

Joyfull Learning in Fiqh Lesson Using Vlog: A Case Study at 26 Muhammadiyah Kalitengah Islamic Junior High School Lamongan

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Abstract

Keywords:

Joyfull
learning; *vlog*;
Fiqh
Learning.

The process of learning in the 21st century is oriented towards innovative and creative activity. One of it is the integration of ICT literacy in learning. Fiqh learning mostly taught conventionally so that it is uninteresting. Therefore, this research would like to focus on the joyful learning method. The phenomena was that the teacher conducted the learning using ICT literacy and made the environment fun. The focus of this study is how was the implementation of joyful learning in Fiqh lesson based on vlog and how was the students' response. The data was collected through observation, and interview. The result was 1) the implementation of vlog was started with introduction, core content, and conclusion. This made the environment fun; 2) students' response were taken from 6 indicators which were: fun, interesting, interactive, self confidence, more interactive, new knowledge, and content understanding. 55% of the students answered, 49% of the students strongly agreed, 38% of the students agreed, and 13% of the students disagreed.

Abstrak:

Kata Kunci:

Pembelajaran yang
Menyenangkan;
VLOG; Pembelajaran
Fiqh

Proses pembelajaran pada abad 21 berorientasi pada kegiatan pembelajaran yang kreatif dan inovatif. Salah satu bentuk dari integrasi tersebut adalah integrasi pembelajaran literacy *ICT*. Pembelajaran Fiqh seringkali dilakukan secara konvensional yang membuat pembelajaran tersebut tidak menarik. Oleh karena itu, penelitian ini terfokus pada metode pembelajaran yang menyenangkan. Fenomena yang terjadi di lapangan adalah guru menggunakan *ICT*

Literasi dan membuat lingkungan belajar menjadi menyenangkan. Focus dari penelitian ini bagaimana implementasi dari pembelajaran yang menyenangkan dalam pembelajaran Fiqh menggunakan VLOG dan bagaimana respon dari peserta didik atas pembelajaran menggunakan VLOG ini. Data yang dikumpulkan oleh peneliti menggunakan tehnik observasi dan wawancara. Hasilnya adalah 1) penerapan VLOG dimulai dengan pembukaan, konten utama, dan kesimpulan. Inilah yang membuat lingkungan belajar jadi menyenangkan; 2) respon peserta didik dapat dilihat dari 6 indikator yaitu: menyenangkan, menarik, interaktif, percaya diri, lebih interaktif, pengetahuan baru serta pemahaman isi dari pembelajaran. 55% peserta didik menyatakan bahwa pembelajaran Fiqh menjadi menyenangkan. 49%peserta didik sangat setuju, 38% peserta didik setuju dan 13% peserta didik tidak setuju dengan penerapan pembelajaran menggunakan VLOG ini.

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1. Introduction

The education world has entered the 21st era where the orientation of education tends towards the development of potential (potential, interest and skill).¹ The rapid growth of technology affects the quality of the learning and teaching process.² Students and teachers could adapt along with the technology development as needed in the 21st century which is ICT literacy skill.³ Joyfull learning will push students to learn in their own style and in a fun way.⁴ Partnership for 21st Century Skill (P21) stated that the 21st century needs four competencies, they are: communication, collaboration, critical thinking, dan creativity.⁵ Therefore, new approach is needed in the learning process so that students' characteristics of the 21st century can be accommodated. Traditional method of learning is less effective because it cannot develop and delve students' potential and creativity. As a result, students get bored.⁶

¹Ananiadou and Claro, *21st Century Skills and Competences for New Millennium Learner in OECD Countries*, OECD Educaion Working Papers, (Paris: OECD Publishing, 2009), 40.

²Siti Zubaidah, *Keterampilan Abad 21: Keterampilan yang Diajarkan Melalui Pembelajaran*, Seminar Nasional Pendidikan tentang Isu-isu strategis abad 21, tanggal 10 Desember 2016.

