

Development of Literacy Booth Media to Enhance Understanding of Fiqh Learning Materials in Madrasah Tsanawiyah

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Abstrak. This study aims to evaluate the validity and practicality of literacy booth media in improving students' understanding of fiqh, specifically on Hajj rituals. Data were collected through questionnaires and interviews using the ADDIE-based Research and Development (R&D) model. The media was validated by three experts: content (97.5%), media design (85%), and language (97.5%). Results show that the literacy booth effectively enhances student engagement and comprehension, making it a practical tool for teaching fiqh to seventh-grade students.

Keywords: Literacy Booth, Learning Media, Instructional Development, Student Involvement

1. Introduction

In the modern world of education, the presence of learning media is not only considered a complement but an important part that cannot be separated from the learning process (Betaraya, 2023). The development of science and technology has brought significant changes in learning methods, including using various media to support the effectiveness of teaching material delivery. (Hasriadi et al., 2024). In this context, learning media serve as a bridge that connects abstract material with students' concrete understanding. Through learning media, the learning process is no longer only one-way, but becomes more interactive, contextual, and fun (Permana et al., 2024) Revealed that learning media is indispensable to creating an effective and quality learning process, because it can stimulate students' attention, interest, and motivation to learn through various innovative learning resources.

Learning media not only serves to convey information, but also as a tool to overcome various obstacles in learning, such as differences in students' learning styles, limited memory, and lack of motivation to learn (Tamami et al., 2024). In practice, learning media designed attractively and to meet the needs of students can create a more lively and meaningful learning atmosphere. This aligns with the view (Pea & Gomez, 1992) that learning media can be used to clarify the presentation of messages, overcome the limitations of space, time, and senses, and provide students with similar experiences. Therefore, teachers as facilitators need to have creativity in choosing and developing

learning media that are not only visually appealing, but also support the achievement of learning goals.

In the context of learning Islamic Religious Education, especially in Fiqh subjects, learning media is essential to help students understand abstract concepts and their application in daily life (Aseri, 2022). As part of Islamic education that discusses Islamic laws in worship and muamalah, Fiqh often presents challenges for students, especially in understanding worship procedures with complex sequences, conditions, and harmony (Mawardi, 2024). Therefore, visual literacy-based learning media such as literacy booths can be a solution in simplifying these concepts so that they are easier to understand.

The Word of Allah in QS. An-Nahl/16:44 emphasizes the importance of conveying religious teachings in a way humans can understand. Allah said: “(We have sent them) with signs and books. Moreover, We have sent down Adz-Dzikh (the Qur’an) to you so that you may explain what has been revealed to them and that they may think.” (Kementerian Agama Republik Indonesia, 2020). This verse shows that the delivery of religious teachings, including through learning, must be adjusted to the conditions of students so that they can understand and reflect on them. In education, this means using relevant methods and media is necessary to effectively deliver teaching materials.

Various previous studies have shown the effectiveness of visual literacy-based learning media in improving students’ understanding. (Maharani et al., 2023) His research stated that visual learning media equipped with text can help students remember and understand the material taught. This is because humans tend to remember information presented in images more easily than text. In addition, attractive pictures can also increase students’ motivation to learn, so that they are more active in participating in learning (Ratnaningsih & Nastiti, 2018). Media such as literacy booths also provide opportunities for students to learn independently and interactively.

The reality on the ground still shows a gap between theory and practice. Many teachers still rely on lecture methods and textbooks as the primary source of learning, without the support of innovative learning media (Hariyadi et al., 2023; Setiawan et al., 2024). This has an impact on the low understanding and learning outcomes of students, especially in materials that are conceptual and require visualization, such as the procedures for implementing the hajj. Based on the results of observations made on July 12, 2023, in grade VII of Madrasah Tsanawiyah Salubanga, it was found that 70% of students obtained scores below the Minimum Completeness Criteria in Fiqh subjects. Only 30% of students can achieve the Minimum Completeness Criteria. Students seem to have difficulties understanding the material, and the lack of learning media is one of the leading causes.

