

# Exploring the Impact of Video Project-Based Learning on Student Engagement and Learning Outcomes in Fiqh at Madrasah Ibtidaiyah

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## Abstract

Video Project-Based Learning (VPBL) is increasingly recognized as an effective approach to enhancing student engagement and learning outcomes. This study examines the impact of VPBL on Fiqh education at Madrasah Ibtidaiyah Negeri (MIN) 2 Enrekang, focusing on student comprehension, creativity, and pedagogical effectiveness. Employing a pre-experimental design, the study utilized a one-group pretest-post-test methodology to assess changes in student understanding before and after VPBL implementation. The research also incorporated qualitative insights from teacher interviews to provide a comprehensive evaluation. The results reveal a significant improvement in students' comprehension of Fiqh, as evidenced by a 20.53% increase in post-test scores. Video project assessments demonstrate students' ability to creatively interpret and apply Fiqh concepts. Teachers reported that VPBL fosters active learning and deeper student engagement but highlighted challenges related to technical skills and time constraints. These findings underscore VPBL's potential as a transformative approach in Islamic education, blending technology with religious instruction to create an interactive learning environment. Future research should explore VPBL's broader applicability and investigate advanced technological integrations, such as artificial intelligence, to further personalize learning experiences in religious studies.

**Keywords:** Video Project-Based Learning, Fiqh Education, Islamic Education, Adaptive Learning.



## Introduction

Islamic education serves as one of the fundamental pillars in shaping the character and moral values of younger generations (Iqbal et al., 2024; Zahra et al., 2024). Fiqh plays a crucial role in Islamic educational institutions by providing an understanding of the laws of sharia that regulate various aspects of daily life, including worship, *muamalah*, and social relations (Firmansyah, 2023; Trianita et al., 2024; Wahyuddin, 2021). The teaching of Fiqh, particularly at the Madrasah Ibtidaiyah (Islamic elementary school) level, establishes the foundational knowledge for students to recognize and apply Islamic principles in their everyday lives. The significance of Fiqh education aligns with the Qur'anic verse: "*And We have sent down to you the Book as clarification for all things and as guidance and mercy and good tidings for the Muslims.*" (Surah An-Nahl: 89). Similarly, in Surah Al-Baqarah verse 269, the Quran states: "*He gives wisdom to whom He wills, and whoever has been given wisdom has certainly been given much good. And none will remember except those of understanding.*" (Surah Al-Baqarah: 269). These verses emphasize the role of religious knowledge as a guiding force in leading a life aligned with Islamic teachings. In this context, Fiqh is not merely theoretical knowledge (Kamali & Sugiyanto, 2024; Qorina & Hajir Nonci, 2023), but also a practical guide that directs Muslims in their adherence to Sharia (Anjani, 2023; Ramdani et al., 2023).

Fiqh education plays a significant role in shaping students' character by teaching fundamental Islamic laws, which in turn influence their interactions with the world around them (Thoyyib, 2023; Tini & Ismail, 2024b). The primary objective of teaching Fiqh at Madrasah Ibtidaiyah is to provide students with a solid understanding of religious principles that can be applied in daily life, including acts of worship, financial transactions (*muamalah*), and social interactions. However, Fiqh instruction in Madrasah Ibtidaiyah has often been dominated by rote memorization, leaving little room for students to develop critical thinking skills and practical application of these concepts (Mulasi et al., 2024; Nurainun, 2023). This presents a major challenge, as students' understanding of Fiqh should go beyond mere memorization to encompass practical implementation in an evolving real-world context.

Effective Fiqh education should not rely solely on rote learning but should also encourage students to develop analytical skills, engage in discussions, and apply Islamic legal principles to real-life situations. The key challenge in teaching Fiqh at the Madrasah Ibtidaiyah level, therefore, lies in developing an engaging, creative, and effective pedagogical approach to enhance students' comprehension of Islamic jurisprudence. Furthermore, such an approach must introduce essential 21st-century skills, including problem-solving, collaboration, and communication, which are not only relevant to Fiqh learning but also to students' broader personal and academic development (Ali & Ghazali, 2024).