³Effendi, *Revolusi Kecerdasan Abad 21 Kritik MI, EI, SQ, & Succesful Intelligence atas IQ*, (Bandung: Alfabeta, 2005), 24.

⁴ Rudi Hartono, *Ragam Model Pembelajaran Yang Mudah Diterima Murid*, (Yogyakarta: Diva Press, 2013), 34.

⁵Partnership for 21st Century Skill, *21st Century Skills, Education & Competitiveness*, (Washington DC: P21, 2008), 2-3.

⁶Asmani Jamal, *7 Tips Aplikasi PAKEM (Pembelajaran Aktif, Kreatif, Efektif, dan Menyenangkan)*, (Yogyakarta: DIVA Press, 2013), 9-11.

Joyful learning is a learning system which tries to increase students' interest and active involvement towards students' comprehension.⁷ Bobbi DePorter stated that joyful learning is a strategy used to create an effective environment, applying curriculum, delivering material, and ease the learning process so that students' learning achievement increases.⁸ It is supported by Berk that joyful learning is a thinking pattern made by the teacher to control the material delivery so that it is easy for students to comprehend.⁹ *Joyful learning* is a strategy, concept, and a learning practice which is meaningful, contextual, based on active learning and children psychological development.¹⁰ *Joyful learning* can be understood as fun learning using various methodologies so that learning is not boring and motivating for the students.

2. Research Methodology

This research is a qualitative research with descriptive method, because the data is descriptive in nature.¹¹ Descriptive-qualitative approach is to find out the implementation of joyful learning in Fiqh lesson at 26 Muhammadiyah Kalitengah Islamic Junior High School Lamongan. Vlog was used in the process of learning and teaching.

The data collection method in this research was thorough observation, questionnaire, and interview. The researchers observed the Fiqh lesson directly at grade VII of Islamic Junior High School Kalitengah Lamongan. Interviews also conducted towards the 11 students of grade VII and the teacher who taught Fiqh.

Questionnaire was given to 11 students of grade VII. There are 10 questions related with students' response about the lesson.

The data gathered during pre-learning and post-learning. It was as follow:¹² 1) data collection was with observation field, interview and questionnaire analysis, 2) data analysis started with overviewing all sources of the data, 3) data was displayed as research report and 4) conclusion was made.

The questionnaire was in likert scale to measure the needs. In this research likert scale was in 1-5. It was as follow:

Table 1. Likert Scale

Answer Type	Symbol	Score
Strongly Agree	SA	5
Agree	A	4
Neutral	N	3
Disagree	DA	2
Strongly Disagree	STA	1

(Source: Likert RA, 1932)¹³

⁷ Hayes, *Joyful Teaching and Learning in Primary School*, (Glasgow: Great Britain by Bell & Bain Ltd, 2007), 48-49.

⁸ Bobbi Deporter, *Quantum Learning*, Terj. Alwiyah Abdurrahman, (Bandung: Kaifa Press, 2009), hlm. 8.

⁹ Chopra and Chabra, A Case Study For Joyful Learning, *Journal of Unschooling and Alternative Learning* 2013 Vol. 7 No. 13.

¹⁰ Alice U and Paula Kluth, *Joyfull Learning: Active and Collaborative Learning in Inclusive Classrooms*, (Corwin Press, 2008), 6-7.

¹¹ Moeleong Lexy, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 1998), 7.

¹² Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: PT. Remaja Rosdakarya, 2016), 114-116.

¹³ Likert, *Technique for the Measurement of Attitudes*. Archives of Psychology, 140, 1932, 1-55.