This condition shows an urgent need to develop learning media based on the characteristics of students and teaching materials. One of the learning media innovations that can be used is the literacy room. Literacy booths are visual literacy-based learning media designed in booths or small booths containing pictures, texts, and information packaged attractively and educationally (Julien et al., 2020; Srivastava et al., 2021). This media aims to give students a more contextual, active, and enjoyable learning experience (Winarni et al., 2020). The literacy booth allows students to explore the material independently, discuss, and understand concepts more deeply.

In its development, this literacy booth media is specifically designed to assist students in understanding Fiqh learning materials, especially the procedures for implementing the hajj pilgrimage (Alfathon & Alberto, 2022). This material was chosen. It is reasonably difficult for students at the Tsanawiyah Madrasah level because it contains many pillars, requirements, and stages of worship that must be memorized and understood. Therefore, presenting this material through attractive, visual, and interactive media is necessary so that students not only memorize but also understand the meaning and practice of the hajj pilgrimage.

In line with these needs, this research aims to develop a valid and practical literacy classroom learning media to improve students' understanding of Fiqh material and the procedures for performing the hajj. By developing learning media that meet the needs of students, it is hoped that the learning process can run more optimally. In addition, this research also contributes to the development of science in the field of learning technology, especially in the development of visual literacy-based media. This research is expected to be a reference for educators in developing innovative learning media, considering the characteristics of students at the madrasah level.

Based on this background, the following research questions can be formulated: (1) What is the validity of the literacy booth media in understanding Fiqh learning materials about the procedures for performing the hajj? (2) How practical is the literacy room media in supporting the Fiqh learning process? This research aims to develop a valid and practical literacy room learning media to improve students' understanding of the material for implementing the hajj. This research is expected to provide practical solutions for teachers in increasing the effectiveness of learning and to become an innovation in the development of contextual learning media in Tsanawiyah madrasahs.

2. Method

Often known as R&D, which stands for research and development, this type of research aims to identify existing products and compare them with other products to improve their sustainability and efficiency. R&D is a research method used to create and test the effectiveness of a product. (Sarie et al., 2023). Research and development (R&D) is often used in learning product development.

The ADDIE model, the development research model, provides a systematic and structured approach to developing learning materials. Each stage is interrelated and affects each other so that it can create learning materials that are tailored to the needs and objectives of learning. The ADDIE model is designed to be general and flexible to be applied in various learning contexts, including face-to-face and online learning (Branch, 2009). Stages of research and development correspond to the ADDIE model (Analyze, Design, Development, Implement, Evaluate).

The techniques and instruments used by the researcher in developing the Literacy Booth media on the material on the procedures for the implementation of the hajj are:

a. Observation

These observations help researchers understand the classroom learning process and interaction dynamics. (Purnomo, 2017). The results of the observation can provide valuable input for the development of learning media and the improvement of teaching methods.

b. Interview

One of the data collection methods is through interviews with grade VII teachers at Madrasah Tsanawiyah Salubanga. This interview aims to obtain information related to performance evaluation by focusing on the fundamental problems in implementing hajj procedures.

c. Questionnaire

The data collection method used in this research is through a questionnaire to validate the developed learning media. A survey involving experts assesses whether the media is feasible and effective for teaching. The researcher utilizes various instruments to gather feedback, which include the Material Expert Verification Sheet, Media Expert Verification Sheet, Teacher Response Questionnaire, and Student Questionnaire. These instruments are designed to capture insights from material experts, media experts, linguists, and educators to ensure the quality and applicability of the learning media in the educational setting.

