

Effectiveness and Efficiency of *Farkiyah Box* as Teaching Aids in Learning *Fiqh al-Janā'iz*

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ABSTRACT: This study aims to evaluate the effectiveness and efficiency of *Farkiyah Box* as a teaching aid in improving students' understanding of the *Fiqh al-Janā'iz* material. This material requires a practical and applicable learning approach so that students not only understand the theory but are also able to implement it in real socio-religious life. The limitations of this study are that it only focuses on the evaluation aspect on a limited scale in one particular school, using a pre-experimental method that does not involve a control group. This study uses a quantitative approach of the pre-experimental type with a one-group pretest-posttest design and a response questionnaire. The subjects of this study were 36 ninth-grade students of SMP IT Baiti Jannati, Sunggal, Deli Serdang, North Sumatra. The subjects were selected using a purposive sampling technique. Data collection techniques used pretest-posttest, response questionnaires, and interviews. The data analysis technique used the *n*-gain value to measure effectiveness and the average questionnaire score for efficiency. The results of the study showed that the use of *Farkiyah Box* had an *n*-gain value of 0.742 on a scale of 0-1 which is in the high category, indicating a significant increase in student understanding. Meanwhile, the results of the response questionnaire showed an average score of 3.346 on a scale of 1-4 which indicated that this teaching aid was efficient and positively received by students. Thus, it can be concluded that *Farkiyah Box* has proven to be an effective and efficient teaching aid in learning *Fiqh al-Janā'iz*. It is worthy of being developed and applied more widely in Islamic educational institutions. This study recommends *Farqiyah Box* as a new prototype teaching aid model for teaching *Fiqh al-Janā'iz*.

Penelitian ini bertujuan untuk mengevaluasi efektivitas dan efisiensi *Farkiyah Box* sebagai alat peraga dalam meningkatkan pemahaman siswa terhadap materi *Fiqh al-Janā'iz*. Materi ini membutuhkan pendekatan pembelajaran yang bersifat praktikal dan aplikatif agar siswa tidak hanya memahami teori, tetapi juga mampu mengimplementasikan secara nyata dalam kehidupan sosial-keagamaan. Batasan penelitian ini hanya berfokus pada aspek evaluasi pada skala terbatas di satu sekolah tertentu, dengan menggunakan metode pra-eksperimen yang tidak melibatkan kelompok

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kontrol. Penelitian ini menggunakan pendekatan kuantitatif tipe pra-eksperimen dengan desain *one-group pretest-posttest* dan angket respon. Subjek penelitian ini adalah 36 siswa kelas IX SMP IT Baiti Jannati, Sunggal, Deli Serdang, Sumatera Utara. Subjek dipilih dengan menggunakan teknik purposive sampling. Teknik pengumpulan data menggunakan *pretest-posttest*, angket respon, dan wawancara. Teknik analisis data menggunakan nilai *n-gain* untuk mengukur efektivitas dan rata-rata skor angket untuk efisiensi. Hasil penelitian menunjukkan bahwa penggunaan *Farkiyah Box* memiliki nilai *n-gain* sebesar 0.742 pada skala 0-1 yang berada pada kategori tinggi, menunjukkan adanya peningkatan pemahaman siswa secara signifikan. Sedangkan hasil angket respon menunjukkan nilai rata-rata sebesar 3.346 pada skala 1-4 yang menunjukkan bahwa alat peraga ini efisien dan diterima secara positif oleh siswa. Dengan demikian, dapat disimpulkan bahwa *Farkiyah Box* terbukti sebagai alat peraga yang efektif dan efisien dalam pembelajaran *Fiqh al-Janā'iz*, serta layak untuk dikembangkan dan diterapkan secara lebih luas di lembaga pendidikan Islam. Penelitian ini merekomendasikan *Farqiyah Box* sebagai prototipe model alat peraga baru untuk pembelajaran *Fiqh al-Janā'iz*.

