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Implementation of Microlearning in Fikih Learning to Enhance Effectiveness and Material Retention

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ABSTRACT

This research aims to explore the implementation of microlearning in Fikih learning Enhance the effectiveness and retention of material in Class 9 Students in MTsN 1 Ponorogo. With a qualitative approach, the study uses a case study method that involves in-depth interviews, participatory observations, and document analysis to gain a comprehensive understanding of the application of microlearning and its impact on student learning outcomes. Microlearning is a learning method that advances the division of material into small and easily digestible units, as well as the delivery of content through a variety of digital media. The study evaluated how microlearning was applied to Fikih material, the strategies used by teachers, and how students responded to this method. The results of the study showed that microlearning could enhance student engagement with Fikih materials and facilitate deeper understanding and better retention. The findings also indicate an increase in students' motivation and interest in Fikih lessons. The study provides recommendations for further implementation of microlearning in the context of Fikih learning, as well as suggests further research on the effectiveness of this method in a variety of subjects and other educational contexts.

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INTRODUCTION

Learning Fikih is one of the branches of knowledge that plays a major role in Islamic religious education because it examines Islamic laws based on the Qur'an, Hadith, Ijma', and Qiyas.(*The Reconciliation of the Fundamentals of Islamic Law: Volume 1 - Al ... - Ibrahim Ibn Musa Abu Ishaq Al Shatibi - Google Buku*, n.d.) As an important foundation in forming a deep understanding of Islamic teachings, Fikih helps students understand how to implement religious teachings in daily life. With material from various aspects of life such as worship, muamalah, and morals, Fikih provides guidance to Muslims to live life in harmony with the Shari'ah (Wahyuddin et al., 2023). Therefore, the teaching of Fikih in schools and Islamic boarding schools is one of the main pillars in forming a generation that is religiously observant and has a kaffah understanding of Islamic law. In this context, effective learning methods are needed to improve understanding and retention of the material among students. Conventional learning is starting to be challenged by various innovations that are more in line with the needs of students along with advances in information technology(R. Ajizah et al., n.d.).

One approach that is starting to be applied in education is microlearning. Microlearning is a learning method that presents material in small, easily digestible chunks, allowing students to access and learn the material quickly and flexibly.(Penelitian dan Pengembangan Pembelajaran et al., 2024) In the context of Fikih learning, microlearning offers an opportunity to overcome the challenges of material complexity by providing information in a simpler and easier-to-understand format. The implementation of microlearning in Fikih learning is based on the principles of cognitive psychology which emphasize the importance of repetition and segmentation of information to improve memory. Through microlearning, students can learn Fikih concepts gradually, allowing them to focus more on one particular topic before moving on to the next. This not only improves students' understanding, but also helps them in remembering and applying the laws of Fikih in their daily lives.

In addition, microlearning provides flexibility in the teaching and learning process. With the material presented in small chunks, students can learn anytime and anywhere, according to their needs and available time.(Sodik et al., 2023) This is particularly relevant in the context of modern education, where students often face time constraints and divided

attention. With microlearning, Fikih learning can be integrated more easily into students' daily routines, thus encouraging continuity of learning and improving learning effectiveness. Previous research shows that microlearning can improve learning effectiveness in various disciplines.(Annur et al., 2023) In the context of Fikih, microlearning has the potential to overcome the challenge of understanding material that students often find complicated and boring. With this approach, Fikih material can be presented in a more interesting and relevant way, thus encouraging active student participation and increasing learning motivation. On the other hand, microlearning can also utilize digital technology to enrich the learning experience.(Karlsen et al., 2023) The use of short videos, infographics and interactive quizzes in microlearning can help students understand Fikih concepts better. This technology also enables personalization of learning, where students can access materials that match their level of understanding and get immediate feedback.

However, despite the many benefits offered by microlearning, its implementation in Fikih learning requires careful planning. One of the main challenges is how to organize complex Fikih material into a microlearning format without compromising the essence and depth of knowledge that students must master. Therefore, a pedagogical strategy is needed that is able to integrate the principles of microlearning with the needs of Fikih learning comprehensively. In the context of religious education, it is important to consider how microlearning can be used to support students' understanding of the spiritual and moral values contained in Fikih. Fikih learning does not only aim to teach the laws of sharia, but also to shape students' religious character and attitude. Thus, microlearning should be designed in such a way that it not only conveys information, but also encourages reflection and internalization of Islamic values. The microlearning approach can also be adapted to the characteristics of students.(Rof et al., 2024) In Fikih education, students have diverse backgrounds and abilities. Microlearning allows differentiation in learning, where materials can be tailored to individual needs.(Fitria, 2022) This provides opportunities for students to learn according to their own pace and learning style, thus improving engagement and learning outcomes.