In this regard, project-based approaches, particularly video projects, offer significant potential for enhancing student engagement and deepening their understanding of Fiqh. By integrating project-based learning, students not only acquire theoretical knowledge but are also given opportunities to collaborate in groups (Baser et al., 2017; Rosmana et al., 2024; Tini & Ismail, 2024a; Wahyunia et al., 2024), apply Islamic laws to practical scenarios, and communicate their understanding through digital media. Video projects provide students with a creative



platform to demonstrate their comprehension (Fachriyah & Badriyah, 2023; Faisal Almutairi Thesis, 2018) of Islamic legal principles in everyday contexts, ultimately fostering greater engagement and improving learning outcomes (Bravo et al., 2011). Moreover, this approach is particularly relevant and appealing to the digital generation, who are more accustomed to incorporating technology into their learning processes.

One of the major challenges faced by education systems worldwide is developing learning strategies that remain relevant and engaging in the digital era. In the context of Fiqh education, despite numerous efforts to improve teaching quality, there remains a significant gap in the effectiveness of pedagogical methods (Hafizah, 2024; Nasution et al., 2024). Globally, research has shown that technology-based instructional strategies, particularly video projects, can be an effective solution for enhancing student engagement, creativity, and comprehension across various disciplines, including Fiqh (Alsaif, 2023; Syarifah et al., 2024).

However, despite the growing body of research on technology in education, few studies have specifically examined the implementation of video projects in Fiqh instruction at Islamic schools or madrasahs. Most prior research has focused on STEM subjects, such as mathematics and science, whereas the application of technology in Islamic jurisprudence education remains underexplored. This gap underscores the necessity for further investigation into the potential of video projects as an effective pedagogical tool for Fiqh learning in Madrasah Ibtidaiyah.

Madrasah Ibtidaiyah Negeri (MIN) 2 Enrekang, an Islamic elementary school in Enrekang, South Sulawesi, Indonesia, faces similar challenges. A survey conducted in 2024 among 30 students and teachers at MIN 2 Enrekang revealed that, while students possess basic knowledge of Fiqh, they struggle to connect theoretical concepts with practical applications in their daily lives. Additionally, Fiqh instruction at the school is predominantly lecture-based, with limited interactive activities or opportunities for student creativity. These findings reflect a broader trend in Islamic education, where traditional teaching methods fail to actively engage students or cultivate critical thinking skills.

Preliminary observations indicate that Fiqh instruction at MIN 2 Enrekang still requires a more dynamic and innovative approach. Students often lack motivation and struggle to see the direct relevance of Fiqh principles in their daily lives. Thus, it is crucial to develop and implement instructional methods that not only deliver information but also encourage active student engagement through problem-solving and practical application.

To address these challenges, the video project approach emerges as a promising solution. Video projects enable students to work collaboratively, enhance their teamwork skills, and actively engage with course content. By creating videos that illustrate and explain the practical applications of Fiqh principles, students not only learn theoretical concepts but also deepen their understanding through creative exploration. Furthermore, this method allows students to demonstrate their knowledge in an engaging format, sharing insights with their peers and the wider school community.

Through this approach, students are expected to develop a stronger connection between Islamic legal principles and real-life applications, thereby enhancing their learning motivation and fostering the critical thinking skills essential for the modern world. Additionally, video

projects introduce technological elements into Fiqh instruction, making learning more interactive and relevant to today's digital learners.

Numerous studies have highlighted the positive impact of project-based learning approaches, including video projects, on student engagement and learning outcomes across disciplines. For instance, (Anwar et al., 2024) found that the use of videos in mathematics instruction significantly improved conceptual understanding and student engagement. Similarly, Mustari (2023) demonstrated that video projects in science education enhanced students' ability to apply theoretical concepts in real-world scenarios. (Bravo et al., 2011) further emphasized that low-cost educational videos effectively enhance student motivation and engagement across various disciplines, providing an accessible and flexible learning tool that facilitates conceptual understanding. Additionally, (Fachriyah & Badriyah, 2023) found that student-generated video projects significantly improved comprehension in TOEIC preparation courses, fostering deeper learning, increased motivation, and enhanced communication skills.

Although most existing studies have primarily focused on STEM education, evidence suggests that video projects can also be effectively applied to Fiqh instruction, particularly in demonstrating the practical application of Islamic legal principles in daily life. Despite the well-documented benefits of video-based learning, research on its implementation in Fiqh education at the Madrasah Ibtidaiyah level remains limited. This research gap underscores the need for further exploration. Therefore, this study seeks to address this gap by investigating the impact of video projects on student engagement and learning outcomes in Fiqh education at MIN 2 Enrekang.

