Digitalizing of Fiqh Teaching Materials Based on Contextual Teaching and Learning

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Abtrak

Artikel ini bertujuan untuk: (1) mengembangkan bahan ajar berbasis digital dengan pendekatan *Contextual Teaching and Learning*; (2) menguji efektivitas penggunaan bahan ajar digital mata pelajaran fikih dengan pendekatan *Contextual Teaching and Learning* untuk peningkatan hasil belajar peserta didik kelas VII di SMP Diponegoro Depok Kabupaten Sleman. Artikel ini menggunakan desain penelitian R&D dengan model ADDIE. Teknik pengambilan data berupa wawancara, angket, tes dan observasi. Analisis data dengan uji t (*one-group pretest-posttest*) dan *N-gain.* Hasil Pengembangan bahan ajar *flipbook* mata pelajaran Fikih berbasis *Contextual Teaching And Learning* (CTL) fokus pada materi thaharah untuk kelas VII dikemas dalam bentuk digital menggunakan aplikasi *Kvisoft Flipbook Maker*. Bahan ajar Flipbook dilengkapi fitur-fitur yaitu cakap membaca kitab kuning (arab pegon), cakap teknologi, soal-soal berbasis HOTS, tautan berbasis QR Code untuk pendalaman materi, pembiasaan, kisah teladan, mind mapping dan rangkuman. Bahan ajar Flipbook mata pelajaran Fikih berbasis *Contextual Teaching and Learning* (CTL) telah mampu meningkatkan hasil belajar peserta didik pada materi *Thaharah*. Hasil perhitungan N-Gain diperoleh dari perbandingan nilai rata-rata pretest dan posttest 0,59 atau 59% berada dalam kategori cukup efektif untuk meningkatkan hasil belajar peserta didik dalam pembelajaran Fikih.

Kata Kunci: Bahan Ajar, *Contextual Teaching and Learning* (CTL), Mata Pelajaran Fikih

Abstract

This article describes the development of digital teaching materials with a contextual teaching and learning approach. This study also seeks to investigate the effectiveness of digital teaching materials with a contextual teaching and learning approach to improve the learning outcomes of Fiqh subject among seventh graders at SMP Diponegoro Depok, Sleman Regency. This research and development employed the ADDIE model. Data collection includes interviews, questionnaires, tests, and observations. Data analysis

used the t-test for one-group pretest-posttest as well as N-gain. The flipbook developed as teaching material for Fiqh subjects was based on contextual teaching and learning. The learning material was focused on Taharah. It was digitalized using the Kvisoft Flipbook Maker. The features of the flipbook are Yellow Book (Arab Pegon), technological skills, HOTS-based questions, QR codes for links to more learning material, habituation, exemplary stories, mind mapping, and summaries. The use of the flipbook was proven to improve student learning outcomes. The results of the N-Gain obtained from the comparison of the mean score of pretest and posttest was 0.59 or 59%. To conclude, the use of flipbooks with the contextual teaching and learning approach is quite an effect in improving student Fiqh learning outcomes.

Keywords: *Teaching Materials, Contextual Teaching and Learning (CTL), Fiqh Subjects*

INTRODUCTION

Education is the process of maximizing one's potential, specifically the ability to think, develop, act, and adapt to changing circumstances to attain the desired objective. In this context, education plays a significant role in shaping one's character and personality through the acquisition of knowledge, attitudes, and abilities (Munib, 2004). To reach this purpose, the proper educational approach must be pursued.

The educational process cannot be separated from the curriculum since it is crucial, especially in achieving educational goals. The curriculum, as a tool for achieving educational goals, has critical components such as objectives, content, methods, and evaluation components (Busro & Siskandar, 2017). The curriculum's components are linked to one another.

The content is a key component of the curriculum and determines whether or not the material presented to students is well mastered. The subject matter includes knowledge, skills, and attitudes that must be mastered by students to meet applicable competency standards (Purwati & Amri: 26). As a result, the selection and design of teaching materials must be in agreement with student growth.

Surah Al-Alaq verses 1-5 related teaching materials:

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ ۚ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ ۚ اِقْرَأْ وَرَبُّكَ الْاَكْرَمُ ۙ الَّذِيْ عَلَّمَ بِالْقَلَمِ ۙ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْ ۗ

Translation: "Read, ˈO Prophet, in the Name of your Lord Who created, created humans from a clinging clot, Read! And your Lord is the Most Generous, Who taught by the pen, taught humanity what they knew not".

