



The Utilization of ZEP Quiz in Developing Students' Contextual Understanding of Fiqh

Pemanfaatan ZEP Quiz dalam Mengembangkan Pemahaman Kontekstual Siswa terhadap Fiqih

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Abstract

Fiqih learning plays a crucial role in developing students' understanding of Islamic jurisprudence and its application in everyday life. However, learning practices that remain predominantly theoretical and text oriented often hinder students from comprehending Fiqih concepts within authentic real life contexts. This study aims to examine students' understanding of contextual Fiqih through the utilization of ZEP Quiz, identify the factors contributing to the mismatch between conventional Fiqih assessment models and the demands of digital era learning, and analyze the influence of ZEP Quiz based gamification on students' engagement. This research employed a qualitative approach using a case study design conducted at MAN 1 Situbondo, involving Fiqih teachers and students as the research participants. Data were collected through classroom observations, semi structured interviews, and documentation, and were analyzed descriptively based on the instructional context. The findings indicate that ZEP Quiz facilitates students' understanding of contextual Fiqih by providing an interactive and enjoyable learning experience. The incompatibility of existing assessment models is primarily attributed to the dominance of conventional teacher centered approaches that emphasize rote memorization, thereby limiting the development of students' critical thinking and practical application skills. Furthermore, ZEP Quiz based gamification was found to enhance students' participation, motivation, and classroom interaction throughout the learning process. These findings highlight that the integration of gamification offers an innovative alternative for fostering more relevant and contextual Fiqih learning while supporting the development of students' cognitive, affective, and psychomotor competencies in the digital era.

Keywords : Zep Quiz, Contextual Fiqih

Abstrak

Pembelajaran Fiqih memiliki peran penting dalam membangun pemahaman peserta didik terhadap hukum Islam dan penerapannya dalam kehidupan sehari-hari. Namun, pembelajaran yang masih berorientasi pada penyampaian materi secara teoritis dan tekstual menyebabkan peserta didik kesulitan memahami konsep fikih secara kontekstual. Penelitian ini bertujuan menjelaskan pemahaman peserta didik terhadap fikih kontekstual melalui pemanfaatan ZEP Quiz, mengidentifikasi faktor penyebab ketidaksesuaian model evaluasi Fiqih dengan kebutuhan pembelajaran era digital, serta menganalisis pengaruh gamifikasi berbasis ZEP Quiz terhadap keterlibatan peserta didik. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus di MAN 1 Situbondo, dengan subjek guru Fiqih dan peserta didik. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis secara deskriptif berdasarkan konteks pembelajaran yang berlangsung. Hasil penelitian menunjukkan bahwa ZEP Quiz membantu peserta didik memahami materi Fiqih secara lebih kontekstual melalui pengalaman belajar yang interaktif dan menyenangkan. Ketidaksesuaian model evaluasi disebabkan oleh dominasi metode konvensional yang berpusat pada guru dan berorientasi hafalan, sehingga kurang mendukung kemampuan berpikir kritis dan aplikatif.

Gamifikasi berbasis ZEP Quiz juga terbukti meningkatkan partisipasi, motivasi, dan interaktivitas peserta didik selama pembelajaran. Temuan ini menegaskan bahwa integrasi gamifikasi menjadi alternatif inovatif dalam menciptakan pembelajaran Fiqh yang relevan, kontekstual, serta mendukung pengembangan kompetensi kognitif, afektif, dan psikomotorik peserta didik di era digital.

Kata Kunci : Zep Quiz, Fiqh Kontekstual

1. INTRODUCTION

In Islamic Religious Education, the subject of Fiqh is a fundamental and crucial aspect because it covers the procedures for worship, muamalah, and various aspects of Islamic law (Nurda et al., 2025). An understanding of Fiqh education also serves as the foundational basis for students to apply religious teachings appropriately and responsibly. Students today tend to be more interested in interactive, communicative, and technology based learning media than in conventional lecture methods. If Fiqh instruction is delivered solely through memorization of material and theoretical explanations, students will lose interest and struggle to understand the contextual application of Islamic law in daily life. However, current realities show that many students still understand Fiqh material only at a theoretical and textual level but are unable to relate it to real life contexts. This is due to teaching methods that remain one sided and teacher dominated. (Hilaliah et al., 2025).