This study contributes a novel perspective to Fiqh education, particularly at the Madrasah Ibtidaiyah level, by focusing on the use of video projects as a tool to enhance student engagement and learning outcomes. The novelty of this research lies in its integration of technology into Fiqh instruction, an area that has received little attention in prior studies. By implementing video projects, this study aims not only to improve students' understanding of Fiqh but also to cultivate critical thinking and collaborative skills essential for the digital era.

The research question guiding this study is: How does the use of video projects impact student engagement and learning outcomes in Fiqh education at Madrasah Ibtidaiyah MIN 2 Enrekang? The objective of this study is to investigate the influence of video projects on student engagement and academic performance in Fiqh learning, as well as to explore how video projects support students in comprehending complex Islamic jurisprudence concepts. This research aims to provide valuable insights into the effective integration of technology in Islamic education, particularly in Fiqh instruction at the Madrasah Ibtidaiyah level.

## Literature Review

### The Role of Fiqh Education

Fiqh education plays a crucial role in shaping students' understanding of Islamic sharia law. Research by Haris & Firdaus (2024) indicates that the discovery learning method can enhance students' comprehension of Fiqh concepts in Madrasah Ibtidaiyah. Given that Fiqh material is often abstract and complex, it necessitates the use of supportive learning media



that facilitate visualization and interactivity to improve student understanding (Auliyaha & Nursalim, 2025; Zuhro & Sutomo, 2022).

### **Technology-Based Learning Paradigm in Islamic Education**

The 21st-century learning paradigm emphasizes the mastery of technology, critical thinking, and collaboration (Awang, 2020; Lee et al., 2024). In the context of Islamic education, technology-based approaches must adhere to Islamic values as the primary foundation for educating the younger generation (Ahyani et al., 2021; Ayu Lestari & Muhammad Guntur Alting, 2024). This approach aligns with the Quranic emphasis on the importance of wisdom in understanding sharia (Q.S. Al-Baqarah: 269), which states, *"He gives wisdom to whom He wills, and whoever has been given wisdom has certainly been given much good. And none will remember except those of understanding."*

The integration of Islamic values and technology highlights the importance of maintaining harmony between modernity and spirituality. In this context, Video Project-Based Learning (VPBL) serves as a tool to convey Islamic values in a relevant and engaging manner. This approach supports the view that technology can be a means of *da'wah* if used wisely (L. Maghfiroh, 2019; R. Maghfiroh, 2023; Zuhdi et al., 2023).

### **Project-Based Learning (PBL) in Islamic Education**

Project-Based Learning (PBL) is an educational approach that positions students as active subjects in the learning process through projects that require exploration, problem-solving, and collaboration (Almulla, 2020). This model emphasizes authentic and contextual learning experiences, allowing students to connect theory with practice (Rivet & Krajcik, 2008). In the context of Islamic education, PBL can be an effective strategy to enhance students' understanding of Fiqh by providing them with opportunities to apply Islamic laws in real-life scenarios (Hosaini et al., 2024).

Moreover, the use of interactive learning media in PBL has been proven to increase student participation, motivation, and understanding in various educational contexts. Research by Fajariah & Mirza (2024) shows that engaging interactive media can help students become more active in the learning process. Another study by Kejstová (2024) reveals that the integration of visualization and gamification elements in learning media can reduce the gap in understanding textual material. Therefore, the application of PBL supported by interactive media in Fiqh education can help students not only memorize Fiqh concepts but also understand how to apply them in daily life.

### **Video Project-Based Learning as an Innovation in Fiqh Education**

The integration of videos in PBL has been shown to increase student engagement and provide a more interactive learning experience (Baser et al., 2017). The use of video projects in Fiqh education enables students to convey their understanding through visual media, thereby enhancing their memory and critical thinking skills (Bravo et al., 2011). By creating videos that depict the application of Fiqh principles, students develop a deeper understanding

of the material and acquire relevant digital skills in the current technological era (Nasution et al., 2024). Additionally, video-based learning promotes student creativity and communication skills through the planning, production, and presentation of their projects (Faisal Almutairi Thesis, 2018).