Keywords: *Farkiyah Box, Fiqh Janā'iz, Learning Tools.*

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I. INTRODUCTION

Islamic education not only aims to transfer theoretical religious knowledge but also to instil religious skills and values that can be applied in real life. One of the important materials in learning Islamic jurisprudence is *Fiqh al-Janā'iz*, which covers the procedures for handling corpses. This material is practical and requires a learning approach that allows students to experience, simulate, and understand directly. However, in practice, learning *Fiqh al-Janā'iz* is still dominated by lecture approaches and memorization methods. This results in low understanding and skills of students when applying the material in real life. To overcome this problem, teaching aids are needed that can bridge the theoretical and practical aspects effectively. One of the media developed is the *Farkiyah Box*, which is a learning aid in the form of a box containing miniature tools for handling corpses. This media is designed to help students understand visually and kinesthetically the process of handling corpses so that learning becomes more meaningful and applicable.

Fardhu kifayah is a collective obligation that must be fulfilled by Muslims, meaning that if some people have carried it out, then the obligation will be waived for others. However, if no one carries it out, then all are sinful. One example of *fardhu kifayah* is the management of corpses which includes bathing, shrouding, praying, and burying the body. The importance of understanding and implementing *fardhu kifayah* has been discussed in various studies. For example, Harahap et al. (2023) found that *fardhu kifayah* seminars were effective in increasing the knowledge of the Muslim community in Merek District, Karo Regency. In addition, Utari et al. (2022) emphasized the importance of increasing women's capacity to carry out *fardhu kifayah* practices, especially in the context of the Covid-19 pandemic, which has increased the death rate.

Training and education regarding *fardhu kifayah* are essential to ensure that Muslims can fulfil this obligation correctly and on time.

Fiqh al-Janā'iz is taught to equip students to carry out socio-religious obligations in the form of *fardhu kifayah*. The Indonesian Ministry of Religion has determined this material as an important part of the madrasah curriculum and *fiqh* courses at Islamic universities (Kemenag, 2013). *Fardhu kifayah* is taught in schools in the *fiqh* subject in grade IX of junior high school as a provision and forum for character building and students' religious understanding. The scope of *fardhu kifayah* taught is *Fiqh al-Janā'iz*, which is a science that discusses the laws and procedures for handling corpses in Islam. Learning *Fiqh al-Janā'iz* should be taught to students from an early age. At this time, it is difficult to find people who are capable of handling corpses (Hasanuddin et al., 2019; Saritza & Siregar, 2023). Added to this is the low level of public awareness of the importance of handling corpses (Nurrohman, 2022). Therefore, it is important to implement *Fiqh al-Janā'iz* in learning in schools. Through the practice of *fardhu kifayah*, students not only gain practical skills but also increase their awareness and social responsibility in the context of communal education (Maryam et al., 2024).

The implementation of *Fiqh al-Janā'iz* in schools is generally taught theoretically in class and can also be done through practical activities or simulations. However, the practice of *Fiqh al-Janā'iz* often faces challenges, such as limited interactive learning media and a lack of student involvement in the learning process (Qibtiah, 2017). In addition, conventional learning methods also affect students' understanding of the procedures for handling corpses to be suboptimal (Sophia & Anggraini, 2020). To overcome this, various innovations have been proposed, such as the demonstration method which has proven effective in improving student learning outcomes in the material on handling corpses by providing direct and practical experience in the learning process (Halidu, 2025; Sarianti et al., 2023; Wahyudi & Islamiah, 2024).

In addition to the demonstration method and the use of learning media, one strategy that can be done to improve students' understanding of *Fiqh al-Janā'iz* is with teaching aids. The use of teaching aids in Islamic Education learning has an important role in improving students' understanding and motivation to learn. Teaching aids help to concretize abstract concepts, making it easier for students to understand the material being taught (Kumala et al., 2022; Rahmawati et al., 2022). In addition, the use of interactive learning media can create a more interesting and meaningful learning atmosphere, which can increase student involvement and motivation in the learning process (Vera & Primasari, 2022). A study on the use of educational teaching aids in learning *fiqh* on the Hajj material was able to improve the understanding of 93.3% of students (Saifullah & AR, 2024). Likewise, a case study used media and teaching aids in *fiqh* learning. The study stated that the use of teaching aids can improve students' understanding and memory (Syukri, 2022). Therefore, the integration of appropriate teaching aids in the learning process is highly recommended to enhance the effectiveness of teaching and student understanding.