The data obtained in this study will be analyzed in stages using both qualitative and quantitative data analysis techniques. For qualitative data analysis, the researcher adopts an exploratory approach, which is suited for research based on open-ended questions. Data collection in this study involves direct observation and interviews within the relevant school environment. Meanwhile, for quantitative data analysis, the method is employed to assess the validity of expert evaluations, educator opinions, and student feedback on the learning model. A percentage formula is applied in this analysis to interpret the quantitative data collected, providing a clearer understanding of the effectiveness and feasibility of the learning media developed. (Ega Ayu Lestari, 2019).

Quantitative data formula per item: $P = \frac{\sum x}{xi} \times 100\%$. P Is the percentage, X is the score given by respondents on an item, and Xi is the highest or ideal score for a single item.

Table 1. Validation Result Criteria

Value	Criterion
81%-100%	Highly valid
61%-80%	Valid
41%-60%	Enough
0%-40%	Invalid

Regarding the stages of practice, there are four categories: impractical, very practical, practical, and very practical. In the 0%-20% and 21%-40% categories, the learning models developed are practical but do not need to be modified entirely and can be applied. If it is in the range of 81% to 100%, it can be said that the model developed has a high practical value and is designated. See the table below for more information:

Table 2. Criteria for Practicality Results

Value	Criterion
81%-100%	Very Practical
61%-80%	Practical
41%-60%	Enough
21%-40%	Less Practical
0%-20%	Impractical

Qualitative data in the form of responses and suggestions from each validator will be used as a reference in modifying the learning materials learning model for implementing the hajj pilgrimage. (Scott, 2020). Because the evaluation of the validity test in the study aims to obtain the final result of whether the research product is suitable as a learning model for learning Hajj steps, the data analysis must be considered carefully.

The research data prepared and analyzed will be classified based on existing criteria. If the data processed is inadequate, it is necessary to make improvements to achieve maximum results. Improvements are made to achieve maximum results based on criticism and verifiers' suggestions.

3. Results

Stages of Analysis

At this stage, needs analysis activities are carried out, which include three things. (a) analysis of student characteristics, (b) competency analysis, (c) analysis of school facilities and environment.

a) Analysis of Learner Characteristics

Based on the results of observations and interviews, it is known that the process of learning fiqh in grade VII is still conventional. Teachers use lecture, question, and answer methods without

variations of other learning models. In addition, the teaching materials used are limited to packaged books, without interesting and innovative learning media.

b) Competency Analysis

The competencies to be achieved in this learning are so that students can understand and carry out the procedures of the hajj well. The primary material developed in this media includes: the definition of Hajj, the conditions and pillars of Hajj, as well as the order of Hajj implementation according to Islamic sharia guidance

c) Analysis of School Facilities and Environment

Facilities at Madrasah Tsanawiyah Salubanga are still limited. Therefore, developing literacy classroom learning media is one of the right solutions to increase the attractiveness of learning and help students more easily understand the material through visual approaches and simulated experiences.

Design Stages

At the design stage, the researcher began to compile the initial form of the classroom learning media literacy, which will be used to deliver material on the procedures for implementing the hajj to grade VII students. This design process includes several main activities, namely:

a) Defining Media Design

The literacy room is planned as an educational mini room equipped with pictures, texts, and props for implementing the hajj. The room's design carries interactive and visual concepts, so students can go around and observe the order of the pillars of Hajj directly through the available media.

b) Material Preparation

The material in the literacy room is arranged based on the basic competencies in the 2013 Curriculum, especially in the Fiqh subject of grade VII. The material includes the definition of hajj, harmony, compulsory hajj, hajj sunnahs, hajj order, and the wisdom of implementing the hajj. All materials are presented as short narrative texts, visual posters, and engaging infographics. This presentation is designed to facilitate students' various visual, verbal, and kinesthetic learning styles to understand the material more easily and enjoyably.