### **Student Engagement in Learning**

Student engagement is a critical factor in the success of learning. According to the student engagement theory by Fredricks et al. (2004) engagement in learning can be categorized into three main aspects: (1) behavioral engagement, reflecting students' active participation in learning activities; (2) emotional engagement, involving students' affective responses to the material and learning process; and (3) cognitive engagement, referring to students' efforts to understand and process the information provided.

In the context of Fiqh education in Madrasah Ibtidaiyah, the application of video projects can enhance student engagement through engaging, interactive, and meaningful activities (L. Maghfiroh, 2019). Video projects encourage behavioral engagement through collaboration in video production, emotional engagement through creative expression, and cognitive engagement through the processing of information and the application of Islamic law in real-world scenarios.

### **Learning Outcomes in Fiqh Education**

Learning outcomes in fiqh education can be measured through conceptual understanding, analytical skills, and the application of Islamic law in daily life (Nasution et al., 2024). Bloom's Taxonomy (Wilson, 2016) classifies learning outcomes into six levels: remembering, understanding, applying, analyzing, evaluating, and creating. In the context of video projects, students are encouraged to not only remember and understand fiqh material but also apply it in video scenarios, analyze legal situations, evaluate their compliance with sharia principles, and create relevant solutions. This approach allows for the measurement of student learning outcomes before and after the implementation of VPBL, enabling the analysis of whether there is an improvement in student understanding and engagement after the intervention.

## **Research Methods**

This study employs a pre-experimental design using the one-group pretest-post-test design. This design was chosen to evaluate the impact of Video Project-Based Learning (VPBL) on Fiqh learning outcomes. In this design, measurements are conducted before and after the intervention on the same group without an external comparator. The study assesses students' learning outcomes through a pretest prior to the implementation of VPBL, followed by an intervention involving the application of VPBL, and concludes with a post-test to evaluate the observed changes.

The research subjects consist of 30 fifth-grade students from Madrasah Ibtidaiyah Negeri (MIN) 2 Enrekang. The fifth grade was selected because students at this level have developed a foundational understanding of Fiqh and possess adequate collaboration skills to engage in video-based projects. The instruments used in this study include a Learning



Achievement Test, a multiple-choice test designed based on the Fiqh curriculum for fifth-grade students, following the Merdeka Curriculum, covering topics such as *zakat fitrah*, *infaq*, and *sadaqah*. Additionally, a Video Project Assessment Rubric is used to evaluate students' video projects based on criteria including creativity, content accuracy, delivery, and relevance to Fiqh material. Semi-structured Teacher Interviews are also conducted to gather teachers' perspectives on the effectiveness of VPBL in enhancing students' understanding of Fiqh concepts and their engagement in the learning process.

The research procedure is conducted in three main stages. The Preparation Stage involves developing VPBL learning materials, including lesson modules, assessment rubrics, and evaluation instruments, validating the research instruments through expert panels and pilot testing, and training teachers on VPBL implementation, including basic video production techniques. The Implementation Stage begins with a pretest to assess students' initial knowledge before the intervention, followed by the implementation of VPBL, where students are divided into small teams of 3–4 members, each assigned to create a video explaining specific Fiqh concepts such as the procedure for *zakat fitrah* or the benefits of *infaq*. During the project, students gather information, engage in discussions, and produce videos as a demonstration of their creativity and comprehension of Fiqh. A post-test is then administered to reassess students' learning outcomes and measure the impact of VPBL on their understanding of Fiqh. The Evaluation Stage includes assessing students' video projects using a rubric, conducting semi-structured teacher interviews to obtain additional insights on VPBL effectiveness, and analyzing test scores and teacher feedback both quantitatively and qualitatively to provide a comprehensive understanding of VPBL's impact on Fiqh learning.

Data in this study are collected using Learning Achievement Tests administered before and after the intervention to measure changes in students' understanding of Fiqh, Video Project Documentation evaluated using a structured rubric to assess the quality of students' projects, and Teacher Interviews conducted to gain insights into teachers' perspectives on VPBL implementation, particularly regarding its effectiveness in improving student engagement and learning outcomes.

