



DEVELOPING EFFECTIVE INSTRUCTIONAL DESIGN FOR FIQH READING MATERIALS IN ISLAMIC EDUCATION

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Abstract

This research aims to develop an effective instructional design for Fiqh reading materials in the context of Islamic education. Fiqh, as an integral part of Islamic religious studies, requires a systematic and structured approach to learning to facilitate deep understanding. An appropriate instructional design can increase learning efficiency, improve information retention, and promote practical application of Fiqh knowledge. This research proposes a systematic approach to developing Fiqh reading materials, covering the identification of learning objectives, audience analysis, relevant teaching strategies, and comprehensive evaluation. The methodology for developing these materials includes planning, development, implementation, and evaluation stages, which collectively support the achievement of effective learning objectives. The proposed instructional design incorporates the application of constructivist learning theory and contextual approach in compiling Fiqh reading materials. Based on this research, the results show that the use of an appropriate instructional design can facilitate better understanding of Fiqh principles and increase active student engagement in the learning process.

Keywords: Instructional Design, Reading Materials, Fiqh, Islamic Education

INTRODUCTION

In the contemporary landscape of Islamic education, the importance of effective instructional design cannot be overstated, particularly in the context of Fiqh, or Islamic jurisprudence. Fiqh serves as a vital component of Islamic studies, guiding adherents in understanding and applying the principles of their faith in daily life. Fiqh, as an integral part of Islamic studies, requires a systematic and structured approach to learning to facilitate deep understanding (Haritsahrizal, Kosasih, and Fakhruddin, 2025). Effective instructional design can enhance learning efficiency, improve information retention, and promote practical application of Fiqh knowledge.

In the context of Fiqh education, where comprehension of complex legal texts is essential, instructional design must incorporate strategies that facilitate deeper understanding. Research indicates that utilizing techniques such as collaborative learning and interactive materials can significantly enhance students' engagement and retention of knowledge (Mulat et al., 2024). By designing reading materials that encourage critical thinking and discussion, educators can foster an environment where students feel empowered to explore and question Islamic legal principles.

Furthermore, experts argue that culturally responsive teaching is crucial in Islamic education. As noted by Al-Jabiri's Bayani epistemology, integrating local cultural contexts into instructional materials can enhance relevance and relatability for students (Al-Jabiri, 2021). This approach not only aids in comprehension but also strengthens students' connection to their faith and its teachings. In conclusion, developing effective instructional design for Fiqh reading materials in Islamic education requires a thoughtful blend of pedagogical theory, cultural relevance, and innovative teaching strategies. By employing established frameworks like ADDIE and incorporating culturally responsive practices, educators can create enriching learning experiences that equip students with the necessary skills to navigate the complexities of Islamic jurisprudence. This paper developed into these methodologies and proposed actionable strategies for educators seeking to enhance their instructional practices in Fiqh education.

However, the complexity and depth of Fiqh materials often pose challenges for both educators and learners. This paper aimed to explore the development of effective instructional design tailored specifically for Fiqh reading materials, addressing the unique pedagogical needs of students engaged in Islamic education. The rapid evolution of educational technologies and methodologies presents an opportunity to enhance the learning experience in this

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field. By integrating contemporary instructional design principles with traditional Islamic teachings, educators can create engaging, accessible, and meaningful learning experiences that resonate with students. This paper examined key strategies for developing instructional materials that not only convey essential Fiqh concepts but also foster critical thinking, engagement, and a deeper understanding of Islamic law. Through a comprehensive analysis of existing literature and practical applications, this study seeks to provide valuable insights into how effective instructional design can transform Fiqh education. Ultimately, the goal is to equip educators with the tools necessary to cultivate a generation of informed and capable individuals who can navigate the complexities of Islamic jurisprudence with confidence and clarity.

Fiqh, or Islamic jurisprudence, is a critical area of study for university students pursuing Islamic studies. Understanding Fiqh involves not only the memorization of laws but also the ability to interpret and apply them in contemporary contexts. Fiqh reading materials in Islamic education have become increasingly evident as educators strive to address the evolving needs of learners in a rapidly changing educational environment. Fiqh, or Islamic jurisprudence, is not only foundational for understanding the practical aspects of religious life but also demands a nuanced engagement with complex legal and ethical concepts. As such, instructional design in this domain must transcend rote memorization and instead cultivate critical thinking, contextual understanding, and meaningful application.