Furthermore, microlearning opens up opportunities for the implementation of project-based learning in Fikih. With the material learned gradually, students can develop small projects related to the laws of Fikih, such as case studies or simulations of the application of the law in real situations. This approach not only improves students' understanding, but also helps them apply the knowledge of Fikih in the context of daily life. Material retention is the

ability of students to store and remember information that has been learned within a certain period of time.(Roediger & Butler, 2011) In the context of learning, material retention is an important indicator of the effectiveness of the learning process. If students can remember and apply the material they have learned in different situations and over a long period of time, it can be said that the learning process is successful. Retention of material is influenced by various factors, including teaching methods, intensity of practice, student engagement, and relevance of material to real life.(Sofyan & Noor, n.d.)

In the application of microlearning, material retention is expected to increase because this approach presents information in small segments that are easier for students to understand and remember.(Wijayanti et al., 2021) With microlearning, students can learn with more focus, repeat the material more easily, and get immediate feedback after completing each segment. All of these contribute to increased retention of the material, as students not only memorize the information but also understand it more deeply. In the long run, the application of microlearning in learning Fikih is expected to produce young people who have a deep understanding of Islamic teachings and the ability to apply them in everyday life. With an effective and relevant approach, microlearning can be a powerful tool in preparing students to face the challenges of an increasingly complex era. However, the successful implementation of microlearning depends not only on the technology or material design, but also on the commitment of teachers and educational institutions in adopting this approach. Teachers have an important role in facilitating learning, providing guidance, and ensuring that the material delivered is truly understood by students.(R. U. N. Ajizah, 2023) Therefore, training and professional development for teachers are also key factors in the successful implementation of microlearning.

Finally, this study aims to explore how the implementation of microlearning in Fikih learning can improve the effectiveness and retention of the material among students. By focusing on the development of adaptive and relevant learning methods, it is hoped that the results of this study can make a significant contribution to improving the quality of Fikih education in schools.

RESEARCH METHOD

This study uses a qualitative approach with the aim of deeply understanding the application of microlearning in learning Fikih and its impact on the effectiveness and retention of material among students. The location of the research is in the MTs Negeri 1 Ponorogo. The qualitative approach was chosen because it is able to explore in detail and

comprehensively the experiences and perceptions of students and teachers in the Fikih learning process using the microlearning method.(PENELITIAN KUALITATIF DAN KUANTITATIF Book et al., n.d.) With this approach, it is expected to find important aspects that influence the success or obstacles in the application of microlearning.

The data collection method in this study involved several techniques, including in-depth interviews, participatory observation, and document analysis(Ceswell, 1991). In-depth interviews were conducted with Fikih teachers who were directly involved in the implementation of microlearning, as well as students who participated in learning Fikih using this method. These interviews aimed to obtain views, experiences, and evaluations from teachers and students regarding the effectiveness of the microlearning method in improving understanding and retention of material.

Participatory observation is conducted during the learning process to directly observe how microlearning is applied in the Fikih class. This observation focuses on the interaction between teachers and students, the use of microlearning materials, and students' responses to the method. This observation is important to complement the data obtained from interviews and provide a real picture of the implementation of microlearning in the field.

In addition, document analysis was conducted on teaching materials, microlearning modules, as well as evaluation records of student learning outcomes. These documents were analyzed to understand how the Fikih materials were structured in the microlearning format, as well as how student achievement was measured and evaluated. The analysis of these documents helped in identifying the strengths and weaknesses of the microlearning content used in learning Fikih.

The population of this study consisted of Fikih teachers and students in a school that applied microlearning in Fikih learning, which was located in MTs Negeri 1 Ponorogo Class 9. The research sample was selected purposively, by selecting teachers and students who were considered to have relevant experience and understanding of the research topic. The purposive sampling technique was used to ensure that the data obtained was truly representative and relevant to the research objectives (Firmansyah & Dede, 2022).

Data obtained from interviews, observations, and document analysis were then analyzed using thematic analysis methods. Thematic analysis was conducted by identifying, analyzing, and reporting patterns (themes) that emerged from the data. This process involved several stages, including data coding, identification of main themes, and interpretation of the analysis results. This method was chosen because it is able to provide

deep insights into the issues that arise in the application of microlearning in Fikih learning. To ensure the validity and reliability of the data, this study applied method triangulation, namely by comparing and confirming data obtained from various data collection techniques.(DiCicco-Bloom et al., 2006) With triangulation, the research results are expected to be more accurate and reliable. In addition, the researcher also conducted member checking, namely by returning the interview results to the respondent to ensure that the researcher's interpretation was in accordance with what the respondent intended.