The verses emphasize the significance of reading for oneself and others. Reading allows people to improve and improve their own quality of life, as well as their religion and race. Knowledge is something that promotes a person's quality of life to a higher and more ideal standard. The knowledge that Allah has given us on this earth has many branches, and Allah commands us to seek it (Hasan, 2018). Then there are teaching resources as an alternative for expanding knowledge and improving self-quality.

Teaching materials serve as a reference and source of learning information for teachers and students in specific subjects, and they are also a success factor in learning (Akbar, 2013). Instructional materials contain knowledge that is made up of the basic competencies of a curriculum and is used by students to study (Prastowo, 2014). Students can participate actively and create an exciting, fun, and interactive atmosphere following their characteristics and learning environment through the development of teaching materials, methods, and media in learning.

SMP (Junior High School) Diponegoro Depok of Sleman Regency is the first private school under the Ma'arif NU educational institution. The school is located in the Pangeran Diponegoro Islamic Boarding School. The curriculum used is based on the national curriculum of the Ministry of Education and Culture, Ma'arif NU educational institution, and the Islamic Boarding School curriculum. It is intended that by integrating the curriculum, graduates will be able to learn a specialized subject, such as Fiqh. However, Fiqh learning in the seventh grade still uses the classical method such as question and answer and assignments that includes theory, examples, and questions. The teacher's role is particularly dominating in this learning method, whereas students are passively engaged in learning.

According to one of the Fiqh teachers, when students were learning fiqh, they were less enthusiastic and had difficulty understanding the subject matter. This is proven by the low learning outcomes of students. Based on the results of the even semester assessment of the 2019/2020 school year, the average score was 65.6 with the Minimum Completeness Criteria (KKM) of 70 (interview with Istatoah on March 8, 2021).

Considering such a learning situation and the traditional Fiqh teaching materials, the authors are interested in conducting research and development for the Fiqh teaching materials in improving student learning outcomes. Contextual learning-based teaching resources can assist teachers in relating the material to students' real-world situations and inspire students to connect their knowledge with implementation in everyday life (Nurhadi, 2003). According to Puspita, Djatmika, and Hasanah (2016), the use of contextual teaching materials can improve students' learning outcomes. Using a good learning approach will improve the learning process in the classroom and encourage students to be more enthusiastic and dedicated in their studies.

Contextual learning can also assist students in comprehending the significance of the content they study by linking it to everyday life, specifically in personal, social, and cultural settings (Johnson, 2020). According to Maryati and Priatna (2017), the contextual approach seeks to assist educators or teachers in connecting subject matter to real-life and encouraging students to apply their knowledge in their lives as social beings. This is closely related to Fiqh subjects, which aim to apply Islamic law in students' personal and social lives. As a result, in the development of this textbook, it delivers material that is suited to the students' surroundings, beginning with the school environment, Islamic boarding school, village, district, to the regency.

The teaching materials used by teachers and students in learning Fiqh at SMP Diponegoro Depok have no learning objectives, learning indicators, exercises, and assessments. As a result, based on textbook principles, it is necessary to develop textbooks to make it easier for teachers and students to carry out learning.

The teaching materials used are in the form of the *safinatunnajah* book. The book uses Arab Pegon which is often taught in Salaf Islamic boarding schools. Students must be able to read Arab pegon in order to use these teaching materials, however, not all students can. As a result, students find it difficult to understand the content of the material provided by the teacher.

Teaching materials are one of the aspects that contribute to learning achievement. In developing teaching materials, it is also necessary to pay attention to learning media. Learning media is an element of the learning system that is used to communicate educational information messages between educators and students to establish an

effective and efficient learning atmosphere. It influences the success of the learning process (Wahyuliani et al., 2016).

According to Mulyaningsih and Saraswati (2017), the development of Science and Technology in the learning process spurred the development of learning resources and learning media. To develop learning media, it is necessary to pay attention to the VISUALS principle which describes the visible, interesting, simple, useful, accurate, legitimate, and structured media (Nurseto, 2011). The development of digital books encourages the integration of print technology with computer technology in learning.

One of the learning media in the form of a digital book is Flipbook. The making of Flipbook uses software named Kvisoft Flipbook Maker. This software is used to convert PDF files into a digital book with the effect of folding digital pages. In using this device the learning process will become more interesting and effective (Mulyaningsih & Saraswati, 2017).

