery boxes reframe formative assessment as a collaborative game, fostering healthy academic competition and providing instantaneous diagnostic feedback to both teachers and students (Setiawan & Andrianto, 2024).

While existing literature has broadly explored the standalone benefits of video media or gamification tools in general education, there remains a notable empirical gap regarding the deliberate orchestration of a multi-stage multimedia workflow specifically tailored to complex Islamic legal subjects in secondary madrasahs. The novelty of this study lies in analyzing how a teacher-controlled, hybrid instructional sequence—combining video segmentation, active recall pauses, and live digital gamification—serves as an effective catalyst for pedagogical transformation in Fiqh education without compromising religious ethical sanctity. Therefore, this study aims to examine the practical implementation and instructional outcomes of Segmented Video-Based Learning and Wordwall gamification on student engagement and learning retention at MTs Asy Syafi'iyah Pecangakan.

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Methods

Research Design

This study utilized a descriptive qualitative research design with an instructional *best-practice* approach. This approach was selected to systematically document, analyze, and reflect upon a field-tested pedagogical innovation designed to solve concrete classroom learning challenges in a natural educational setting.

Participants

The investigation was conducted at Madrasah Tsanawiyah (MTs) Asy Syafi'iyah Pecangakan, Comal District, Pemalang Regency, Central Java, during the even semester of the 2025/2026 academic year. The primary research subjects comprised 7th-grade students in Class VII A (n = 32), selected as the implementation cohort for the Fiqh unit "Prayer under Special Circumstances.

Research Procedures

The experimental instructional intervention was structured across three integrated operational phases:

1. Pre-Learning & Media Preparation Stage: Designing and chunking instructional video assets into three distinct, topic-specific segments (Segment 1: Prayer for the Sick [4 mins]; Segment 2: Prayer on Vehicles [5 mins]; Segment 3: *Khauf* Prayer [4 mins]). Concurrently, a 15-item gamified evaluation matrix was developed on the Wordwall platform utilizing the "Open the Box" template.
2. Core Segmented Delivery with Interactive Pauses: The teacher played the first video segment via a classroom projector. At the end of the segment, the teacher paused the playback to initiate an "Interactive Pause"—asking verbal prompting questions to check immediate comprehension and guiding students to record key syntheses in their notebooks. This structured loop was maintained across all three segments.
3. Gamified Evaluation & Immediate Feedback Stage: The teacher launched the Wordwall "Open the Box" activity on the main screen. Students were randomly selected to choose boxes, answer speed-quiz items collectively or individually, and receive immediate visual feedback on answer accuracy.

Data Collection Techniques

Data were gathered using three complementary qualitative instruments:

1. Structured Classroom Observation Sheets: Recording indicators of behavioral, cognitive, and affective student engagement (e.g., eye contact, hand-raising frequency, note-taking, and active participation during video pauses).
2. Qualitative Field Notes: Documenting real-time classroom dynamics, technical executions, spontaneous student inquiries, and subtle conceptual misunderstandings during the gamified quiz.
3. Digital Evaluation Analytics: Extracting class-wide performance metrics, item difficulty indices, and classical accuracy percentages automatically generated by the Wordwall system.

Data Analysis Technique

Data analysis followed the interactive qualitative model of Miles, Huberman, and Saldana, comprising data reduction, data display, and conclusion drawing/verification. Empirical findings were triangulated across data sources and interpreted through the theoretical lenses of Cognitive Load Theory, Multimedia Learning Principles, and Islamic Pedagogical Ethics.

Results

The operational implementation of the Segmented Video-Based Learning and Wordwall gamification workflow yielded significant positive shifts in classroom engagement and conceptual mastery. The empirical findings are detailed across three key implementation phases:

1. Phase I: Video Segmentation and Active Recall Pauses

   Dividing the dense Fiqh lesson into three short, topic-specific video clips prevented the onset of mental fatigue and passive distraction. During the first 4-minute segment on "Prayer for the Sick," students exhibited sustained visual attention. The subsequent "Interactive Pause" allowed the teacher to ask targeted questions regarding position adaptations (lying down vs. sitting). Students actively noted core procedural rules before proceeding to the second segment. This structured rhythm eliminated the typical "attention drift" observed in traditional 20-minute video screenings.
2. Phase II: Gamified Evaluation via Wordwall ("Open the Box")