c) Preparation of Supporting Media

In addition to the literacy booth itself, the researcher also designed supporting media to support the learning process, such as hajj guide cards (flashcards), miniature hajj equipment that includes ihram clothes, miniature Kaaba, and various other equipment, as well as student activity sheets. This activity sheet contains observation and reflection tasks that students must complete after visiting the literacy booth. These supporting media are designed to enrich students' learning experience, facilitate material understanding, and provide opportunities to reflect on what they have learned in a more real context.

d) Color, Font, and Layout Selection

Bright and contrasting colors are used in visual design to engage students. The font used is easy to read and large enough to fit the conditions of class VII. The layout of each part of the material is systematically arranged, starting from the introduction to the practice of performing Hajj.

e) Penyusunan Prototype

Based on the design, an initial prototype of the literacy booth was made through sketches and simple mockups. This prototype is then used for the validation stage by experts before being tested on students.

Development Stages

At the development stage, the initial prototype of the pre-designed literacy booth began to be realized as a real product ready to be tested. At this stage, several important activities are carried out, starting with creating literacy booth media products. Based on the initial design, the researcher developed the literacy booth into an educational mini room measuring about 2 x 2 meters. This room is equipped with visual panels containing pictures and explanations of the stages of the hajj, miniatures of holy places such as replicas of the Kaaba, Safa-Marwah Hill, and Jamarat, interactive boards for students to paste the order of the pillars of hajj, and a simulation corner where students can practice ihram and tawaf activities using props. The materials used to develop these products are safe, affordable, and child-friendly, such as thick cardboard, printed banners, fabrics, and other visual supplies.

To ensure the quality and feasibility of the media, the researcher involved two validators, namely material experts who assess the suitability of the content with the curriculum and theological truth of the hajj material, and learning media experts who evaluate the visual appearance, interactivity, and attractiveness of the media.

Table 3. Media Validation Results

Yes	Validation Type	Presentase	Category
1	Material Validation	97,50%	Highly valid
2	Media Design Validation	85%	Highly valid

The validation results showed that the material experts stated that the media content was based on the curriculum's Islamic teachings and basic competencies. In contrast, the media experts provided input to make the information arrangement more systematic and added visual icons to clarify the material. Based on this input, the researcher made revisions to the product, including adding supporting icons and illustrations at each stage of the hajj, clarifying the flow of the Hajj travel route with colorful paths on the floor of the room, and simplifying the text language to be more communicative for grade VII students. These revisions improve product quality regarding material Clarity, design integration, and ease of use by teachers and students. After the revision, the literacy booth media was declared worthy of a limited trial.



Figure 1. Product Development Results

Implementation Stage

At this stage, the activities carried out are to implement the media. The implementation in this case is intended to test the validity and feasibility of the product being developed.

- Product validation by experts consisting of learning content experts, learning design experts, and learning media experts.

- b) The product trial includes: an individual trial with 17 students taken from class VII Madrasah Tsanawiyah Salubanga. Teachers will introduce the media of the literacy booth to be tested. The purpose is to test this product to determine the validity of the learning media that have been developed. Meanwhile, the following are the assessment results obtained from student responses regarding the practicality of using room media.

Table 4. Student Response Questionnaire

Category	Number of Respondents	Percentage (%)
Very Practical	12	70.59%
Practical	3	17.65%
Less Practical	2	11.76%
Impractical	0	0%

The table above illustrates the results of assessing the practicality of learning media by respondents, where the majority, namely 70.59% or 12 respondents, rated the media as Very Practical. As many as 17.65% of respondents gave a Practical assessment, and another 11.76% rated the media as Less Practical. None of the respondents rated the media as impractical. These results show that the learning media developed is primarily practical and effective, although several aspects must be improved to be more optimal.

Evaluation stage

The evaluation stage in learning media development aims to validate and improve the products developed to be more effective and suitable for learning. This evaluation is carried out in two categories: formative and summative. Formative evaluation was carried out to ensure that the concept of learning media was raised by the theme, "Living in Harmony". In addition, product trials were carried out to find out the responses from students and teachers regarding the feasibility of the media that had been developed. The formative evaluation showed that the developed media were aligned with the desired concept and theme, and were considered practical by grade VII MTS Salubanga students.