Learning using Flipbook is also an alternative solution to support student learning in the era of the Coronavirus Disease 2019 (Covid-19) pandemic, where learning is done online. As a result, Flipbook instructional materials are more practical and include learning content that allows students to learn anywhere and at any time. Contextual-based teaching using flipbook in Fiqh subjects supports students to understand the material presented by the teacher and is expected to improve student learning outcomes.

METHODS

This study uses an R&D (Research and Development) research design with the ADDIE model that includes analysis, design, development, implementation, and evaluation (Teguh et al., 2014). Data collection involves interviews, observations, and questionnaires. The product developed in this study is in the form of a flipbook (digital book) with the theme *Taharah*. The results of the product in this study were not widely distributed, except for the validation stage to the experts, media experts, student responses, and try-out to determine the effectiveness of the teaching materials.

This study used a One Group Pretest-Posttest Design. The impact of treatment was determined by comparing the pre-test and post-test scores (Setyosari, 2013). Decision-making on the results of the t-test is based on the significance value.

Previous studies have researched the development of a flipbook for Fiqh subjects based on contextual teaching and learning. There are similarities and differences between this current study with previous studies. Among them is the one conducted by Sunyoto (2018) who developed Fiqh teaching materials to improve the learning outcomes of ninth-grader in curriculum-13 at MTsN 3 Malang. The study (Sunyoto, 2018) and this study are similar in terms of the development of Fiqh teaching materials in the form of modules. The difference lies in the curriculum 13 and printed textbook developed, while this study developed fiqh teaching materials with a CTL-based flipbook. Another study was conducted by Setiawan (2018) in the context of Fiqh learning in formal education. The study focuses on the learning completeness at MTs Pembangunan Kikil, Al Fattah Islamic boarding school, Pacitan. The similarity of the research with this study is the Fiqh learning and the context of Islamic boarding schools. The difference lies in the type of research, which is qualitative about completeness in Fiqh learning, while this study uses research and development of teaching materials. The next study was conducted by Nurhairunnisah (2017) scrutinized interactive teaching materials to improve the understanding of mathematical concepts of tenth-grade students of SMA Piri 1. The study is similar to this study in terms of the focus of research on developing teaching materials. The distinction is in the subjects; past research focused on mathematics and senior high school, whereas current research focuses on developing CTL-based Fiqh materials for junior high school. Lastly, Yulinar (2019) conducted research and development of an android-based Kvisoft flipbook for tenth-grade students of SMAN 4 Jeneponto. The similarity of this research with this study is in the use of the Kvisoft Maker flipbook media. Thus, the development of the CTL-based flipbook has never been studied and reviewed. As a result, this study was carried out to renew prior research and development.

RESULT

Contextual Teaching and Learning (CTL)-Based Flipbook

The development of a CTL-based flipbook for Fiqh subjects to improve seventh grades students' learning outcomes at SMP Diponegoro Depok refers to the stages in the ADDIE model. These stages include.

Analysis

The analysis was carried out as a preliminary study for needs analysis.

Curriculum Analysis

SMP Diponegoro Depok develops a curriculum by combining the national curriculum of the Ministry of Education and Culture, the Ma'arif Nahdlatul Ulama Educational Institution, and the Islamic Boarding School curriculum. In the learning process, educational values are integrated into lessons. This is more commonly known as the integrated curriculum, in which all subjects must be integrated as a whole (Hadijaya, 2015).

Actual learning materials adapt to students' development and real needs. So, in mapping the subjects of SMP Diponegoro Depok, there are also lessons relating to religious values, such as Fiqh subjects based on the Yellow Book.

The Yellow Book, as the identity of Islamic boarding schools, must be preserved and developed continuously, despite realities such as problems that come from teaching materials and government policies regarding educational problems (Ritonga, 2018).

Furthermore, Fiqh is one of the areas of the Islamic law that deals with legal concerns that govern various aspects of human life, starting with a person's intimate relationship with God, and moving on to ties with society and other creatures of God. Based on this, students in Fiqh learning must be able to understand, implement, and practice the main aspects of Islamic law by performing worship to Allah and societal worship.