This research was carried out in several stages, starting from the preparation stage, data collection, data analysis, to reporting the research results. In the preparation stage, researchers conducted a literature study to understand the theories and concepts related to microlearning and Fikih learning, as well as designing research instruments. Data collection was carried out for several weeks, adjusted to the Fikih learning schedule at school. Data analysis was carried out in stages, following the data collection process, so that the interpretation of the results could be carried out in depth and carefully.

The results of this study are expected to contribute to the development of Fikih learning methods that are more effective and responsive to students' needs. By deeply exploring the experiences and perceptions of teachers and students, this study aims to identify the factors that support the success of microlearning in increasing the effectiveness and retention of Fikih materials. The results of this study are also expected to be a reference for policy makers in designing learning strategies that are innovative and adaptive to technological developments.

Overall, the research methods applied in this study are designed to provide a comprehensive understanding of the application of microlearning in Fikih learning. With a qualitative approach and various data collection techniques, this study is expected to produce meaningful and relevant findings for the development of Fikih education in the digital era.

RESULT AND DISCUSSION

This study found that the application of microlearning in the form of short videos in learning Fikih with slaughter material has a significant positive impact on the effectiveness and retention of the material among students. This finding is based on the results of in-depth interviews, participatory observation, and document analysis conducted by the researcher and shows that microlearning using short videos is able to make complex Fikih material easier for students to understand and remember. Students who studied with the microlearning method showed improvement in their understanding of Fikih concepts, as well as their ability to remember and apply Fikih laws in daily life.

Motion Graphic: Tata Cara Penyembelihan Hewan Qurban yang BENAR (2020)

Figure 1. Short videos that become Fikih learning materials

One of the most popular types of microlearning are short videos, which focus on a specific topic or concept for a short period of time, usually just a few minutes. The main purpose of short videos is to convey relevant and important information to learners effectively.(Dolasinski & Reynolds, 2020)

Here are some characteristics and benefits of short videos in microlearning:(Corbeil et al., 2021) a) Short videos are designed so that participants can consume information quickly without having to spend a lot of time. Typically, videos range from 1 to 5 minutes in length. b) Each short video covers only one important topic or concept. This allows participants to focus on relevant information without the confusion of a lot of information at once. c) Videos present information with visual support, such as graphs, diagrams or animations. This helps participants understand and remember the material better. d) videos can be accessed anytime and anywhere, so participants can learn according to their own schedules and preferences. With the combination of audio and visuals, videos utilize participants' multiple senses, making learning more engaging and effective. e) Participants with different learning preferences (visual, auditory, kinaesthetic) can be accommodated with videos as learning tools. f) Videos can create higher engagement due to their engaging and interactive format. g) Short videos can present diverse content, such as concept explanations, demonstrations, interviews, or panel discussions, so participants can gain a more comprehensive understanding. h) In the era of digital technology, videos can be easily created, accessed, and shared through various online platforms and mobile devices.

One of the important findings of this study is that microlearning helps students overcome the boredom and fatigue often experienced when learning Fikih material in the traditional way. With the learning presented in small chunks, students felt more motivated to learn, as the material was presented in a more interesting and digestible way through short videos and also many students told the researcher that they felt more focused and understood the material more easily when the Fikih learning was broken down into specific small segments.

Classroom observations show that students are more actively involved in the learning

process when microlearning is implemented. They not only listen to the teacher's explanation, but also participate in discussions and interactives designed to strengthen their understanding of the material. This more dynamic interaction also creates a more collaborative learning environment, where students share their understanding and discuss the application of Fikih laws in real-life situations.

The use of technology in microlearning has also proven effective in improving retention of material. Short videos, infographics and interactive quizzes used in learning Fikih make students more interested and involved in the learning process. Infographics here are visual representations of complex information or data presented in an attractive and easy-to-understand graphic form. Infographics are a form of microlearning that is effective in conveying information in a short, clear and interesting manner.(Wijayanti et al., 2021)

Figure 2. Infographics packaged in PPT which become Fikih learning materials

Students reported that visualization of the material through videos and images helped them remember the key points in the material better compared to conventional learning methods that only rely on text and verbal explanations. Another interesting finding is that microlearning provides greater flexibility of time and place for students. Many students reported that they were able to study independently outside of school hours using microlearning materials accessible through digital devices. This flexibility allows students to repeat lessons whenever they feel the need, thus improving understanding and retention of the material.