This study utilizes two primary approaches in data analysis: quantitative and qualitative analysis, each with distinct methods and objectives. Quantitative analysis is performed to evaluate numerical data, with a paired sample t-test used to compare pretest and post-test scores, identifying significant differences before and after the intervention. Additionally, effect size analysis is conducted to measure the extent of VPBL's impact on student learning outcomes. This helps determine how substantially VPBL contributes to students' academic performance. Qualitative analysis is used to explore non-numeric data, such as textual responses from teacher interviews and observational findings. Thematic analysis is employed to identify key themes and patterns emerging from teacher interviews, allowing the researchers to gain deeper insights into teachers' perceptions and experiences regarding VPBL effectiveness in Fiqh learning. By integrating both quantitative and qualitative analyses, this study provides a holistic evaluation of the effectiveness of Video Project-Based Learning (VPBL) in improving student engagement and learning outcomes in Fiqh at MIN 2 Enrekang.

## Analysis

This section presents the findings of the study, which aimed to explore the impact of video project-based learning (VPBL) on student engagement and learning outcomes in Fiqh at Madrasah Ibtidaiyah Negeri (MIN) 2 Enrekang. The results are organized into three main subsections: (1) Pretest and Post-test Results, (2) Video Project Assessment, and (3) Teacher Interviews. Each subsection provides a detailed analysis of the data collected, supported by tables and figures where applicable.

### Pretest and Post-test Results

The study employed a pre-experimental design with a one-group pretest-post-test approach to evaluate the effectiveness of VPBL in enhancing students' understanding of Fiqh. A total of 30 fifth-grade students participated in the study. The pretest and post-test results were analyzed to determine the impact of the VPBL intervention on students' learning outcomes.

Table 1 presents the descriptive statistics of the pretest and post-test scores. The mean pretest score was 60.93 (SD = 5.76), while the mean post-test score increased to 81.47 (SD = 5.47). This indicates an average improvement of 20.53% in students' understanding of Fiqh after the implementation of VPBL.

**Table 1:** Descriptive Statistics of Pretest and Post-test Scores

	N	Mean	Std. Deviation	Std. Error Mean
Pretest	30	60.9333	5.75915	1.05147
Post-test	30	81.4667	5.46925	.99854

To determine whether the observed improvement was statistically significant, a paired-sample t-test was conducted. The results, as shown in Table 2, indicate a significant difference between the pretest and post-test scores ( $t = -20.13$ ,  $df = 29$ ,  $p < 0.001$ ). The 95% confidence interval for the mean difference ranged from -22.47 to -17.79, further confirming the positive impact of VPBL on students' learning outcomes.

**Table 2:** Paired-Sample t-Test Results

Paired Differences	t	df	Sig. (2-tailed)
Mean	-20.13	29	0.000
Std. Deviation	6.35		
Std. Error Mean	1.17		
95% Confidence Interval of the Difference	-22.47 to -17.79		

These findings suggest that the VPBL approach significantly enhanced students' understanding of Fiqh, as evidenced by the marked improvement in post-test scores compared to the pretest scores.

### Video Project Assessment

In addition to the pretest and post-test, students' video projects were assessed to evaluate their creativity, content accuracy, presentation, and relevance to Fiqh concepts. Five



groups of students participated in the video project, each focusing on different Fiqh topics such as Zakat, Infaq, and Sedekah.

Table 3 summarizes the assessment results for each group. The overall mean score for the video projects was 84.4, indicating that students were able to produce creative and relevant videos that effectively conveyed Fiqh concepts. Group 1, which focused on Zakat, achieved the highest score (87), followed by Group 5 (Infaq and Sedekah) with a score of 86. The other groups also performed well, with scores ranging from 81 to 85.

Table 3: Video Project Assessment Results

Group Name	Creativity (25)	Content Accuracy (25)	Presentation (25)	Relevance (25)	Total Score (100)
Zakat	22	21	22	22	87
Infaq	20	22	19	22	83
Sedekah	18	20	22	21	81
Zakat Fitrah	21	21	20	23	85
Infaq & Sedekah	22	20	21	23	86
				Mean Score	<b>84.4</b>

Figure 1 provides a visual representation of the distribution of scores across the four assessment criteria. The highest scores were observed in the "Relevance" category, indicating that students were particularly adept at connecting Fiqh concepts to real-life scenarios in their video projects.