After the formative evaluation, validity tests are carried out by media, material, and language experts to ensure that the learning media meet the validity criteria. Validation by subject matter experts ensures that the content presented is by the Islamic curriculum and teachings. In contrast, validation by media and language experts ensures that the media display is attractive and easy for students to understand. In addition, the practicality of media is tested on students and teachers to determine whether the media is easy to use and can facilitate the learning process properly. Based on the trial results, learning media is categorized as practical media.

Summative evaluation is conducted at the end of development to review and improve the product based on input from all parties involved, including media experts, subject matter experts, linguists, students, and teachers. This evaluation stage includes validator data analysis, which aims to determine the feasibility of media based on the results of validation by experts, as well as the analysis of respondent data obtained from students to assess the practicality of the media. The final result of this evaluation stage produces a final product in the form of literacy booth learning media that has been validated and revised according to the input received, ready to be used for learning about the procedures for performing hajj in Fiqh subjects.

4. Discussion

The Validity of Literacy Booth Media in Understanding Fiqh Learning Materials About the Procedures for Performing Hajj

The study results show that the literacy booth media developed for learning Fiqh about the procedures for performing the hajj obtained very high validity, with a percentage of 97.5%, which is included in the category of "very valid." This media is considered very basic by the competencies and learning objectives in the curriculum, and can educate students well. Validation is carried out by material experts and media experts who assess that the content of the material presented is based on Islamic teachings and can be easily understood by students. These results show that the media developed has high quality, both in terms of the accuracy of the material and the design of its presentation.

The results of this validity indicate that the literacy booth media has great potential in supporting students' understanding of the procedures for implementing the hajj. By using various visual elements such as pictures and miniatures, this media can provide a more realistic picture and make it easier for students to understand each stage of the hajj. The suitability between the image and the material, as well as the straightforward explanatory procedure, are the determining factors in the success of this medium. This aligns with visual learning theory, which posits that images and visualizations can strengthen students' understanding and memory. (Hibbing & Rankin-Erickson, 2003).

In comparing the results of this study with several previous studies, it can be seen that visual and interactive learning media significantly impact material understanding, especially in Fiqh subjects. Research by (Faisal et al., 2025) Those who examined video-based learning media for Hajj materials in elementary schools obtained a validity of around 85%. Video as a learning medium provides easy visualization, but does not provide direct interaction that can strengthen student involvement. This contrasts with this study, which developed a literacy booth medium that provides visualization and allows students to interact directly with the material through physical elements such as miniature shrines and interactive boards. Thus, this study showed a higher result (97.5%), indicating that the interactive element in literacy room media can further improve material understanding than video media.

In addition, research by (Zuhlina, 2024) A study that developed a gamification-based mobile application to learn the procedures for the hajj found a media validity rate of 93%. Gamification apps have the power to provide a fun and motivating learning experience for students. However, they are limited to digital devices and lack an authentic experience for students. In this study, literacy booth media provides a more concrete physical experience, such as a miniature Kaaba and other holy places, which makes it easier for students to understand the concepts of the Hajj directly. With a validity result of 97.5%, literacy booth media has proven superior in providing a more in-depth and realistic learning experience.

Furthermore, research by (Nabilah, 2024) Regarding the development of augmented reality (AR)-based learning media to understand the Hajj, the results showed a validity of around 88%. Although AR technology can provide engaging visualizations and help students understand the procedures of the hajj pilgrimage in a more modern way, its use is limited to device accessibility and technical skills. On the other hand, the literacy booth media developed in this study uses simpler materials that are easily accessible to all students, without the need for advanced technological devices. The high validity obtained (97.5%) showed that a direct approach with physical elements in the literacy booth media was more effective in delivering material in a way that was easier to understand and more accessible to all students. This comparison shows that learning media based on physical and interactive elements, such as literacy booths, have greater potential in improving student understanding, especially in materials that require visual comprehension and authentic experience.