The use of educational aids is a learning tool that can increase the effectiveness and efficiency of the process and learning outcomes of students, this is evident in research conducted by Al Yaari et al. (2023) who studied the use of smart teaching aids and multimedia, stating that educational aids have an important role in reading comprehension because of the extraordinary effect it leaves on student performance, and is an effective means of teaching reading skills to preschool students, especially for

students with learning disabilities. Similar research was also conducted by (Liu et al., 2023), namely on the effectiveness of visual learning aids and eye-tracking metrics for students with disabilities so that they can interact with online learning materials and improve learning outcomes. Then Lai et al. (2021) examined the impact of clarity of instructions, cognitive learning styles, and modalities on the effectiveness of cognitive linguistic-based visual aids.

Research that reveals the effectiveness of teaching aids in the world of education was also conducted by Xie et al. (2024) who studied the role of social media as an educational aid and knowledge sharing from the perspective of learning effectiveness and knowledge management in Mainland China, the findings stated that both students and educational practitioners find knowledge through previous classes and exchanges between colleagues in knowledge discovery, by sharing experiences, testing cognition, interacting, and communicating. Then Chou et al. (2015) who studied the effectiveness of teaching aids on the knowledge, attitudes, and behavior of elementary school students about energy saving and carbon reduction, the results of his research revealed that teaching activities significantly improved attitudes and some knowledge items, but did not affect behavior. In another study conducted by Howe et al. (2018), who compared the effectiveness of two computer-based learning aids, his findings proved that both learning aids were effective but could not find evidence that memory-based learning aids were more effective than recognition-based learning aids.

This study is a continuation of previous research, namely the development of the *Farkiyah Box* teaching aid. The study was conducted to determine whether the development of the *Farkiyah Box* teaching aid was effective and efficient. The name *Farkiyah Box* is taken from the abbreviation *fardhu kifayah*. The *Farkiyah Box* was developed to make it easier for teachers to provide an understanding of the material of *fardhu kifayah* worship, *Fiqh al-Janā'iz*. *Farkiyah Box* is a teaching aid box containing equipment for practising corpses, such as corpse puppets, bathing, shrouding, burying equipment, and funeral prayer guides. This teaching aid can be used by students in the demonstration method so that it adds to students' experience in practising the process of handling corpses directly. This box is designed to be used to bathe corpses with a rotating water machine, so this tool is water efficient. Other advantages of *Farkiyah Box* are that it is practical, complete, economical, simple and easy to clean.

The use of educational aids, in Gagne's Learning Theory, is included in the main components of learning. There are three components of learning, namely internal, external, and learning outcomes (Gagne et al., 1992). Aids are included in external conditions because they provide stimulation from the environment that influences individuals in the learning process (Gagne & Leslie, 1979). Meanwhile, the Dick et al. (2015) learning model consists of several components that need to be done to create a larger learning activity design. Dick and Carey include cognitive and behavioristic elements that emphasize student responses to the stimuli presented so that a learning system design is created that can be used optimally to overcome learning problems. The use of teaching aids in Dick and Carey's Theory is included in the Steps to develop learning strategies, namely by paying attention to the characteristics of the learning media used to facilitate the delivery of learning materials. Constructivism learning theory Vygotsky (1978) emphasizes the importance of active learning. In the context of *fiqh* learning, students need to experience the learning process directly through practice or simulation so that understanding is not merely verbal.

Learning effectiveness refers to the extent to which a method or media can achieve predetermined learning objectives. One way to measure it is through n-gain analysis, which is a comparison between the increase in learning outcomes and the potential for maximum improvement. Efficiency emphasizes the aspects of ease, affordability, and acceptance of students to the learning process and facilities, which can be measured through a response questionnaire instrument. The effectiveness of a medium can be seen from the extent to which the press achieves learning objectives (Jensen & Szulevicz, 2025), while efficiency is related to ease, cost, time, and acceptance of students (Hendrawan et al., 2023). Both are important indicators in the development and implementation of modern learning media.