Although Fiqh subjects are included in the Islamic Religious Education (PAI), SMP Diponegoro Depok makes Fiqh subjects special subjects. In line with the school's vision and mission, it aspires to improve and expand its understanding of the Islamic religion. In addition, SMP Diponegoro Depok trains and familiarizes students with learning directly from the original source, not from the translation. Considering SMP Diponegoro Depok as an Islamic boarding school-based pilot school, it is expected that by learning directly from the original source, based on the Yellow Book, students will be able to channel and practice their knowledge.

Analysis of Learning Activities

Analysis of learning activities aims to find out methods previously applied in Fiqh subjects. The method used was the classical method (lectures), question and answer, and assignments with theory and assignment. The traditional approach causes students to

become bored, which leads to a loss of concentration, talking to friends, or other forms to cope with boredom (Sari, Novita & Miftah, 2020).

The teaching material used in Fiqh learning is the *Safinatunnajah* Yellow Book. As a sort of heritage from the previous *Ulema*, students are educated and used to learning by using the original source and the Yellow Book. However, this teaching material requires students to master the language in reading Arab pegon, and all students can read it.

Analysis of Student Characteristics

The analysis of student characteristics aims to ensure that products are developed to meet user goals and needs. The average age of junior high school students is 13 to 15 years old. Piaget said that at this age, students' thinking abilities are abstraction, idealization, and logical thinking rather than concrete operational stages (Santrock, 2011).

At this age, students can hypothesize deductive reasoning, among which adolescents have the cognitive ability to develop hypotheses about how to solve problems. Students remember what they see better than what they hear, and they also like to discover and try new things.

Design

The design contains a framework of flipbook that contains idea development, concept and task analysis, and flowcharts and stayboard preparation.

Idea Development

At this point, the process is to develop all ideas. These ideas include presenting, planning, and formatting flipbook that can present text content, images, video links, and other functions. Flipbooks are digitally presented teaching materials that may be used or read on computers and laptops.

Concept and Task Analysis

At this stage, *Taharah* material is obtained from various sources and was analyzed according to the learning objectives set out in the syllabus or lesson plan. The next step is compiling the material under core competencies, basic competencies, and learning objectives.

In addition, a concept map is created as a flow of learning material, a grid of questions is utilized to monitor the achievement of learning objectives, and supporting features and test sheets are employed in the form of pre-test and post-test to evaluate students' conceptual understanding.

Flowchart Preparation

A flowchart is a workflow for flipbooks in Fiqh subjects. The designed flowchart can be seen in the following diagram. The preparation of this flowchart is used as the basis for making storyboards. Storyboards are made to compile product designs, be it appearance, colors, buttons, text, videos, and other features. In general, the processes contained in storyboards include cover pages, introductions, descriptions, instructions for using teaching materials, basic competencies, core competencies, objectives, concept maps, material descriptions, daily assessments, summary maps, and reference lists.

Stayboard Preparation

This stage involves making Flipbooks using the "Kvisoft Flipbook Maker" application. Storyboards are used to compose product designs including appearance, colors, text, videos, and others. The goal is to allow students to control the navigation and the material. Learners can use it freely between pages, watching, pausing, and replaying animated and video content (Nugent et al., 2016).

The flipbook uses Times New Roman and Britannic Bold fonts with 1.5 spacing and A4 paper. The design and layout used the Corel Draw application. In general, the storyboard includes cover pages, introductions, descriptions, instructions for using teaching materials, basic competencies, core competencies, objectives and concept maps, material descriptions, daily assessments, summary maps, and references.

Development

The design and framework created at the start were used in the development of the flipbook. The flipbook consists of cover pages, introductions, transliteration guidelines, table of contents, learning objectives, learning instructions for interactive teaching materials, concept maps, learning activities, daily assessments, summary maps, glossaries, and references. This development stage involves developing the content of the flipbook using the Kvisoft Flipbook Maker application, which consists of text, images,

additional features, exercises and videos to be easily read on a computer/laptop in digital form.

Feasibility of product development requires expert validation or verification to test and provide evaluation and recommendations. For validation, the researcher used questionnaires for material experts and media experts. The following are the results of validation from experts.