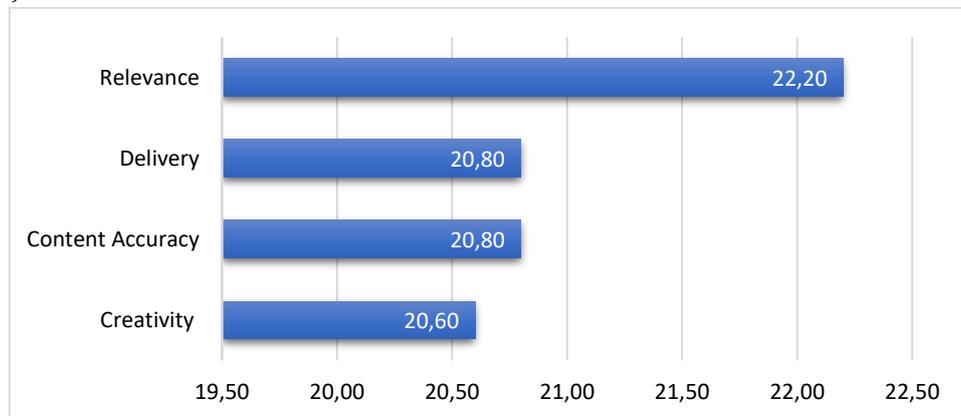


Figure 1: Distribution of Video Project Assessment Scores

The figure illustrates the distribution of scores across the four assessment criteria: Creativity, Content Accuracy, Presentation, and Relevance. The highest scores were observed in the "Relevance" category, indicating students' ability to effectively link Fiqh concepts to practical applications. These results demonstrate that students not only improved their understanding of Fiqh through the VPBL approach but also developed valuable skills in creativity, collaboration, and digital communication.

### Teacher Interviews

To gain further insights into the effectiveness of VPBL, semi-structured interviews were conducted with the participating teachers. The interviews focused on teachers'

perceptions of VPBL, its impact on student engagement, and the challenges encountered during implementation.

Table 4 summarizes the key themes and responses from the teacher interviews. Teachers generally expressed positive views on VPBL, noting that it enhanced students' creativity and engagement in learning Fiqh. One teacher commented, "VPBL has significantly improved students' understanding of Fiqh because they are actively involved in the process of creating video projects."

However, teachers also identified several challenges, including limited time for project completion and students' lack of technical skills in video editing. To address these issues, teachers suggested providing students with basic technical training and allocating more time for future VPBL activities.

**Table 4:** Summary of Teacher Interview Responses

Aspect of Interview	Teacher Responses
Teacher Perceptions	VPBL significantly enhances students' creativity and engagement in learning Fiqh.
Impact on Students	Students better understand Fiqh concepts through active participation in video projects.
Implementation Challenges	Limited time for project completion and students' lack of technical skills in video editing.
Suggestions for Improvement	Provide basic technical training for students and allocate more time for VPBL activities.

Overall, the teacher interviews corroborated the quantitative findings, highlighting the positive impact of VPBL on student engagement and learning outcomes. However, the interviews also underscored the need for additional support to address the challenges associated with implementing VPBL in the classroom.

## Discussion

The findings of this study provide compelling evidence that Video Project-Based Learning (VPBL) significantly enhances student engagement and learning outcomes in *Fiqh* at Madrasah Ibtidaiyah Negeri (MIN) 2 Enrekang. The results from pretest and post-test assessments demonstrate a substantial improvement in students' comprehension of *Fiqh* concepts after the implementation of VPBL. Moreover, the analysis of students' video projects reveals their ability to creatively present *Fiqh* principles, reinforcing their learning through hands-on engagement.

The pretest and post-test results indicate a statistically significant improvement in student comprehension following the VPBL intervention. The mean pretest score was 60.93, while the mean post-test score rose to 81.47, representing a 20.53% increase in performance. A paired-sample *t*-test confirmed that this improvement was significant ( $p < 0.001$ ). These



findings align with prior research indicating that project-based learning fosters deeper cognitive engagement and enhances knowledge retention (Alsaif, 2023; Syarifah et al., 2024).

Additionally, previous studies have demonstrated that video-based learning is an effective tool for improving conceptual understanding and learning retention across various disciplines (Fachriyah & Badriyah, 2023). (Bravo et al., 2011) further emphasized that low-cost educational videos effectively enhance student motivation and engagement, making complex topics more accessible. The findings of this study reinforce these conclusions, as students who participated in VPBL exhibited higher levels of engagement and comprehension.