Recent research underscores the impact of innovative instructional media in enhancing the learning experience. For example, the use of magazine-style teaching media in primary school Fiqh education has been shown to reduce student boredom and increase enthusiasm, leading to improved comprehension and retention of prayer-related material. This finding aligns with broader educational trends, where engaging and visually appealing materials foster greater student motivation and deeper learning (Syukri, 2022).

Moreover, Haritsahrizal., Kosasih, and Fakhruddin (2025) mention that the practical implementation of Fiqh in classroom settings often employs a blend of pedagogical strategies such as Problem-Based Learning (PBL), Project-Based Learning (PjBL), and Contextual Teaching and Learning (CTL). These approaches bridge theoretical knowledge with real-life application, enabling students to internalize Fiqh principles more effectively. Teachers frequently utilize classical texts like *Safinatunnajah* and *Fathul Qorib* as core references, supplementing them with hands-on activities and group discussions. The integration of tools such as mannequins for ritual practice, as observed in some boarding schools, further exemplifies the value of experiential learning in this field.

The role of the teacher remains central in the successful implementation of instructional design frameworks, particularly the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Teachers are not only facilitators but also designers who tailor learning experiences to the specific needs and backgrounds of their students (Smith, 2023). Their ability to adapt instructional strategies, select appropriate materials, and continuously evaluate learning outcomes is critical to achieving educational objectives in Fiqh.

Cultural responsiveness is another essential dimension. Studies highlight that instructional materials grounded in students' cultural and religious backgrounds enhance both engagement and comprehension. Culturally responsive pedagogy, which contextualizes content and leverages students' lived experiences, is particularly effective in diverse Islamic educational settings. For instance, integrating local cultural contexts and students' prior knowledge into Fiqh materials can make learning more relevant and relatable, fostering a stronger connection to Islamic teachings. This statement is also supported by Afriyanto, and Anandari (2024), how incorporating cultural diversity and inclusive learning methods, including the expansion of Fiqh materials to respect ethnic and cultural differences, fosters a stronger connection to Islamic teachings and promotes tolerance among students.

Furthermore, the development of Islamic-based reading instructional materials at higher education levels reveals a gap in existing resources, with many materials failing to address learners' specific needs (Sari and Rahman, 2024). The study conducted by Muhsinin and Muhammad Mugni Assapari (2023) showed that research and development efforts in this area have demonstrated that tailored instructional materials significantly improve students' reading comprehension and overall academic performance in Islamic studies.

In summary, the development of effective instructional design for Fiqh reading materials in Islamic education is a multifaceted endeavour. It requires the thoughtful integration of engaging media, diverse pedagogical strategies, culturally responsive content, and adaptive teaching frameworks. By drawing on established models like ADDIE and incorporating insights from recent research, educators can create dynamic learning environments that not only convey the complexities of Fiqh but also empower students to apply Islamic principles in contemporary contexts. This holistic approach ensures that Fiqh education remains relevant, accessible, and transformative for learners across diverse educational settings.