Table 2. Score Percentage

Percentage	Information
0% - 20%	Strongly Disagree
21% - 40%	Disagree
41% - 60%	Neutral
61% - 80%	Agree
81% - 100%	Strongly Agree

(Source: Riduwan, 2015)¹⁴

To measure the result, the following formula was used:

$$\text{Index \%} = \frac{\text{Total Skor}}{Y} \times 100$$

(Source: Boone, 2012)¹⁵

3. Findings and Discussion

A. Joyful Learning in Fiqh vlog-based learning at 26 Muhammadiyah Kalitengah Lamongan Islamic Junior High School

The implementation process of joyful learning in Fiqh vlog-based learning at 26 Muhammadiyah Kalitengah Lamongan Islamic Junior High School was as follow:

1. The teacher started the lesson by greeting the students and asking their students' condition. After that, the teacher asked the students and got them laughed, so the atmosphere was relax.
2. The teacher explained the material for the day, that was sholat and purifying. The teacher illustrated the theory taken from the Fiqh textbook for Islamic Junior High School level.
3. The teacher chose the video and topic which were used in the class. The topics were about sholat and purifying. What were considered of using vlog were: 1) short, concise and clear; 2) the content related with the topic being taught; 3) creative and animative.¹⁶
4. The lesson started with the introduction of vlog as a media and the source of learning. The teacher provided some information about the topic so that students have curiosity.
5. After the introduction process, each student had the chance of using their cellphone. The ones who didn't have a cellphone may join their friends. Cellphone was used because the teacher wanted the students to be able to continue studying at home and during their leisure time.
6. After that, the students were guided to a vlog channel in YouTube which related with sholat and purifying. The teacher checked whether every student had open the channel or not. This is to control the students.

¹⁴ Riduwan, *Skala Pengukuran Variabel-Variabel Penelitian*, (Bandung: Alfabeta, 2015), 15.

¹⁵ Boone, Harry, and Boone Deborah, Analyzing Likert Data. *Journal of Extension*, Vol. 50, No. 2, 2012.

¹⁶ Musfiqon, *Pengembangan Media dan Sumber Belajar*, (Jakarta: Prestasi Pustakarya, 2012), 21-27.

7. The students were given 15-20 minutes to explore the vlog and to find sources and experience related with the topic.
8. When the time given has ended, the teacher explained in detail about vlog and how to relate it with the topic taught or scientific logic .
9. During the learning process, the teacher does not only act as facilitator, but also trying to entertain the students. The teacher add some humour.
10. Next, there was a question and answer session about the topic being taught. The purpose of this is to find out how much did the studetns learn. Moreover, it was also to find out the studetns' opinion about vlog as a media for learning.
11. At the end of the lesson, the teacher gave some homework to the students. The homework was to find out new things they got from the lesson about sholat and purifying that they got from watching other vlog channel in YouTube.¹⁷

In general, the flowchart of the Fiqh based vlog learning at 26 Muhammadiyah Kalitengah Islamic Junior High School Lamongan is as follow:



(Source: Islamic Education Teacher of 26 Muhammadiyah Kalitengah Islamic Junior High School Lamongan, 2018)

The creativity of the teacher and the students in the delivery of the lesson and the presentation using vlog made the lesson interactive and made it very different with the lecturing style using blackboard.¹⁸ Some things need to be considered are: looking for inspiration, choosing a theme, scenario making, preparing for a place, editing and publication.¹⁹

The result that gained through the designed above, described that the implementation of vlog was in line with the flowchart that the researchers had made.

The learning design started with introduction, content (that used vlog as a learning media), and closing which showed that learning using vlog had conducted well. Therefore, the students' responded positively.

B. VII grade students' response towards the Fiqh Based Vlog Learning at 26 Muhammadiyah Kalitengah Islamic Junior High School Lamongan

In the learning and teaching process, the teacher needs to be able to increase the students' interest in learning by being aware of several principles of creative and innovative learning, such as: the punishment and reward, meaningfulness, mastering, using model, open communication, challenging tasks, appropriate practice, task scoring, joyful environment, various approaches and observation.²⁰

¹⁷ Observation and interview with VII graders of 26 Muhammadiyah Islamic Junior High School Kalitengah Lamongan.