Material Expert Validation

The expert who validated the materials was Dr. H. Karwadi, S.Ag, M.Ag. He is a lecturer in the Master's Program of Islamic Education Management at Sunan Kalijaga State Islamic University. The results from material experts are visualized in Figure 1.
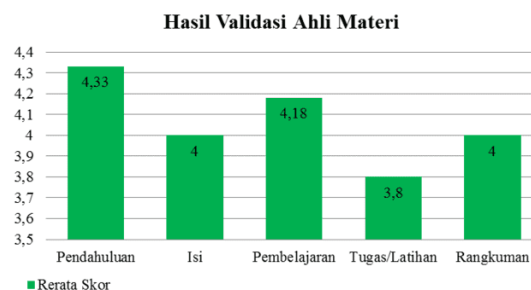

Figure 1. Expert Validation Results

Material validation got a score of 4.33 (very feasible) for the introduction, 4.00 (feasible) for the content, 4.18 (feasible) for the learning, 3.8 (feasible) for the exercise, and 4.00 (feasible) for the summary. The results of the validation of the five parts showed a mean score of 4.06 which is categorized as feasible ($X \geq 3.40$). This refers to the qualification level of feasibility stated by Widoyoko (2012).

Table 1. Categorization of Feasibility

No	Mean Score	Category
1	>4.20 to 5.00	Very Feasible
2	>3.40 to 4.20	Feasible
3	>2.60 to 3.40	Quite Feasible
4	>1.80 to 2.60	Less Feasible
5	1.00 to 1.80	Not Feasible

Some comments and suggestions from the expert include the consistency of material writing must be adjusted to the correct rules, teaching materials do not reflect

the contextual approach, and overall teaching materials are good and worthy of field trials with revisions according to suggestions.

Media Expert Validation

The media expert was Dr. Sigit Purnama, M.Pd. He is a lecturer in Early Childhood Islamic Education at Sunan Kalijaga State Islamic University. The results of the media experts assessment are illustrated in Figure 2.

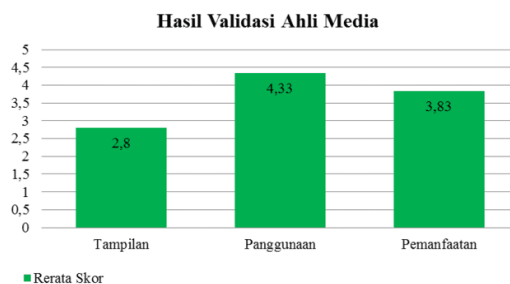

Hasil Validasi Ahli Media

Figure 2. Media Validation Results

Media validation showed a score of 2.8 (sufficiently feasible) for display, 4.33 (very feasible) for the user, and 3.83 (feasible) for usage. The results of the validation of the three aspects of the media showed a mean score of 3.64 or feasible ($X \geq 3.40$).

Some of the comments and suggestions were given by media experts include the unproportionate distance between the paragraphs, lack of color variation, unattractive cover and background, and too small fonts. Overall, the product was good enough and deserves to be tested in the field with revisions.

Implementation

This stage involves the implementation of the design that has been developed in the classroom. The flipbook was implemented in the Fiqh subject in small and large groups.

Small-Group Implementation

The implementation in small groups involves six students in the seventh grade of SMP Diponegoro Depok. The six students consisted of 2 students with high academic achievement, 2 students with moderate academic achievement, and 2 students with low academic achievement. Academic achievement is seen in student learning outcomes.

It aims to obtain student responses and comments/suggestions for teaching materials using a flipbook that can be used as a reference for improvement. The small group response is presented in Figure 3.
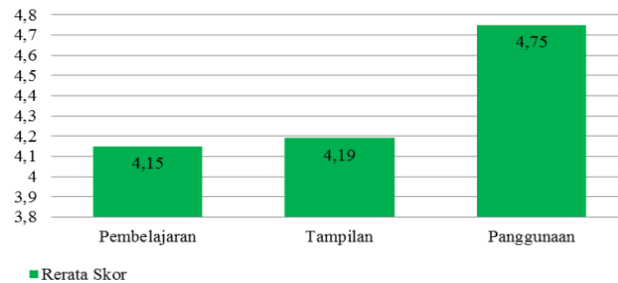

Figure 3. The Response of the Small Group

The responses from the small group showed a score of 4.15 (feasible) for the learning aspect, 4.19 (feasible) for the display aspect, and 4.75 (very feasible) for the usage aspect. The mean score of student responses to flipbook was 4.36 which is categorized as very feasible ($X \geq 4.20$).

Some of the comments and suggestions were given by students include interesting and easy use of flipbooks, unavailability on Android, laptops, or computer use only.

Large Group Implementation

The implementation in large groups involved 30 students from the seventh grade of SMP Diponegoro Depok. Students were asked to explore all the features of the teaching materials. They were asked to fill out the questionnaire provided. The responses from the large group were used as input for improvement.

