



### NEEDS ANALYSIS OF LEARNING ANIMATION MEDIA ON THE FIQH SUBJECT GRADE VI MI AL-MUSTAWA GUNUNG SINDUR BOGOR

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#### Abstract

*Learning Fiqh about menstruation is still considered abstract, and the proposed solution is to use learning animation media to make it more concrete. However, the development of this animation must be adapted to the needs of students, so a needs analysis is needed. This research aims to analyze the needs for creating learning animations required by students at MI Al-Mustawa. This research is qualitative and involves the participation of students and class VI teachers at MI Al-Mustawa. The data collection method used was interviews. The research results show that students need learning media that is able to visualize images in a realistic and non-monotonous way so that they can play an active role in learning.*

**Keywords:** needs analysis, learning animation, fiqh.

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## **I. Introduction**

Education is the main foundation in developing the next excellent generation and having high competitive power (Purwanto, 2014). Therefore, the delivery of learning materials needs to be adjusted to the increasingly rapidly developing technology to achieve these educational goals. One of them is by using technology-based learning media such as learning media which has been widely used both at the elementary level to universities, which known as learning video-based media. In the context of using learning videos. Learning methods through videos are more effective and efficient in used by students to absorb the essence of learning. This is explained by several research results that describe the Video Based Learning Method that can facilitate the teacher to provide understanding to students.

The definition of learning according to Warsita (2008: 85) says that "Learning (instruction) is an effort carried out to make students learn or an activity to teach students". According to Sadiman et al (1986: 7) said that "Learning is a planned attempt to manipulate learning resources to make the learning process occur within students". Learning is the process of the individual acquiring new knowledge, skills, attitudes, or understanding through experience, learning, or interaction with the environment or other people. It involves mental and physical processes in which the individual processes information, and changes their behavior as the result of the learning experience.

Fiqh subject become one of the important parts of the education curriculum, especially in Islamic schools. However, the challenge often faced by teachers is how to deliver Fiqh material effectively to be easily understood by students, remembering the nature of the material tends to be abstract and complex. In fiqh subject at islamic primary school students are introduced to the basics of Islamic rules in daily life. Fiqh, as one of the Islamic religious disciplines knowledge, discussed the rules in Islam and how to implement these rules in daily life (Daradjat, et al., 2004: 137). In fiqh subjects in islamic primary school, students are introduced to the basic principles of Islamic rulings, such as the principles of Syariah, the principles of fiqh, and how to implement these rulings in various life situations.

Learning media is a medium of conveying information from the communicator (teacher) to the receiver (student) (Saleh & Syahrudin, 2023). TIK-based learning media, such as slides, photos, graphics, films, and computer learning, have become a tool for teachers in the teaching process to make it easier for students to receive and master the lessons. Thus, learning media can improve students' understanding of lessons, and provide them with concrete experiences, learning motivation, increase absorption, and student learning retention (Arif 2012: 26). The use of learning media also raises enthusiasm for learning and high interest in students, and raises students' learning motivation, and also carries a psychological influence on students (Maulida, 2016). However, the use of learning media must pay attention to various things, such as the characteristics of each student, the learning objectives to be achieved, the learning methods to be used, and the learning strategies to be used.

Learning media is an essential part of delivering information to students and motivating them to learn. Nevertheless, the learning process at AI - Mustawa islamic primary school still faces obstacles. Some students have difficulty in following the direction of the Fiqh teacher, so the effectiveness of learning is disrupted and students' interest in learning decreases. Despite this, fiqh teachers in grade VI AI - Mustawa islamic primary school sometimes use learning media such as PowerPoint presentations to support teaching and learning activities. This is because teachers still use conventional methods such as lecturing, and question and answer sessions and they have not used learning media that can respond to students as a way to support more efficient and effective learning. So by developing this media, it is expected to be able to present interesting material for the learning process to be achieved to improve the desired learning results.

## **II. Research Method**

This research method was conducted using descriptive qualitative methods. The descriptive qualitative method was chosen to obtain an in-depth analysis of the characteristics of learning media needed by students in Fiqh learning about menstruation material. The data used in this study were taken from facts found in the field and then analysed to be constructed into a hypothesis (Mulyana, 2013). The data collection technique used was interviews with grade VI B teachers and grade VI B students at AI-Mustawa islamic primary school.

## **III. Findings and Discussion**

Needs analysis aims to collect information related to problems in the fiqh learning process on the material of menstruation, the implementation of the learning process, the obstacles, the drawback of the use of teaching materials, and identifying the suitability of the media used in learning. Data obtained through interviews was used to re-design the indicators and material scope needed to achieve effective learning indicators.