¹⁸ Darmawan, *Teknologi Pembelajaran*, (Bandung: Remaja Rosdakarya, 2013), 41.

¹⁹ Lionel Felix & Damien S., *Video Blogging and Podcasting*, (USA: Borrego Publishing, 2006), 73-97.

²⁰ Ismail SM, *Strategi Pembelajaran Agama Islam Berbasis PAIKEM*, (Semarang: RaSAIL Media Group, 2008), 72.

In the middle of monotonous Fiqh learning, the researchers tried to use vlog emphasizing on active thinking and entertainment in the learning process. Therefore, students got more interested to study in the class.

The result of the observation showed that students' motivation to study affected by how the teachers taught. Joyful learning at 26 Muhammadiyah Kalitengah Islamic Junior High School Lamongan focused more on vlog compared to the teachers' explanation because vlog was more animative and creative. Vlog was accessed through smartphone. Out of 11 students there were only 2 students who did not have smartphones. Therefore, they watched the vlog video with their friends.

In explaining the content, the students understood more after watching the vlog video. Because it was more interesting. Moreover, since the topic was about sholat and purifying, students could watch the practice. In the process of question and answer, the students could answer questions quickly because of the vlog video. On the other hand, the vlog video looked more real compare to theoretical lesson.

Students response was very good. Although some students opened another website during the study, in general, the learning process did well. This was an evaluation so that the teacher could control students during the learning process.

Some of the students showed the vlog to other teachers. It showed that vlog is interesting for Fiqh lesson. Students enthusiasm in the learning process was high compare to when the teacher taught using book and then lecturing. Although the atmosphere in the class was not really conducive because some students showed different video to their classmates, it could be controlled by the teacher.

In this research, interview was conducted to gain data. The researchers asked all the students of grade VII.²¹ The result was that students' response was very good. All of the students being interviewed said that the lesson was enjoyable and they were not bored. As the interview conducted to the 11 students of grade VII, it showed that the usual Fiqh lesson was monotonous and boring. Some students asked for permission to go to the toilet while actually they went to the canteen and did not come back to the class until the lesson was nearly ended. Before, Fiqh lesson was conducted through lecturing and memorizing. Some students usually played with their cellphone.²² Traditional learning needs to be modernized concerning the 4.0 era where internet is the new media in modern learning.²³

Related with vlog in Fiqh lesson, there were only two students who did not follow the lesson well because of not having a cellphone and so needed to join their friends. All of the students were happy because they all could accessed internet while studying through the school wifi. Some also said that this is the milenial era learning.²⁴ As the advancement of technology and information has changed the world, many things could be easily accessed through internet.²⁵

²¹ Imami Nur R., Pengumpulan data dalam penelitian kualitatif: wawancara, *Jurnal Keperawatan Indonesia*, Volume 11, No.1, Maret 2007, 35-40.

²² Interview with students of grade VII at 26 Muhammadiyah Kalitengah Islamic Junior High School Lamongan.

²³ Nancy W. Gleason, *Higher Education In The Era Of The Fourth Industrial Evolution*, (Singapore: Spinger Nature Singapore Ltd, 2018), 2-4.

²⁴ Interview with students of grade VII at 26 Muhammadiyah Kalitengah Islamic Junior High School Lamongan.

²⁵ Hujair AH. Sanaky, *Media Pembelajaran Interaktif-Inovatif*, (Yogyakarta: Kaukaba Dipantara, 2013), 16.