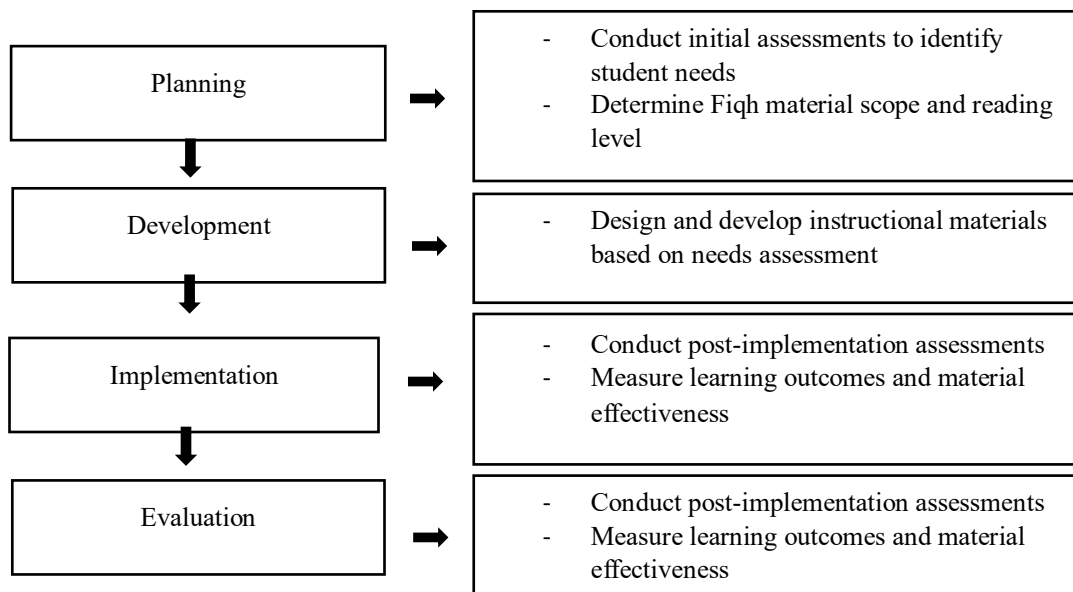
METHOD

The methodology for this research was a design research method type validation study, which is a form of qualitative approach in designing learning. Design research is a systematic design study to developing and evaluating educational interventions (such as programs, strategies and learning materials, products, and systems) as solutions to solve complex problems in educational practice (Plomp & Nieven, 2007). The methodology for developing effective instructional design for Fiqh reading materials in Islamic education consists of several systematic stages. This approach is designed to ensure that the materials are tailored to meet the educational needs of students while promoting a deep understanding of Fiqh principles.

The approach used in this research was a Research and Development (R&D) approach that applied the Borg & Gall model. However, due to research length issues, the ten stages of the Borg & Gall model were simplified into three phases: exploration, model development, and model testing. The three phases of the Borg & Gall model applied in this research are: Exploration phase, Model Development Phase, and Model Testing Phase.

The research utilized a comprehensive methodology encompassing four key stages. The first was planning. Initial assessments were conducted to identify the specific needs of students regarding Fiqh materials with several resources, for instance, the definition, moral lesson, and decided to which reading level will be conducted. The second was Development, based on the needs assessment. Instructional materials were designed with the materials of Fiqh, such as Thaharah, prayer, cemetery, Zakah, fasting, pilgrimage, business transaction, and marriage. Third was implementation; the developed materials were introduced into the classroom setting, allowing for real-time feedback and adjustments. The last was evaluation; post-implementation assessments were conducted to measure the effectiveness of the materials in achieving learning outcomes.

These stages of research are then formulated in more operational research activities as figured out in the following chart.



The instructional design employed in this study was strategically developed to enhance student engagement and facilitate a comprehensive understanding of complex Fiqh concepts. Central to this approach was the simplification of intricate jurisprudential principles, which were systematically deconstructed into manageable and coherent segments. This modular breakdown allowed students with diverse cognitive levels and prior knowledge to access and assimilate the material effectively, thereby addressing varying learning needs within the classroom.

To further promote active learning and cognitive retention, the instructional materials incorporated a variety of interactive elements, including targeted questions, hands-on activities, and illustrative visuals. These components functioned synergistically to stimulate critical thinking, encourage learner participation, and reinforce conceptual comprehension. The integration of real-life applications was particularly instrumental; by contextualizing Fiqh principles within everyday scenarios, students were able to bridge theoretical knowledge with practical experience. This contextualization not only enhanced relevance but also fostered intrinsic motivation by demonstrating the applicability of Islamic jurisprudence to their daily conduct.

The evaluation phase of the instructional design process yielded compelling evidence of its efficacy. Quantitative and qualitative assessments indicated marked improvements in both student comprehension and engagement. Feedback collected from learners highlighted that the newly developed materials facilitated a deeper and more nuanced understanding of key areas within Islamic jurisprudence, notably in ritual practices such as prayer and fasting, as well as in ethical behaviour. These findings underscore the value of a learner-centered, contextually grounded instructional design in advancing educational outcomes in Islamic studies.

Overall, this pedagogical framework exemplifies how thoughtful instructional design, grounded in cognitive accessibility and cultural relevance, can significantly enhance the teaching and learning of Fiqh. It offers a replicable model for educators aiming to cultivate not only knowledge acquisition but also the practical application of Islamic legal principles.

FINDINGS AND DISCUSSION

The development of effective instructional design for Fiqh reading materials is a critical endeavour aimed at enhancing the educational experience and learning outcomes of Islamic studies students. This study, conducted with 31 students from UIN Raden Fatah Palembang, implemented a structured, systematic methodology encompassing the key phases of instructional design: planning, development, implementation, and evaluation. Such a comprehensive approach ensures that the instructional materials are pedagogically sound, contextually relevant, and aligned with clearly defined learning objectives.