Based on the results of interviews with the school staff of AI-Mustawa islamic primary school that has been conducted, AI-Mustawa islamic primary school in Gunung Sindur is one of the Madrasah schools in the Gunung Sindur sub-district. AI-Mustawa islamic primary school has 102 students, and this school is still relatively new, which spans 6 years and has produced 1 generation. In AI-Mustawa islamic primary school there are 6 classes, grades I-VI. Based on the results of interviews with the VI B class teacher, Mrs Rusmiati, S.Ag. the characteristics of grade VI students at MI AI-Mustawa are those who have friendly, kind, and pleasant personalities. At the same time, they have varied learning styles but tend to audio-visual learning styles. Those with an audio-visual learning style tend to be more effective in understanding and remembering information through visual and auditory experiences. Therefore, video learning media based on learning animation is one of the appropriate solutions to help the learning process in the classroom.

It can be concluded that students in class VI B at MI Al-Mustawa are included students who have an audio-visual learning style, which emphasizes the senses of vision and hearing in understanding information according to the material. When viewed from the learning style of these students, teachers can overcome these obstacles by using learning media that is appropriate to the subject matter. After observing the school several classes have learning difficulties and have low scores, one of which is class VI B in Fiqh subjects.

Table 1. Average Grades of Fiqh Subject in Class VI B

Assessment	School Year		KKM	
	2022	2023	2022	2023
UTS	68,00	69,00	<b>71,00</b>	<b>72,00</b>
UAS	70,00	71,00		

Source: Grade VI B teacher MI Al-Mustawa

Based on the average score data above, there are still low scores one of the reasons is that there are still many students who do not understand the material in the lesson, besides that the learning is monotonous with a one-direct approach, as well as a lack of variety in learning. For that reason, students feel bored and have difficulty understanding the material. In the chapter on menstruation material, the teacher only uses textbooks without using other learning tools or media.

Table 2. Interview Results of Teacher Class of Grade VI B MI Al-Mustawa Gunung Sindur

No.	Interview Results
1.	Some of the obstacle faced by the teachers in learning included varied abilities of students and they need a suitable learning media for all students
2.	There are 23 students in grade VI B, include of 11 female students and 12 male students
3.	Limitation of learning media both of quality and quantity
4.	Teachers need media as a tool in the learning process, although it is still lacking. Especially digital or electronic learning media that can help students understand about the lesson material in the learning process.
5.	Teachers prefer to use a material book only without any additional media as a tool, because they believe this way can be more efficient. Besides, students become more sleepy and less enthusiastic about the material being taught.
6.	A lack of teachers' ability in create digital learning media such as presentation slides and learning videos.
7.	Almost students in grade VI B tends to have an audio-visual learning style because they more proper to learn with listening and vision skill, but there are also students who have a kinesthetic learning style.
8.	By implementing animated learning video media or illustrated story media, it can improve students' interest in reading skill and student motivation and also students can be more focus while the learning process.

9. The existing media at school is considered helpful even though it still limited, but if there are more media existing in the school, it can very helpful for the students and teachers. Media in the term of video or animation can train skills and increase student motivation in the learning process.
  10. Teachers wish for this learning media can assist students easily understand about the material in the learning process, especially in fiqh lesson.
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Based on the results of interviews conducted with VI B class teachers, teachers face several obstacles in the learning process, including variations in student abilities, limited learning media both in terms of quality and quantity, and lack of teacher abilities in making digital learning media. Although teachers choose to use material books only, because they believe this way is effective, therefore students become less enthusiastic and quickly sleepy. Almost student there tends to have an audio-visual learning style, so the use of media such as animated learning videos or illustrated stories can increase student interest and motivation. Teachers wish they could find a learning media that can help students understand learning materials, especially in fiqh subjects.

The findings of the need analysis about learning animation media show that class VI requires learning media to decrease obstacles in the learning process to improve learning goals and that learning media being a medium of information from the source (teacher) to the students is possibly well accepted in achieving learning objectives. Then it is important to develop video-based learning media based on learning animation. Expansion of animated learning was chosen because it allows students to learn both with teachers and independently. These animated learning have been selected to muse the characteristics of students in elementary school along with the way of learning of sixth-grade those who study visually and audibly.

#### **IV. Conclusion**

Based on the need analysis about animated learning media for Fiqih subjects, especially chapter menstruation materials, in class VI at Al-Mustawa islamic primary school Gunung Sindur, it can be concluded several things, such: (1) Students need a concrete learning medium then they can visualize images with reality. This suggests that abstract concepts contained in Fiqh material about Menstruation need to be explained visually to be more easily understood by the students. (2) The importance of using non-monotonous learning media. Students tend to be more active and engaged in learning when the media has sufficient variation and attractiveness to attract their attention. (3) This need analysis guides the development of effective learning animation media by the characteristics of students at Al-Mustawa islamic primary school Gunung Sindur. This can improve the effectiveness of Fiqh learning, especially in the material understanding of menstruation, as well as encourage the active involvement of students in the learning process.

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