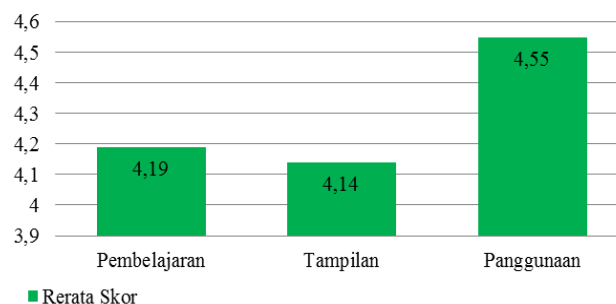The responses from the large groups are depicted in Figure 4.

Figure 4. The Response of the Large Group

The results from the large group showed that the aspect of use has the highest mean score of 4.55 which is categorized as very feasible. While the learning and display

aspects have a mean score of 4.19 and 4.14 which are categorized as very feasible (X ≥ 3.40).

Some comments and suggestions provided by students in large groups interesting and easy use of flipbook, unavailability on Android, laptop or computer use only. Direct guidance from the teacher is required to ensure that the sequencing of material and habituation is consistent. And the appearance must be upgraded once more so that students are not bored while using the teaching materials.

Evaluation

The evaluation was carried out to see input to Flipbook improvement. A revision of the product was carried out based on comments and suggestions from material and media experts. The points that were improved as a refinement process included the consistency of word writing, the table of contents, the front page display, and the more proportional and attractive layout.

The development of a flipbook for Fiqh subjects with a contextual teaching and learning approach for the seventh graders of junior high school resulted in a final product. This product can be used in Fiqh learning activities. The visual of the product is presented in Figure5.

Figure 5. The Final Product

DISCUSSION

The Effectiveness of Using Flipbook with Contextual Teaching and Learning Approach in Increasing Student's Learning Outcomes

The section describes the effectiveness of using flipbooks with a Contextual Teaching and Learning (CTL) approach for Fiqh subject to improve the learning outcomes of seventh-grade students of SMP Diponegoro Depok of Sleman Regency. This study used a One Group Pretest-Posttest Design. It was divided into three stages 1) pre-test to measure the dependent variable, 2) treatment, and 3) post-test to measure its effect on the dependent variable. Therefore, the effect of treatment was determined by comparing the results of the pre-test and post-test.

The results obtained in this study were in the difference between the pre-test and post-test, before and after using flipbooks with a contextual approach. The flipbook was previously revised based on suggestions and responses from material experts, media experts as well as students.

The pre-test and post-test were administered to 30 seventh-grade students of SMP Diponegoro Depok in the academic Year 2020/2021. The pretest and posttest were carried out in the classroom. The data from the pretest and posttest before and after using flipbook with the contextual teaching and learning approach are provided in Table 2.

Table 2. Pre-test and Post-test Results

No	Statistics	Pre-test	Post-test
1	Total	30	30
2	Minimum	40	70
3	Maximum	85	98
4	Mean	62.43	84.83
5	Median	60	85
6	Modus	50	85

The table showed a difference between pre-test and post-test scores. Before using the flipbook with the contextual teaching and learning approach, the mean score was 62.43 with the highest score of 85 and the lowest score of 40, while after using the flipbook the mean score was 84.83 with the highest score of 98 and the lowest of 70. To ascertain whether there was a statistical difference, a t-test was carried out as described in Table 3.

Table 3. Paired Sample t test Results

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-22.40000	13.26286	2,42146	-27.35243	-17.44757	-9.251	29	.000

Table 3 indicates that the t-count is negative, which is -9.251 because the mean of the pretest is lower than the mean of the posttest. In a context like this, a negative t-count can be positive, so the t-count becomes 9.251. While the value of the t-table with a significance level of 0.05 is 2.042.

According to Sugiono (2016), if the t-count > t-table, the H_0 is rejected and H_a is accepted. Thus, it can be concluded that there is a significant increase in seventh-grade students' Fiqh subjects learning outcomes after using the Flipbook with the contextual teaching and learning approach.