The practical implication of these findings is that the developed literacy booth media can be used as an effective tool in learning Fiqh in schools. Teachers can use this media to explain each stage of the hajj more visually and interactively, which is expected to increase student involvement in learning. In addition, using this medium can help students understand abstract material more realistically, speeding up their understanding. Therefore, this media can be integrated into regular learning activities in the classroom.

Theoretically, the results of this study are in line with the multimodal learning theory put forward by (Mayer, 2024). This theory states that learning by combining different modalities, such as visual, auditory, and kinesthetic, can improve information comprehension and retention. In this case, literacy classroom media that presents information through visual elements and direct experience supports the idea that students can more easily understand complex concepts by engaging more than one channel of their senses. By integrating images, text, and physical simulations, these media provide opportunities for students to process information in more depth and through various modalities, improving their understanding of the Hajj material. This is also in line with research findings that show that multimodal learning can increase student engagement and facilitate better mastery of the material.

The Practicality of Literacy Booth Media in Supporting the Fiqh Learning Process

The study results show that the literacy booth media has a high level of practicality in supporting the Fiqh learning process. Based on tests conducted on students and teachers, this media obtained the “practical” category with a significant percentage. This media facilitates teachers in delivering Fiqh material, especially regarding the procedures for performing the hajj, more easily and effectively. In addition, this medium allows students to be more actively involved in learning, with visual elements and activities that support their understanding.

This study’s results align with previous studies examining visual media use in learning. Research by (Mahmudah et al., 2024) Revealed that visual-based interactive learning media greatly support learning, especially in teaching worship procedures like Hajj. Mahmudah et al. show that teachers practically use the medium, allowing students to understand complex material more easily. (Fadilah, 2024) His research found that visual media is very effective in helping students understand material that requires in-depth explanation, such as the Hajj. (Sari et al., 2023) His research on the use of image and poster media for Islamic religious learning found that these media make it easier for students to understand the material and increase practicality for teachers in delivering the material. These three studies show that visual-based and practical media effectively support Islamic religious learning.

Practically, the results of this study show that literacy classroom media is an excellent alternative in the Fiqh learning process. This media allows teachers to convey material more easily and in a fun way, and facilitates students to be more active in understanding the material. This media makes it easier for students to understand the procedures for performing the hajj, which is an important part of learning Fiqh. With interesting and easy-to-use media, the learning process is hoped to be more efficient and effective.

Theoretically, the results of this study support the Multimedia Learning theory put forward by (Kress, 2009), which states that learning that involves a combination of text and images will improve students’ comprehension and retention of information. In this case, literacy booth media that combines visual elements such as pictures, miniatures, and practical activities provides a more thorough learning experience. This supports the view that using various sensory channels (visual and kinesthetic) in learning can strengthen students’ understanding of the material being taught. In

addition, this study emphasizes the importance of using practical learning media to support more effective learning, especially in the context of Islamic religious learning that requires a practical and in-depth understanding of worship procedures.

5. Conclusion

The conclusion of this study aims to develop and evaluate literacy classroom media in supporting Fiqh learning, especially in understanding the procedures for performing Hajj. Based on the evaluation results, this media has been proven to have high validity and practicality in terms of material and design. Validation by material and media experts shows that this literacy room media is based on basic competencies and is easy to use in the learning process. The practicality of this medium also received good assessments from teachers and students, which facilitated a better understanding of the material.

As a recommendation, literacy booth media can be expanded to other Fiqh learning or Islamic religious subjects that require a visual and interactive approach. This research significantly contributes to developing practical and effective visual-based learning media. It provides an overview of the importance of innovative learning media in increasing students' understanding and involvement in religious learning.

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