The effectiveness of VPBL is further supported by the video project assessments, in which students demonstrated creativity, accuracy, and clarity in presenting *Fiqh* topics. The project-based approach allowed students to explore *Fiqh* concepts beyond theoretical memorization, as they applied their understanding through multimedia presentations. (Fachriyah & Badriyah, 2023) highlighted similar benefits in language learning, showing that video projects enhance comprehension by encouraging students to actively engage with the material. Furthermore, Cowley et al. (2008) found that students who create video content must structure their explanations logically, thereby deepening their mastery of the subject matter.

The findings of this study suggest that video projects in *Fiqh* education not only improve cognitive engagement but also help students develop critical thinking, communication, and collaboration skills. Previous studies have also emphasized that video production assignments promote teamwork, problem-solving, and digital literacy (Bravo et al., 2011; N. Z. Day et al., 2022; Zahra A., Asnimar, Srirarasati, 2017). These aspects are crucial in the current educational landscape, where students are expected to develop 21st-century competencies.

The teachers' perspectives confirm that VPBL provides students with meaningful opportunities to engage in active learning, thus deepening their understanding of *Fiqh*. However, the teachers also noted practical challenges, particularly in terms of time constraints and students' technical skills. This aligns with research by (Bravo et al., 2011) Bravo et al. (2011), which found that while educational videos can enhance learning experiences, their integration requires appropriate training and resource allocation.

Similarly, (Fachriyah & Badriyah, 2023) emphasize the importance of structured technical training to ensure the effective use of video projects in learning environments. The findings of this study suggest the need for structured technical support, including training sessions on video production and editing, to maximize the benefits of VPBL.

The study's findings have several important implications for *Fiqh* education at Madrasah Ibtidaiyah. First, the adoption of VPBL can enhance traditional *Fiqh* instruction by promoting active learning and critical thinking. Second, the incorporation of video projects encourages students to articulate their understanding in creative ways, fostering both analytical and presentation skills. Third, these results suggest that VPBL can serve as a model for integrating technology-based learning strategies in other areas of Islamic education.

However, successful implementation requires careful planning. Based on the challenges identified, it is essential to provide students with preliminary training in video production and to ensure sufficient time allocation for project completion. Additionally, teacher professional development programs should focus on equipping educators with the necessary skills to facilitate VPBL effectively.

While this study provides valuable insights into the impact of VPBL in Fiqh education, certain limitations must be acknowledged. First, the study was conducted within a single institution, limiting its generalizability to broader educational contexts. Future research should explore the implementation of VPBL in multiple madrasahs to assess its scalability and adaptability. Second, the study focused primarily on cognitive and engagement-related outcomes. Future research should examine the long-term impact of VPBL on students' ability to apply Fiqh principles in daily life. Additionally, further investigation is needed into the role of deep learning technologies in enhancing VPBL effectiveness, particularly in personalized learning settings.

## Conclusions

This study has demonstrated the effectiveness of Video Project-Based Learning (VPBL) in enhancing student engagement and learning outcomes in Fiqh at Madrasah Ibtidaiyah Negeri (MIN) 2 Enrekang. The findings from pretest and post-test assessments indicate a significant improvement in students' comprehension of Fiqh concepts, confirming the potential of VPBL as an effective pedagogical approach. The video project assessments further highlight students' creativity and ability to apply theoretical knowledge practically.

The qualitative insights gathered from teacher interviews reinforce these results, emphasizing VPBL's role in fostering student participation and deeper conceptual understanding. However, the study also identified challenges, particularly in terms of technical skills and time constraints, which suggest the need for structured training and better time allocation in future implementations.

This research contributes to the growing body of knowledge on technology-enhanced learning in Islamic education by demonstrating the applicability of VPBL in teaching Fiqh. By integrating active learning and multimedia tools, VPBL offers an innovative approach that aligns with modern educational demands while preserving the integrity of religious instruction.

Future studies should explore VPBL's effectiveness across diverse educational contexts and assess its long-term impact on students' ability to apply Fiqh principles in real-life situations. Additionally, investigating the integration of artificial intelligence and adaptive learning technologies within VPBL frameworks could further enhance personalized learning experiences in Islamic education.



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