During the planning phase, a comprehensive needs analysis was systematically conducted to identify critical deficiencies in the existing Fiqh instructional resources and to delineate the specific learning requirements of the student cohort. This diagnostic process incorporated qualitative and quantitative data collection methods, including surveys, interviews, and focus group discussions, aimed at capturing the multifaceted challenges faced by learners in comprehending complex jurisprudential content. The needs analysis revealed significant gaps, such as the lack of contextualized examples, overly abstract presentations, and insufficient scaffolding to support learners with varying prior knowledge and cognitive abilities. These findings are consistent with prior research emphasizing the importance of needs assessment in instructional design to ensure alignment between learner needs and educational materials (Sapiudin, Supriyadi, Rijal, & Mulyono, 2025).

Informed by these insights, the development phase entailed the meticulous curation and systematic organization of content to facilitate cognitive accessibility and pedagogical coherence. Complex Fiqh concepts, which often involve intricate legal reasoning and nuanced interpretations, were deconstructed into logically sequenced modules. This approach ensured that foundational principles were introduced first, establishing a solid conceptual framework before progressing to more advanced jurisprudential applications. Such structuring aligns with cognitive load theory, which advocates for the segmentation of complex information to optimize working memory capacity and enhance knowledge retention (Haritsahrizal, Kosasih, & Fakhruddin, 2025).

A key pedagogical strategy employed was the integration of scaffolding techniques, designed to support learners' gradual mastery of content. Scaffolding was operationalized through layered instructional supports, including guided questions, illustrative examples, and incremental problem-solving tasks. This progressive build-up of knowledge accommodated diverse cognitive levels within the student population, fostering an inclusive learning environment that promotes mastery learning. The scaffolding approach is well-documented in educational literature as an effective means to bridge the gap between learners' current capabilities and targeted learning outcomes, particularly in complex subject areas such as Islamic jurisprudence.

Together, these phases underscore the critical role of a structured, learner-centered instructional design process in developing effective Fiqh educational materials. By grounding development in empirical needs assessment and employing evidence-based scaffolding strategies, the instructional materials produced are positioned to significantly enhance student comprehension, engagement, and application of Fiqh principles.

Implementation involved deploying the materials in classroom settings, where active learning strategies such as group discussions, problem-solving tasks, and contextualized case studies were integrated to foster deeper engagement and facilitate the practical application of Fiqh principles. These strategies align with contemporary pedagogical theories emphasizing learner-centered and experiential learning, which are particularly effective in religious education contexts where abstract concepts benefit from tangible, real-life exemplification. Muhammad Parhan, Nurti Budiyaniti, and Ari Kartiko (2024) developed a Fiqh study learning model using a contextual approach that incorporates active learning strategies such as case studies and simulations. Their findings highlight that engaging, contextually relevant methods increase student interest and improve comprehension of complex Fiqh concepts by linking them to daily life and practical applications. This aligns with the pedagogical emphasis on learner-centered and experiential learning in religious education, where abstract principles benefit from tangible exemplification.

The evaluation phase employed both formative and summative assessments to measure the effectiveness of the instructional design in improving students' comprehension and application of Fiqh. Quantitative data from tests and qualitative feedback from students and instructors indicated significant gains in understanding and enthusiasm for the subject matter. The iterative nature of the design process allowed for continuous refinement of the materials based on evaluative insights, ensuring responsiveness to learner needs and contextual challenges. This statement also supported by Rohana Mohd Nawi et al. (2024) describe the development of a Usul Fiqh teaching module based on systematic instructional design principles (ADDIE model). Their study underscores the importance of continuous evaluation—both formative and summative—to refine teaching materials and ensure they meet learners' needs effectively. The iterative design process enhances comprehension and engagement, supported by quantitative assessments and qualitative feedback from educators and students.

This study contributes to the growing body of research advocating for innovative, contextually grounded instructional designs in Islamic education. By systematically addressing the pedagogical challenges inherent in teaching Fiqh, the developed reading materials not only enhance cognitive acquisition but also support affective and psychomotor domains, ultimately fostering holistic student development. The findings underscore the necessity of integrating structured instructional design frameworks in developing religious educational resources that are both academically rigorous and practically relevant.

CONCLUSION

Developing effective instructional design for Fiqh reading materials is crucial for enhancing Islamic education. The structured approach adopted in this study has shown promising results in improving student understanding and engagement. Ongoing evaluation and adaptation will ensure these materials remain relevant and effective in achieving educational objectives within Islamic contexts.

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