Teacher centered learning models often treat students as objects of learning, resulting in suboptimal interaction, collaboration, and active participation in the process of knowledge construction. This situation can hinder the development of higher order thinking skills and the social competencies that students need to face the challenges of the 21st century (Huda & Muali, 2025). Presenting material in isolation from real life contexts results in learning that is disconnected from students' daily experiences. This leads to low motivation to learn, superficial understanding, and limited internalization of values (Restu et al., 2026). Given the current situation, there is a need for learning strategies capable of creating an active, enjoyable, and relevant learning environment aligned with students' experiences, so that their understanding of Fiqh is not merely cognitive but can also be applied in real life practice (Zaki, 2025). This also highlights a gap between the need for contextual learning and current teaching practices. The use of interactive media such as ZEP Quiz is therefore relevant as an innovative learning alternative. Through this medium, students are challenged to think quickly, reflect on their knowledge, and assess their understanding of the material taught (Hilaliah et al., 2025).

Previous research in the field of education indicates that the implementation of contextual learning in Fiqh is expected to address the issue of low student comprehension, especially in today's era, which is fraught with various social issues and changes. Furthermore, contextual learning enables teachers to act as active facilitators who guide students in discovering the meaning of the lesson independently (Zamzami et al., 2025). Furthermore, research on the use of interactive digital media indicates that such media facilitates the teaching process for teachers (Azzahra et al., 2025). A study conducted by Rosita Nurda examined the effectiveness of interactive quizzes in assessing students' understanding of Fiqh material, with a focus on improving learning outcomes and student motivation through digital quizzes.

Fiqh instruction at the madrasah level still faces challenges in fostering contextual understanding, as the learning process is oriented toward conventional methods without providing adequate space for students to relate the material to real life issues. On the other hand, the development of gamification based media opens opportunities for creating more interactive and meaningful learning experiences. Nevertheless, while research generally focuses on the use of gamified media to enhance motivation or learning outcomes, studies on the use of Zep Quiz as a gamified medium to develop contextual understanding of Fiqh remain limited. This study aims to examine how the use of Zep Quiz supports the development of contextual understanding of Fiqh among students at MAN 1 Situbondo. In line with this focus, the main objective of this study is to analyze the use of Zep Quiz in developing students' contextual understanding of Fiqh at MAN 1 Situbondo. The results of this study are expected to contribute to the development of more adaptive and contextual innovations in Fiqh learning media

2. METHOD

This study employs a qualitative approach using a case study design. Case studies are characterized by research questions that begin with the words How and Why. In a case study, the focus is on specific events and phenomena under investigation. Case study research is a form of qualitative research based on events or situations, as well as an understanding of human behavior from each individual's perspective (Wahyu ilhami et al., 2024). In this study, the focus is on MAN 1 Situbondo, a madrasah under the Ministry of Religious Affairs that integrates religious education and general studies with appropriate learning technologies.

The research was conducted at MAN 1 Situbondo, with research subjects including several teachers of Fiqh and students relevant to the study. Data collection techniques included observation, interviews, and documentation. Observation was used to understand social phenomena in their original context. Meanwhile, interviews were conducted to allow the researcher to explore the subjects' experiences and perspectives directly (Nuhayati et al., 2024). Documentation was used to supplement the archives supporting the research data needs. The data collected during this research process were analyzed using methodological triangulation to draw conclusions based on cross confirmation between the results of observations, interviews, and documentation.

3. RESULT AND DISCUSSION

3.1. Implementation of Zep Quiz in Fiqh Instruction

Fiqh is a fundamental subject in the Islamic religious education curriculum. From the perspective of Islamic religious education, Fiqh is defined as the discipline that studies the laws and values of Islamic teachings contained in the Qur'an, Hadith, Ijma', and qiyas (Sari & Salim, 2026). Based on the interview results, it was stated that the learning objective of Fiqh at MAN 1 Situbondo is to equip students with the ability to apply Islamic law in their daily lives. Therefore, at a crucial level, Fiqh is one of the components of Islamic religious education studied from the elementary level that is, ninth grade through the upper level that is, twelfth grade. The teacher in charge of the Fiqh course explained that the expected outcomes of Fiqh instruction, in addition to a deep understanding, include the practice of a lifestyle grounded in Fiqh. The interview data obtained indicate that Fiqh instruction is directed toward holistic, contextual, and sustainable learning to shape students' attitudes and faith through Fiqh values.