   Projecting the Wordwall "Open the Box" activity transformed the classroom environment into an energized, interactive learning space. The element of random box selection combined with dynamic sound effects sparked high enthusiasm. Students exhibited strong behavioral engagement, eagerly raising their hands to represent their class in opening boxes and solving randomized scenario questions related to prayer rules, intentions (niyyah), and motion concessions (rukhsah).
3. Phase III: Diagnostic Review and Misconception Clarification

   Real-time analytics provided by Wordwall allowed the teacher to immediately diagnose student learning gaps. While basic foundational concepts (such as prayer postures for bedridden patients) achieved high accuracy, complex situational scenarios required deeper teacher intervention. Specifically, items concerning how to determine the Qibla direction on a turning vehicle generated extensive debate among students, prompting the teacher to provide targeted clarification.

Table 1 Classical Answer Accuracy Analytics from Wordwall Gamified Evaluation (Class VII A)

No	Indicator	Items	Classical Accuracy (%)	Response Category
1	Concepts of Prayer for the Sick	5	92%	Very Fast and Accurate
2	Practice of Prayer on Vehicles	4	80%	Fairly Accurate, Required Deliberation
3	Determining Qibla Direction on Vehicles	1	76%	Triggered Classroom Discussion
4	Rules and Procedures for Khauf Prayer	5	89%	Fast and Accurate
Average	**Overall Performance (Class VII A)**	**15**	**84.25%**	**Very Good / Effective**

Discussion

The empirical success of this integrated instructional framework validates and extends key tenets of **Richard E. Mayer's Cognitive Theory of Multimedia Learning (CTML)** within the context of Islamic religious education. Mayer's *Segmenting Principle* asserts that human working memory possesses a finite capacity for processing simultaneous auditory and visual information. When dense, rule-heavy Fiqh legal texts are delivered continuously, working memory easily suffers from *essential overload*. By deliberately segmenting the video into short 4-to-5-minute chunks, the teacher effectively scaffolded the cognitive input, enabling students to select, organize, and integrate visual and auditory information into schemas before moving to the next concept.

Furthermore, introducing "Interactive Pauses" between segments served as a powerful cognitive bridge between short-term working memory and long-term memory consolidation. In cognitive psychology, forcing students to answer prompt questions during pauses acts as an active recall mechanism. Rather than passively re-reading or re-watching content, active recall forces the brain to retrieve information from memory, strengthening neural pathways and deepening conceptual retention. Observation notes confirmed that students who engaged in verbal responses and brief summary writing during pauses demonstrated superior clarity when answering subsequent evaluation questions.

At the assessment stage, the deployment of Wordwall gamification successfully addressed the affective hurdles of learning Fiqh. Traditional Fiqh tests often induce *test anxiety* due to fear of misquoting legal conditions or making procedural errors in worship. Based on Gamification Theory, integrating game elements such as visual mystery ("Open the Box"), instant points, and sound cues shifted student perception from a high-stakes examination to a collaborative challenge. This playful environment lowered affective filters, heightened intrinsic motivation, and encouraged active participation even among quieter students.

Crucially, in the contemporary era dominated by digital distractions and AI tools, this best-practice model demonstrates that transforming Fiqh pedagogy does not mean replacing the teacher or diluting religious reverence (*ta'dib*). Instead, it highlights the teacher's role as an expert instructional architect who strategically directs digital media to create an interactive, ethically grounded, and cognitively sound learning environment.

Conclusion

The integration of Segmented Video-Based Learning, teacher-led interactive pauses, and Wordwall gamification presents an effective, practical solution for modernizing Fiqh instruction at the secondary school level. Video segmentation successfully mitigates cognitive overload, interactive pauses facilitate active recall and deep memory retention, and Wordwall gamification cultivates an enthusiastic, low-anxiety environment while offering real-time diagnostic feedback.

To advance Islamic educational pedagogy in the digital era, Fiqh educators are encouraged to move away from continuous media playback or purely lecture-based methods in favor of segmented, interactive multimedia designs. Future researchers are recommended to evaluate this hybrid framework using quantitative experimental methodologies across larger, diverse samples or extend its application to other intricate areas of Islamic jurisprudence.

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