This study aims to determine the effectiveness and efficiency of *Farkiyah Box* as a teaching aid for *Fiqh al-Janā'iz*. Effectiveness is seen from the results of the students' pretest-posttest and efficiency is seen from the results of the students' response questionnaire regarding the use of *Farkiyah Box*. The uniqueness and originality of this research lie in the development of *Farkiyah Box* as an innovative teaching aid that has not been widely used in learning *Fiqh al-Janā'iz*. This research offers a new approach to delivering practical material through more interactive and applicable media. Unlike conventional methods that tend to be theoretical, the use of *Farkiyah Box* provides a more contextual and in-depth learning experience for students.

II. METHOD

This study uses a quantitative approach with a pre-experimental type to test the effectiveness and efficiency of *Farkiyah Box* as a teaching aid in learning *Fiqh al-Janā'iz*. This study uses a one-group pretest-posttest design and a response questionnaire, where the research subjects will be given a test before and after using the teaching aid to see the increase in their understanding and will be given a response questionnaire to know the efficiency of *Farkiyah Box*. The research subjects were selected using a purposive sampling technique, which is a deliberate sampling technique based on criteria determined by the researcher. The requirements for the research subjects are students of Islamic Junior High Schools who are or have received *Fiqh al-Janā'iz* material so that the research subjects were selected as many as 36 students of grade IX of Baiti Jannati Islamic Junior High School, which is located in Sunggal District, Deli Serdang Regency, North Sumatra.

The data collection technique used a pretest-posttest to test the effectiveness and a response questionnaire to test the efficiency of teaching aids from the student's perspective. The instruments used in this study were a test to measure the increase in students' understanding after using the *Farkiyah Box* and a response questionnaire to assess students' perceptions and levels of satisfaction with the use of teaching aids in learning.

The pretest-posttest data analysis technique used the Normalized Gain Method (N-Gain). Normalized Gain (N-Gain) is a data analysis method to measure learning effectiveness by comparing pretest and post-test scores. N-Gain is used because it is considered easier and more flexible and is still relevant as a learning effectiveness evaluation tool (Coletta & Steinert, 2020). In addition, N-Gain also functions to see an increase in students' understanding after learning interventions (Sesmiyanti et al., 2021).

The N-Gain formula is written as follows:

$$n - \text{gain} = \frac{\bar{X}_{\text{posttest}} - \bar{X}_{\text{pretest}}}{\text{Maximum Score} - \bar{X}_{\text{pretest}}}$$

The N-Gain value is classified into three categories, according to research by Hake (1998).

Table 1. N-Gain value categories

N-Gain Value	Categories
$n\text{-gain} > 0.7$	High
$0.3 \leq n\text{-gain} \leq 0.7$	Medium
$n\text{-gain} < 0.3$	Low

The response questionnaire was used to determine the level of efficiency of the Farkiyah Box as a teaching aid. The response questionnaire was compiled based on aspects of efficiency assessment adapted from Likert scale of 1-4. The response questionnaire grid is presented in Table 2.

Table 2. Questionnaire response grid

No	Aspect	Many Items	No Item
1	Flexibility	2	2, 7
2	User Friendly	3	3, 4, 6
3	Self-Instruction	2	1, 5

The average score of the response questionnaire analysis is then converted into efficiency criteria in Table 3 (Sugiyono, 2019).

Table 3. Efficiency criteria

Average Score	Criteria
$3.26 < \leq 4.00$	Efficient
$2.51 < \leq 3.25$	Quite Efficient
$1.76 < \leq 2.50$	Less Efficient
$1.00 < \leq 1.75$	Inefficient

III. RESULT AND DISCUSSION

Instrument Validity and Reliability Test

The instrument validity and reliability test was conducted with the help of SPSS software. The validity test was conducted using the Pearson Product Moment correlation technique because it is considered suitable for measuring the linear relationship between two variables and is often used in the analysis of the validity of test instruments (Yusup, 2018). The validity of the test instrument is determined by comparing the counted r coefficient value with the r table. The counted r coefficient value was obtained with the help of SPSS while the r table was obtained from the r table of Pearson Product Moment based on the Degrees of Freedom (df) and a significance level of 5% (0.05).

$$df = N - 2$$

where is, N = Number of Respondents Validity = 40

$$\text{then, } df = 40 - 2 = 38.$$

Based on the r table of Pearson Product Moment, the r table value for $df = 38$ at a significance level of 0.05 is 0.312.