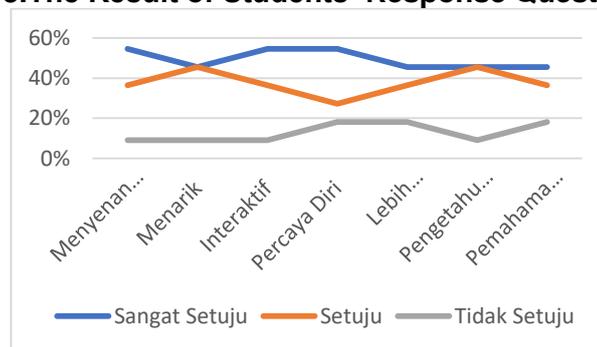
All of the students agreed that Fiqh learning based on vlog was very interesting although the teacher needed to be extra in controlling the students so that they did not open other websites while studying. The students said that they could access internet and use their smartphone. They could search for the topic content easily. Some students said that they got new knowledge from what they knew based on the Fiqh textbook.²⁶ The 21st century learning model could guarantee students to have learning skill and innovation, technology and information media skill, and also life skills.²⁷

Fiqh learning using vlog gave new learning experience especially in the Islamic education subject such as Fiqh lesson. Students got more active in the class because there were many things they could get from vlog.²⁸

As the research showed, the relation between vlog and students' learning result was positive. Vlog increased students learning.²⁹ All of the students agreed that vlog could be used to study different subjects because they were happy to be able accessing internet in the class, and got new knowledge.³⁰ Therefore, vlog is very helpful for Fiqh learning so that the lesson became joyful. The use of vlog is close with an edutainment. Students should not be depressed and the learning environment needs to be fun. Therefore, students were active in the learning process.³¹

The result of students' response questionnaire showed that all of the students of grade VII agreed that joyful learning for Fiqh lesson based on vlog was very interesting, motivating and made the students easier in understanding the lesson. As the table 3 show below:

Table 3. The Result of Students' Response Questionnaire



Based on the above table, the data was gathered through 6 indicators they are: fun, interesting, interactive, self-confidence, more interactive, new knowledge, and lesson comprehension. 55% of the students agreed, 49% of the students agreed, 38% of the students agreed and 13% of the students disagreed. All of the students said that Fiqh lesson based on Vlog was very fun and categorized very agree. Fiqh learning was more fun compare to the usual

²⁶ Interview with 10 students of grade VII at 26 Muhammadiyah Kalitengah Islamic Junior High School Lamongan.

²⁷ Kuntarti Eri Murti, *Pendidikan Abad 21 dan Implementasinya pada Pembelajaran di SMK untuk Paket Keahlian Desain Interior*, Artikel Kurikulum 2013, Accessed on 12 Maret 2019.

²⁸ Interview with students of grade VII at 26 Muhammadiyah Kalitengah Islamic Junior High School Lamongan.

²⁹ Idrayatmi, pengaruh Vlog Pembelajaran Terhadap Peningkatan Hasil Belajar Peserta Didik SMK Negeri 2 Depok, *Jurnal Pendidikan Sains Vol. 06, No. 01 2018*, 56-63.

³⁰ Interview with students of grade VII at 26 Muhammadiyah Kalitengah Islamic Junior High School Lamongan.

³¹ Hamruni, *Konsep Edutainment dalam Pendidikan Islam*, (Yogyakarta: Bidang Akademik UIN Sunan Kalijaga, 2008), 8-9.

because it was not boring. Therefore, students were not sleepy. Fiqh learning was very interactive and the students were brave in delivering their opinions. Moreover, Vlog increased students motivation to learn and students got no difficulties in learning. Students understood the lesson easier and they got new knowledge from vlog.

From the research, it could be concluded that fun learning increase students' motivation to learn. Therefore, learning will be effective. This process requires a teacher to implement a fun method and technique. The classroom environment will be built fun and joyful. The target of education will be reached maximally. In the Government Regulation No. 32 Year 2013, it is explained that learning should be conducted interactive, inspirative, fun, challenging, motivating, so that students actively participating. Moreover, students would also be creative and independent based on their interest and their physic and psychological development.³² Several researches stated that joyful learning could increase students learning result. As Hermawan stated, the effect of joyful learning approach showed a significant result in studying social subject.³³