Furthermore, to find out more about the level of effectiveness of flipbook with the contextual teaching and learning approach, the N-Gain was obtained.

$$ g = \frac{S\ post - S\ pre}{S\ maks - Spre} $$

$$ = \frac{84,83 - 62,43}{100 - 62,43} $$

$$ = \frac{22,4}{37,5} $$

$$ = 0,59 $$

The results of the N-Gain were obtained from the comparison of the mean score of pretest and post-test, which is 0.59 or 59%. It is categorized as quite effective. This refers to the interpretation of the value-gain as shown in the following table (Fauzan & Djunaidi, 2021).

Tabel 4. N-gain Result Categorization

No	Percentage (%)	Category
1	> 76	Effective
2	56 – 75	Quite Effective
3	40 – 56	Less Effective
4	< 40	Not Effective

Based on the N-Gain analysis, the mean of the pre-test is higher than the mean of the post-test. Thus, it can be concluded that the use of flipbooks with the contextual teaching and learning approach is quite an effect in improving student Fiqh learning outcomes at SMP Diponegoro Depok Sleman.

Based on the results of the analysis, it is evident that there are differences in learning outcomes before and after using flipbooks for Fiqh subjects. Before using flipbooks with contextual teaching and learning, Students failed to pay attention to the lesson, resulting in a lack of understanding of the material offered by educators and influencing student learning outcomes. Furthermore, students struggle to develop problem-solving abilities and apply theories taught in their daily lives.

Learning Fiqh subject, particularly in *Taharah* section requires an active role of educators in guiding students to understand the concept. According to Alaagib, Musa, and Saeed (2019), to achieve effective learning, Educators must make effective use of time and creative ways that encourage students to be more engaged in communicating and collaborating in their learning. This concern has been resolved by the development of a CTL-based flipbook since the findings of this study be successful in increasing student learning outcomes.

Learning Fiqh using flipbook from the Kvisoft Flipbook Maker application makes it easier for students to understand the material. It has a positive impact on learning outcomes, allowing them to be used as recommendations for additional learning. This is in line with the results of previous studies (Ellysa & Arief, 2021; Harjanto, Suroto, & Sumargono, 2021; Zulhelmi, 2021) that the Kvisoft Flipbook Maker application is effective in improving learning outcomes and helping students to be enthusiastic and motivated in the learning process.

A CTL-based flipbook encourages students to be more independent, meaningful, and responsible in completing learning tasks. In addition, teaching materials using the Kvisoft Flipbook Maker application can be used as one of the learning media that will help the online learning process. Because this media is not just linked to text, there are animations, pictures, videos, and sounds that make learning interesting and prevent students from being bored (Fonda & Sumargiyani, 2018).

Students are assigned various learning exercises following the lesson plan. Educators assist and direct students during the learning process, and students look to be

enthusiastic about learning. This can be seen that many students were actively asking questions. The implementation of a CTL-based flipbook allows students to learn from reality or experience when faced with factual difficulties that must be answered during the learning process. According to the constructivist learning theory, knowledge will be more valuable if it is based on students' life experiences or realities (Cahyo, 2013). The more students engage with objects and their surroundings, the more detailed their understanding of their knowledge would become (Hayati & Sukiman, 2020).

This has a positive impact on student learning outcomes. Learning outcomes are students' abilities after the teaching and learning process that is consistent with the learning objectives (Sulianto, Purnamasari, & Febriarianto, 2019), which consist of knowledge, skills, and attitudes. The increase in learning implementation results is attributed to students' interest and good activities in participating in learning. This is in line with Aliwanto's opinion (2017) that in achieving maximum learning outcomes, good learning activities are required. Effective learning activities are fundamental requirements that must be completed to obtain satisfactory learning outcomes.

Thus, the results of this study enrich and strengthen existing products, concepts and theories. Furthermore, the outcomes of this research and development can be used to motivate other researchers to conduct additional research on the application of flipbook teaching materials and contextual teaching and learning.

CONCLUSION

The flipbook based on contextual teaching and learning focused on *Taharah* material for seventh graders was digitalized using the Kvisoft Flipbook Maker application. The flipbook produced is equipped with features of the Yellow Book (Arab Pegon), technological skills, HOTS-based questions, QR Codes for links to more learning material, habituation, exemplary stories, mind mapping, and summaries. The teaching materials developed are considered feasible as a source of Fiqh learning based on the material experts, media experts, and student responses. Flipbooks based on contextual teaching and learning have improved student learning results on the *Taharah* subject. The results of the N-Gain obtained from the comparison of the pretest and posttest is 0.59 or 59%, which is categorized as quite effective to improve student learning outcomes in Fiqh learning.

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