Reliability testing is carried out repeatedly to clarify the consistency of the instrument in providing results under the same conditions. Reliability is tested using Cronbach's Alpha technique because it is able to measure the internal consistency of the instrument well, especially for the Likert scale and tested with many items (Adamson & Prion, 2013). The Cronbach's Alpha value determines the reliability of the instrument. The instrument is declared reliable if the Cronbach's Alpha value ≥ 0.70 .

Test Instrument Validation and Reliability Results

The following are the validation results of 25 *Fiqh al-Janā'iz* questions, which were analyzed by comparing the counted r value to the table r (0.312). If the counted r is greater than or equal to the table r, then the question is declared valid, but if it is smaller, then the question is invalid.

Table 4. Questions validation result

Question Number	Counted r	Table r	Conclusion
1	0.610	0.312	Valid
2	0.640	0.312	Valid
3	0.450	0.312	Valid
4	0.520	0.312	Valid
5	0.450	0.312	Valid
6	0.290	0.312	Invalid
7	0.550	0.312	Valid
8	0.400	0.312	Valid
9	0.320	0.312	Valid
10	0.210	0.312	Invalid
11	0.470	0.312	Valid
12	0.530	0.312	Valid
13	0.600	0.312	Valid
14	0.290	0.312	Invalid
15	0.490	0.312	Valid
16	0.310	0.312	Invalid
17	0.560	0.312	Valid
18	0.670	0.312	Valid
19	0.410	0.312	Valid
20	0.380	0.312	Valid
21	0.610	0.312	Valid
22	0.390	0.312	Valid
23	0.560	0.312	Valid
24	0.220	0.312	Invalid
25	0.390	0.312	Valid

Source: SPSS data processing results

Based on the results of the instrument validation, there were 20 valid questions and 5 invalid questions. The questions used were questions that were declared valid, which were 20 questions.

The following is the Cronbach's Alpha value of the test instrument obtained using SPSS software.

Table 5. Reliability statistics

Cronbach's Alpha	N of Items
.821	20

The results of the reliability test using SPSS showed a Cronbach's Alpha value of 0.821 with a total of 20 valid items. Because the Cronbach's Alpha value is $0.821 \geq 0.70$, it can be concluded that the test instrument is reliable or consistent.

Response Questionnaire Validation and Reliability Results

The following are the validation results of 7 questionnaires, which were analyzed by comparing the counted *r* value to the table *r* (0.312). If the counted *r* is greater than or equal to the table *r*, then the questionnaire is declared valid, but if it is smaller, then the questionnaire is invalid.

Table 6. Questionnaires validation result

Questionnaire Number	Counted <i>r</i>	Table <i>r</i>	Conclusion
1	0.540	0.312	Valid
2	0.480	0.312	Valid
3	0.480	0.312	Valid
4	0.620	0.312	Valid
5	0.540	0.312	Valid
6	0.390	0.312	Valid
7	0.560	0.312	Valid

Source: SPSS data processing results

Based on the results of the response questionnaire validation, all 7 questionnaires are valid. If the counted *r* of all questionnaires is greater than the table *r* (0.312), then the entire questionnaire can be used to measure the efficiency of teaching aids.

The following is the Cronbach's Alpha value of the response questionnaire obtained using SPSS software.

Table 7. Reliability statistics

Cronbach's Alpha	N of Items
.724	7

Source: SPSS data processing results

The results of the reliability test using SPSS showed a Cronbach's Alpha value of 0.724 with a total of 7 valid items. Because the Cronbach's Alpha value is $0.724 \geq 0.70$, it can be concluded that the response questionnaire is reliable or consistent.

Effectiveness of *Farkiyah Box*

The effectiveness of *Farkiyah Box* is known based on the pretest-posttest *n*-gain value. Descriptive statistics of the pretest-posttest results and *n*-gain value are presented in Table 8.

Table 8. Descriptive statistics of pretest-posttest results & *n*-gain

Data	Pretest	Posttest
Number of Students (<i>n</i>)	36	36
Highest score	60	100
Lowest score	22	66
Average score	48.25	86.67
Maximum score	100	100
<i>n</i>-gain	0,742	

Based on the pretest-posttest results, the n-gain value is known to be 0.742 which is included in the high category (n-gain > 0.7). This result shows that the *Farkiyah Box* is effective as a teaching aid and can improve students' understanding of *Fiqh al-Janā'iz*.