The research of Kibtiyah and Mariatul reseach showed that joyful learning increase studetns' learning result and writing.³⁴ Chen and Kirikkaya stated that joyful learning affect positively towards students motivation in learning.³⁵

Fiqh learning is important and hoped to be able to shape students with knowledge and faith for the God, as stated in the purpose of National Education System in Indonesian Constitution No. 20 Year 2003 Chapter II Article 3.³⁶ Fiqh learning

Fiqh learning is emphazided on shaping students in understanding Islamic law and principles so that students will be devoted Muslims and kaffah.³⁷ Fiqh learning in Islamic Junior High School aims to prepare students to know and understand the principles of Islamic laws which control relationship between human being and how to worship Allah and do social deeds.³⁸

All this time, traditional approach has been used in Fiqh learning. Students were seen as empty bowl. Many teachers used lecturing method and writing on blackboard. It causes students get bored.³⁹

The reality shows that teachers taught monotonously day by day and not creative.⁴⁰ Meanwhile, students will face the dynamic society where knowledge

³² The President of Indonesia, Indonesian Government Regulation No. 32 Year 2013 on National Education Standard.

³³ Hermawan, Pengaruh Pendekatan *Joyful learning* Berbasis Multimedia Terhadap Hasil Belajar IPS Pada Siswa Kelas V SD Gugus 8 I Gusti Ngurah Rai Denpasar Selatan. *Jurnal Mimbar PGSD Universitas Pendidikan Ganesha*, Vol. 2, 2014, No. 1, 1-10.

³⁴ Kibtiyah dan Mariatul, Peningkatan Keterampilan Menulis Puisi Bebas Melalui Metode Sugesti-Imajinasi Dengan Media Lagu, *Joyful learning Journal*, Vol. 3, 2014 No. 1, 61-65.

³⁵ Kebritchi & Hirumi, Examining the Pedagogical Foundations of Modern Educational Computer Games, *Computers & Education Journal*, Vol. 51, No. 4, 2008, 1729-1743.

³⁶ Indonesian National Education Department, Indonesian Constitution No. 20 Year 2003 on *National Education System*, (Jakarta: Depdiknas, 2003), 27.

³⁷ Indonesian Religious Affair Minister Regulation No. 2 Year 2008 on Graduate Competencies and Islamic Education and Arabic Standard in Islamic Junior High School, 51.

³⁸ Indonesian Religious Affair Minister Regulation No. 2 Year 2008 on Graduate Competencies and Islamic Education and Arabic Standard in Islamic Junior High School, (Jakarta: MENAG RI, 2013), 43-44.

³⁹ Andrizio, *Edutainment dalam Mata Pelajaran Pendidikan Agama Islam*, *Mudarrisa: Jurnal Kajian Pendidikan Islam*, Vol. 8, No. 1, Juni 2016, 121.

⁴⁰ Sumiati dan Asra, *Metode Pembelajaran*, (Bandung: CV. Wacana Prima, 2008), 3.

only will not be sufficient. Students need to be equipped with skill and comprehension from reading, writing and counting that usually called as Tree Rs (reading, writting, and arithmetic).⁴¹

Fiqh learning that is developed in Islamic Junior High School tend to focus on the old paradigm, which believes that students are passive individual, as the object of learning and teaching, and place teacher as the center of the learning and teaching process, is not appropriate in preparing students for the 21st century, that is as the citizen of the world.⁴²

The learning model which focus on deduction process, transfer process between the teacher to the students, are no longer sufficient in helping students in the era where changes happen so fast. Many students only knowing and memorizing in the classroom, but they do not understand the worshipping ritual itself.⁴³

Many teachers spend the learning time for hours in lecturing in front of the class which is less effective in getting the students to understand. It seems that knowledge is transferable to the students, and there is actually not any knowledge that the students got. Ironically, many teachers do not realize this.⁴⁴ Meanwhile, teachers should create learning environment that is fun, meaningful, dynamic, and interesting. This is stated as the obligation of teachers in Indonesian Constitution No. 20 Year 2013 Article 40 point a about National Education System, as follow:

*“Education and teachers obliged to create educational environment that is meaningful, fun, creative, dynamic, and dialogic”.*⁴⁵

Various problems in the process of learning and teaching come from many causes, some of them are: students low response in Fiqh lesson and uninteresting Fiqh lesson. These were because Fiqh was delivered theoretically and students needed to memorize it. On the other hand, Indonesian reading interst is low. As the minister of Human Development Coordinator and Culture stated, Indonesian reading for 35-59 minutes a day in average. Meanwhile, the average in a year, Indonesian finish reading 5-8 books. This data is taken from the research conducted by National Library in 2007.⁴⁶

The survey conducted by Indonesian Assosiation of Internet Access Provider (APJII) in 2016 stated that more than half Indonesian, which was around 132, 7 million people, have been connected through internet service.⁴⁷ The young generation is the biggest internet consumer. It is because technology and information is so massive so that people spend hours in front of their laptop and using their smartphone.⁴⁸ The majority of internet consumer in Indonesia

⁴¹NEA (National Education Association), *Preparing 21st Century Students for a Global Society: An Educator's Guide to the "Four Cs"*. Diunduh Mei 2019, www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf.

⁴²Zamroni, *Paradigma Pendidikan Masa Depan*, (Yogyakarta: Bigraf Publishing, 2000), 3-4 .

⁴³Ahmad Rofi'i, *Pembelajaran Fikih*, (Jakarta: Direktorat PAI Depag, 2009), 2.

⁴⁴ Darmansyah, *Strategi Pembelajaran Menyenangkan Dengan Humor*, (Jakarta: Bumi Aksara, 2011), 15-17.

⁴⁵ Indonesian National Education Department, *Indonesian Constitution No. 20 Year 2003 on National Education System*, (Jakarta: Sinar Grafika, 2005), 13.

⁴⁶Moh. Nadlir, *Per Hari Rata-Rata Orang Indonesia Hanya Baca Buku Kurang dari Sejam*, Kompas.com, 26 Maret 2018, dalam <https://nasional.kompas.com>, Accessed on 13 April 2019.

⁴⁷Widiartanto dan Yoga, *Pengguna Internet di Indonesia capai 132 juta*. www.tekno.kompas.com/read/2016/10/24/15064727/2. 2016, Accessed on 12 April 2019.

⁴⁸Sugiharto dan Bintoro Agung, *Pengguna Internet di Indonesia Didominasi Anak Muda*. Situs: www.cnnindonesia.com/teknologi/201610241617. 2016, Accessed on 12 April 2019.

accesses social media (97,4%). The smartphone users in Indonesia accesses Youtube rather than social media. It is why vlog phenomenon has emerged.⁴⁹

Besides the learning model, the important thing in the process of learning and teaching is the learning media. These two aspects is interrelated. The kind of learning model will affect the type of learning media.⁵⁰ The use of media is a need for the process of learning and teaching. Learning media is one of effective features in helping the process of learning.⁵¹ The use of vlog in the classroom is still not popular among teachers. Meanwhile, vlog able to improve classroom interaction so that learning process becomes fun. It is also because vlog help students not to get bored.

Vlog (video blog) is a documentation type in audio video format. The topic ranges from daily activity, opinion, idea, music, social issues, entertainment, and more. Video blog is a platform for expression for internet users.⁵² Digital media triggers the variation of self expression. Vlog is one of self expression that is getting more popular. It is supported by the various emergences of social media in video format. Vlogging in the digital era is seen as entrepreneurship innovation and the person doing it is called vlogger (video blogger). Many people become a professional video blogger and gain income in the form of material and non-material out of their popularity.⁵³

Therefore, the innovation and creativity which teachers can do is to use information technology and communication as one of the learning media. Learning media which is integrated with information technology will gain the interest of the students to learn.⁵⁴