However, this study also found some challenges in implementing microlearning in Fikih learning. One of the main challenges is how to organize the complex Fikih material into small chunks without compromising the depth and essence of the knowledge being taught. The interviewed teachers stated that they needed extra time and effort to simplify the Fikih material without losing the essential elements that students should understand. Another finding is that microlearning can create dependence on technology, which can be a problem in schools that have limited access to digital devices. Some students who do not have easy

access to devices or the Internet feel lagging behind in learning because they cannot follow the material delivered online. It shows the need for adequate infrastructure support to ensure that all students can access microlearning material easily.

In terms of evaluation, microlearning demonstrates an excellence in providing quick and specific feedback to students. Interactive quizzes and short tests that are part of micronearning enable students to quickly find out how far they have understood the material. This feedback helps students to quickly correct their mistakes and strengthen their understanding before proceeding to the next material. It is different from traditional evaluation methods that often delay feedback until the end of the learning period.

These findings also suggest that microlearning can reduce the teacher's workload in the long term. Once the microlearning material is well structured, teachers can focus more on individual and group guidance, as well as giving more attention to students who are experiencing difficulties. Teachers also that microlearning enabled them to be more creative in designing learning activities that fit students' needs, without having to get too stuck in rigid learning formats. From a student's perspective, microlearning is considered more enjoyable and motivating. Many students consider this method to be a lighter but still effective way of learning. They feel that microlearning provides an opportunity to learn in a more relaxed way, but still capable of generating deep understanding. It affirms that microlearning can increase student learning motivation, which ultimately has a positive impact on their learning outcomes.

However, the study also emphasizes the importance of teacher guidance in the application of microlearning. Although microlearning offers flexibility and independence in learning, students still need guidance and guidance from teachers to ensure that they understand the material correctly and can apply it correctly. Without proper guidance, students risk merely memorizing the material without really understanding it. Another positive impact found was increased student involvement in learning. With microlearning, students tend to be more actively involved in the learning process, as they are faced with small tasks that are challenging but can be completed quickly. This activity not only increases student participation but also helps them build confidence in mastering the material.

On the other hand, this study also found that microlearning requires more mature preparation on the part of teachers. Teachers need to design the material carefully, ensuring that each segment of microlearning matches the learning objectives and can be clearly understood by students. This process takes a lot of time and effort, especially for teachers who are the first to implement microlearning.

In the context of Fikih learning, microlearning also provides an opportunity to apply project-based learning. (project-based learning). With this approach, students can utilize the materials learned through microlearning to develop small projects that are relevant to Fikih laws. This approach not only improves students' understanding but also helps them apply the knowledge they learn in real-world situations. The results also show that microlearning can support more adaptive and personalized learning. Students can learn according to their respective learning speed and style, which in the end helps them a better understanding. Personalization in learning is one of the major strengths of microlearning, which makes it different from traditional learning methods.

However, this study also notes that the success of microlearning depends heavily on the quality of the material compiled. The microlearning material must be carefully designed to ensure that each segment presents essential and easily understandable information. If the material is not well organized, students may feel confused or even lose interest in learning. Another finding is that microlearning is capable of facilitating more sustainable learning. With the material presented in small pieces, students can study and reflect on one concept before moving on to the next. It helps create a more structured learning stream and enables students to build a solid understanding of Fikih material. The research also found that microlearning can serve as an effective tool in repeating material. Students can easily re-access microlearning material whenever they need it, which helps them in the preparation for exams or in repeating important concepts. This ease of access has become one of the reasons why microlearning can improve material retention among students.

In its implementation, microlearning also allows for variation in the learning media. Teachers can combine text, audio, video, and interactivity in one microlearning segment, which makes learning more varied and interesting for students. These learning media variations also help students with different learning styles to more easily absorb and understand the material. However, the study also revealed the need for adjustments in learning evaluation when using microlearning. Since microlearning presents the material in small pieces, the evaluation used should also be adjusted to measure student understanding gradually. These evaluations enable teachers to monitor student progress in more detail and provide more effective feedback.

Many microlearning activities are designed to be done in groups, which not only enhance students' understanding but also strengthen their social and collaborative skills. These collaborations also help students to learn from each other and overcome difficulties together.

However, the study also emphasizes the importance of a balance between microlearning and traditional learning.

CONCLUSION

The conclusion of this study is that the application of microlearning in Fikih learning significantly improves the effectiveness and retention of material among students. Through short videos and other visual media, microlearning is able to simplify complex Fikih materials so that they are easier to understand and remember by students. Nevertheless, the success of the application of microlearning depends heavily on the quality of the material and the readiness of the teacher in organizing and guiding the learning process. In addition, there needs to be a balance between the use of microlearning and traditional learning methods to ensure a deep and holistic understanding of Fikih material.

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