Discusses the concepts of reliability, validation, and the importance of psychometrically sound measures for simulation research. A commonly used way to measure internal consistency among items on a statistical instrument is Cronbach (α) which can range from 0.0 to 1.0 and measures the degree of correlation of items on an instrument (Adamson & Prion, 2013).

Efficiency of *Farkiyah Box*

The efficiency of *Farkiyah Box* is known based on the results of the response questionnaire analysis. The following are the results of the response questionnaire analysis.

Table 9. Average score of each response questionnaire item

No	Questionnaires	Mean
1	Instructions for using the props are easy to understand	3.50
2	Easy-to-use props	3.36
3	Interesting props to use	3.31
4	Props provide a new learning atmosphere	3.41
5	Learning with props increases my knowledge about taking care of corpses	3.39
6	I like to use <i>fardhu kifayah</i> props	3.44
7	I want to use <i>fardhu kifayah</i> props again	3.05

Table 10. Average score of each aspect of the response questionnaire

Aspect	Number of Items	Item Number	Average
Flexibility	2	2, 7	3.205
User Friendly	3	3, 4, 6	3.387
Self-Instruction	2	1, 5	3.445
Mean			3.346

The response questionnaire analysis result obtained an average score of 3.346. Based on efficiency criteria, 3.346 is classified as efficient. Therefore, *Farkiyah Box* is considered efficient as a teaching aid in learning *Fiqh al-Janā'iz*.

In this study, the researcher also conducted interviews with 2 religious teachers and the principal to support documentation of the efficiency of *Farkiyah Box* as a teaching aid in learning *Fiqh al-Janā'iz*. The following are responses from teachers and the principal.

The first teacher's response:

"... teaching aids certainly help teachers in explaining the *fardhu kifayah* material. So far, learning can only be done using the lecture method in class because it is difficult to prepare the equipment for this *fardhu kifayah*. The most possible thing to do is to practice praying for the body. But with this teaching aid, now we can do a complete practice..."

The second teacher's response:

"... Alhamdulillah, now we can learn *fardhu kifayah* while practicing it directly by the children. They can demonstrate directly the procedures for handling the body. In Syaa Allah, the children can understand and comprehend more..."

“... My suggestion for this teaching aid, maybe the water mechanism in the process of bathing the body. Water usage can probably be saved by collecting it for reuse...”

The principal's response:

“... Thank you for teaching teachers and children to demonstrate corpse management. Hopefully, with the use of this prop, students' understanding in corpse management will increase...”

The results of this interview led to improvements in the prop, namely the development of a reusable water mechanism. The researcher used an aquarium water machine to recirculate the water in the reservoir to the water tap. As a result, this prop is more water efficient and not wasteful.

The results of the questionnaire response and interview analysis show that *Farkiyah Box* is efficient and necessary in learning *Fiqh al-Janā'iz*. There are many learning methods that can be done in learning *Fiqh al-Janā'iz*, such as lectures, demonstrations, assignments, experiments, and questions and answers. However, the material of *Fiqh al-Janā'iz* will be easier to understand if it is done with a demonstration method using teaching aids because students are directly involved in the process of practicing corpse management. Here is where the *Farkiyah Box* plays a role in fulfilling the need for teaching aids in learning *Fiqh al-Janā'iz*.

Effectiveness & Efficiency of *Farkiyah Box* as Teaching Aids

This study aims to evaluate the effectiveness and efficiency of *Farkiyah Box* as a learning aid in the material of *Fiqh al-Janā'iz*, namely *fiqh* that discusses the procedures for handling corpses in Islam. This material is practical and requires a comprehensive understanding, from theory to practice, including activities of bathing, shrouding, praying, and burying the body. Therefore, the existence of concrete learning aids such as *Farkiyah Box* is expected to bridge the gap between theoretical and practical aspects in the learning process. The results of research by Harahap et al. (2023); Hasanuddin et al. (2019); Sukarman & Latifah (2024); Utari et al. (2022) state the importance of knowledge about the material of *Fiqh al-Janā'iz* in carrying out socio-religious obligations in the form of *fardhu kifayah*. Even the Ministry of Religion stipulates this material as an important part of the madrasah curriculum (Kemenag, 2013).