One of the product of information technology which is used as a fun learning media is vlog. Vlog is developed along with the communication technology and information which offers learning content in the form of visual, auditorial and kinaesthetic⁵⁵. The use of vlog in Fiqh learning is related with Q.S Al-Baqarah: 108. That is, Allah want convenience for you, not the inconvenience⁵⁶. With the information technology and communication, the process of learning and teaching will be easier.⁵⁷

As the idea and reality described above, innovation is needed for Fiqh learning that should be fun thorough vlog in order to attract students' response. This research was conducted in Islamic Junior High School in Kalitengah Lamongan, with the subject of the VII graders. Fiqh lesson was delivered in a fun way using vlog as one of the source in learning. The aim of this research are: 1)

⁴⁹Ratna Permatasari, Representasi Identitas Perempuan dalam Video Blog Sebagai Budaya Anak Muda (Studi Simiotika Vlog Gitasav di Youtube), *Asian Journal of Innovation and Entrepreneurship* (e-ISSN: 2477- 0574 ; p-ISSN: 2477-3824) Volume. 03, Issue. 02, May 2018.

⁵⁰ Sapti, Meningkatkan Motivasi dan Hasil Belajar Matematika melalui metode Joyful Learning Berbantuan Media Pembelajaran, *Jurnal Ekuivalen Matematika*, Vol. 2, No. 2, 2013.

⁵¹ Robert Heinich, Michael Molenda, Russell, Sharon, and Smaldiono, *Instructional Media and NEW Technologies of Instruction*, (New Jersey: John Willey & Sons, 1982), 282-286.

⁵²Armstrong and Retterer, Blogging as L2 writing: a case study, *AACE Journal*, Vol. 16, No. 3, 2008, 233.

⁵³Jimi, Mahameruaji dkk, Bisnis *Vlogging* dalam Industri Media Digital di Indonesia, *Jurnal Ilmu Komunikasi*, Vol. 15, No. 1, Juni 2018, 61-62.

⁵⁴Alan Januszewski, and Michael Molenda, *Educational Technology: A Definition with Commentary*. (New York: Taylor & Francis Group, 2008), 21-22.

⁵⁵ Husniyatus Salamah Zainiyati, *Pengembangan Media Berbasis ICT: Konsep dan Aplikasi pada Pembelajaran Pendidikan Agama Islam*, (Jakarta: Prenada Media Group, 2017), 67-69.

⁵⁶Departemen Agama RI, *Al-Qur'an dan Terjemahnya*, (Jakarta Timur: CV. Darus Sunnah, 2002), 18.

⁵⁷ M. Prensky, *Digital natives and digital immigrants*, *Journal Horizon*, Vol. 9, No. 5, Oktober 2001, 1-12.

to know the implementation of Fiqh lesson based on vlog at Islamic Junior High School Kalitengah Lamongan and 2) to find out the students' response towards the Fiqh lesson based on vlog.

4. Conclusion

In this 21st century, education practitioners should implement a joyful learning so that lessons will not be monotonous. Based on the research above, it can be concluded that the use of vlog for Fiqh lesson at 26 Muhammadiyah Kalitengah Islamic Junior High School Lamongan was as follow: the teacher started the lesson with greetings, explaining the material, choosing the video, each student was given the chance to use their cellphone, students were guided to particular Youtube vlog channel and the teacher checked it, students were given 15-20 minutes to watch the video, the teacher explained what is vlog, the question and answer session was dilevered about the material, and the teacher assigned tasks for the students. Between the process of learning, the teacher added humor.

Students' response on Fiqh lesson using vlog was very positive. Based on the observation and interview, students showed anthusias. It is supported with the result of the quesationnaire which showed 90,5% of the students stated that Fiqh lesson with vlog was very fun. Fiqh lesson becomes more interesting than usual because it is not boring anymore. All of the students were not sleepy and were actively involved in the learning process.

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