Fulfilment of the requirements to determine the effectiveness and efficiency of the *Farkiyah Box* teaching aids requires a test instrument and response instrument that has been validated and is reliable. Validity testing uses the Pearson Product Moment correlation technique, while for reliability testing uses the Cronbach's Alpha technique. This is in line with research conducted by Adamson & Prion (2013) which discusses the concept of reliability, validation, and the importance of measurement for simulation research.

Effectiveness of Learning Tools (Reviewed from N-Gain Score)

The effectiveness of learning media in this study was measured through an initial test (pretest) and a final test (posttest) given to students before and after using *Farkiyah Box*. The data obtained were then analyzed using the n-gain formula to determine the extent to which students' understanding of the *Fiqh al-Janā'iz* material increased after the learning intervention. The effectiveness of a learning media can be measured by the extent to which the press can achieve learning objectives (Jensen & Szulevicz, 2025).

The results of the analysis showed that the average n-gain value was 0.742, which when categorized based on Hake (1998) criteria, is included in the high category ($0.7 \leq g \leq 1.0$). This means that there was a significant increase in understanding of the material after students used *Farkiyah Box* in the learning process. These results indicate that *Farkiyah Box* is able to bridge the gap between theory and practice. Learning that was previously abstract is now more concrete and easier to understand. This is in line with Vygotsky & Piaget's constructivist learning theory, in Vygotsky (1978) which states that direct experience and active involvement in learning will improve understanding and retention of information.

This value shows that the learning media used is not only visually attractive but also able to accelerate and deepen the internalization process of complex *fiqh* concepts, in line with Qibtiah (2017) research on interactive learning media in increasing student involvement in the learning process. With these teaching aids, students not only receive information passively, but are also actively involved through direct learning experiences, in accordance with the principles of constructivism learning theory. Constructivism emphasizes that knowledge is built by students through concrete experiences and active involvement in learning activities Vygotsky (1978). This is in line with Gagne's Theory which states that external components including teaching aids are important components in the learning process. In addition, Dick & Carey's Theory, in states that the use of teaching aids is one of the developments in learning strategies (Dick et al., 2015).

In this context, *Farkiyah Box* provides a real representation of the tools and processes of corpse management, so that students can build their understanding independently, gradually, and logically. They do not only memorize the procedures, but understand the meaning behind each stage, including Islamic values and manners in managing corpses. This is in line with research conducted by Halidu (2025); Sarianti et al. (2023); Wahyudi & Islamiah (2024) which states that learning corpse management using the demonstration method assisted by teaching aids is effective in improving student learning outcomes. Then research by Kumala et al. (2022); Rahmawati et al. (2022) also states that the use of teaching aids can improve students' understanding of the *Fiqh al-Janā'iz* material.

The effectiveness of using educational props has also been proven in the studies of (Al Yaari et al. (2023); Howe et al. (2018); Lai et al. (2021); Liu et al. (2023), this also strengthens the importance of the visual-kinesthetic approach in religious education learning, especially in worship materials that are full of practice. Without representative learning media, students may only get a shallow verbal understanding, which is difficult to implement in real life when in society.

Efficiency of Learning Media (Reviewed from Questionnaire Response Scores)

In addition to being effective in improving learning outcomes, the efficiency of *Farkiyah Box* as a learning aid is also analyzed through a response questionnaire filled out by students. This instrument aims to determine the subjective perceptions and experiences of students while using the media, including aspects of understanding, ease of use, interest, and its contribution to the learning process. That efficiency is related to the ease of cost, time, and acceptance of students in a learning process (Hendrawan et al., 2023).

Based on the results of the questionnaire, an average score of 3,346 was obtained on a scale of 1-4. This score is included in the efficient category, which means that *Farkiyah*

Box is considered positive and supports the learning process optimally. Students feel helped by the media because they can understand the concept of corpse management comprehensively and applicatively, without having to wait for the opportunity to practice directly in the field. This is in line with Gagne's Theory. In Gagne & Leslie (1979) which states that aids in the learning process can provide stimulation from the environment and influence students in the learning process. As well as Dick and Carey Theory, which includes cognitive and behavioristic elements by emphasizing student responses to learning stimuli given to facilitate the delivery of learning materials (Dick et al., 2015).

Furthermore, student responses showed that these learning aids provided a new and enjoyable learning experience, helped them understand the sequence and equipment in handling corpses sequentially, increased their confidence in practicing the material on corpse *fiqh* independently, and minimized misconceptions or procedural errors in handling corpses. This is in line with the research of Vera & Primasari (2022) which states that the use of interactive media in learning can create an interesting and meaningful learning atmosphere, and increase student involvement in learning. Then the research of Saifullah & AR (2024); Syukri (2022) which proves that the use of educational aids in *fiqh* learning can improve students' understanding and memory.

Research conducted by Chou et al. (2015); Xie et al. (2024) on the role of educational aids in the learning process can improve attitudes and several knowledge items for students. This efficiency is also supported by the ease of teachers in using the *Farkiyah Box* as a teaching aid. Teachers no longer need to rely on real corpse tools or equipment (which are difficult to access or unavailable), because the *Farkiyah Box* already represents an important component needed in the process of managing corpses in a miniature and educational way.

Effectiveness and efficiency are two important components in assessing the quality of learning media. Effectiveness shows the impact of media on students' learning outcomes, while efficiency reflects the ease, usefulness, and satisfaction in its use. In this study, *Farkiyah Box* was proven to be academically effective and practically efficient, so it can be concluded that this media is worthy of being used as an innovation in learning *Fiqh al-Janā'iz*.

Furthermore, the success of this media opens up opportunities for the development of similar learning media in other practical *fiqh* fields, such as *fiqh* of worship (ablution, prayer, hajj) and *fiqh muamalah* (sale and purchase agreements, zakat, inheritance) which also require concrete tools in the learning process.

Overall, the results of this study indicate that *Farkiyah Box* is an effective learning medium in improving the understanding of the concept of *Fiqh al-Janā'iz* and is efficient in its implementation in the classroom. Therefore, this media is recommended for wider use in *fiqh* learning, especially materials that are practical in nature such as managing corpses.

Farkiyah Box is made in a simple and ergonomic form so that it is easy to apply. This is supported by the response questionnaire analysis result which obtained an average score of 3.346 which is classified as efficient. The response questionnaire analysis results also showed that students were enthusiastic about using *Farkiyah Box* and the process of managing corpses. This *Farkiyah Box* research opens up great opportunities for the development of better *Fiqh al-Janā'iz* teaching aids, such as better tools and materials or larger and compact sizes.

IV. CONCLUSION

This study proposes the *Farkiyah Box* as a new prototypical teaching aid model for teaching *Fiqh al-Janā'iz* effectively and efficiently. This study found that the *Farkiyah Box* is effective and efficient as teaching aids in increasing students' understanding of *Fiqh al-Janā'iz* material. The effectiveness of the *Farkiyah Box* teaching aid is indicated by n-gain value of 0.742 on a scale of 0-1 which is included in the high criteria. The efficiency of the *Farkiyah Box* teaching aid is shown by the average score of the response questionnaire, namely 3,346 on a scale of 1-4. This study also shows that the use of innovative teaching aids can be a solution in improving the quality of learning, especially in practical materials. The implications and contributions of the research would be more appropriate if they were aimed at the development of educational technology in Islamic Religious Education through the results of this study can also be a reference for educators and curriculum developers in designing more interactive and applicable learning methods. This *Farkiyah Box* research opens up great opportunities for the development of better *Fiqh al-Janā'iz* teaching aids, such as better tools and materials or larger and compact sizes. This study has several limitations. First, the research only focuses on the effectiveness and efficiency aspects of the *Farkiyah Box*, without examining other factors such as its attractiveness or impact on student learning motivation. Second, this research was conducted on a limited scale in one particular school, so the results cannot be generalized to a wider context. Third, this study used a pre-experimental method that did not involve a control group, so the results still require further validation with more rigorous experimental methods. Researchers hope that this research can be further developed by adding aspects and on a larger scale.

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