In this dimension, learning technology is present in the pedagogical world as a solution to learning challenges involving people, identity, procedures, equipment, and organization (Hamdan Suyuti, 2021). This means that learning technology serves to meet learning needs and acts as a means to achieve learning objectives (Unik, 2023). In this regard, the use of Zep Quiz in fiqh instruction at MAN 1 Situbondo is not merely viewed as a digital medium for delivering content but as part of the teacher's effort to connect fiqh material with students' learning experiences. The observation results show that the use of Zep Quiz has brought about changes in how teachers manage instruction, in students' behavior patterns, and in the process of providing feedback during the learning process. The relationship among these components is presented in Figure 1 based on the research findings.



Figure 1. Representation of Fiqh Instruction Using Zep Quiz at MAN 1 Situbondo

Figure 1.1 illustrates the interconnections among the elements identified in the implementation of Zep Quiz in Fiqh instruction at MAN 1 Situbondo. Based on the results of observations, interviews, and documentation, the use of Zep Quiz does not function in isolation as a mere medium but interacts with the characteristics of teachers, students, instructional strategies, and the school environment's support. Data from interviews with Fiqh teachers reinforce this finding; one teacher stated, *"The use of Zep Quiz in Fiqh instruction is supported by an integrative pedagogical ecosystem that is, a learning system that utilizes educational technology as a connector for all elements of integrated learning."* (Fiqh Teacher, Interview, 2026). This data indicates that the use of Zep Quiz is not merely positioned as a digital medium but rather integrates learning objectives, the teacher's role, student engagement, and assessment into a single sequence of learning activities.

In practice, teachers utilize Zep Quiz features to encourage students to interact with the material, receive immediate feedback, and relate Fiqh concepts to situations relevant to their daily lives. This case study demonstrates that the impact of using Zep Quiz extends beyond its use as a medium to include changes in the learning process taking place in the classroom. These findings align with the perspective of Ramadhani and Sya (2025), who explain that digital technology in learning should be positioned as a pedagogical innovation. In the case studied at MAN 1 Situbondo, this function is evident through the use of Zep Quiz, which fosters student engagement during instruction.

Observational data, supported by interviews with teachers, showed that students responded actively when teachers used Zep Quiz in Fiqh lessons; students appeared more engaged in answering questions, participating in discussions, and completing quizzes presented through the platform. Teachers noted that students were more enthusiastic about participating in lessons because the quiz activities were presented interactively and provided immediate feedback on their answers. This finding aligns with previous research by Nasution et al. (2026) and Siti Ririn Mu'tamiroh (2026), which explains that *the immediate feedback* feature in Zep Quiz allows students to immediately identify where they went wrong, thereby facilitating a rapid and in depth learning reflection process. The student engagement fostered through the use of Zep Quiz in Fiqh instruction at MAN 1 Situbondo demonstrates that digital media not only supports active learning but also facilitates a more contextual construction of Fiqh understanding through interaction, reflection on feedback, and the connection between the material and their learning experiences.

Table 1. Comparison of Fikih Teaching Methods at MAN 1 Situbondo.

ASPEK PEMBELAJARAN	METODE KONVENSIONAL	ZEP QUIZ
Keterlibatan Siswa	Rendah Sedang	Tinggi
Motivasi Belajar	Cenderung Stabil	Meningkat
Interaktivitas	Terbatas	Sangat Interaktif
Peran Siswa	Pasif	Aktif
Pengalaman Belajar	Monoton	Menyenangkan

The comparison in Table 1 is based on the results of observations, interviews, and learning documentation during the implementation of Zep Quiz at MAN 1 Situbondo; the table describes the changes in learning characteristics observed in the research case. The use of Zep Quiz in learning shows a tendency toward improvement in all aspects of learning compared to conventional methods. With conventional methods, student engagement was at a low to moderate level. In contrast, the use of Zep Quiz was able to increase student participation in learning. Based on observations during the learning process, the teacher noted a significant increase in student learning motivation compared to the relatively stable levels observed with conventional methods. Additionally, the teacher noted that student interactivity remained limited under conventional methods, whereas Zep Quiz fosters higher levels of interactivity, transforming passive students into active participants and creating an enjoyable learning experience.

Based on observations during the learning process, the use of Zep Quiz had a positive impact on students' engagement in classroom activities. Students also showed enthusiasm for

using Zep Quiz in Fiqh lessons, as expressed by one informant: *“We are more interested in Fiqh lessons when using Zep Quiz because it includes game elements and interactive visuals, so we understand the material more quickly”* (Student, Interview, 2026). The statements and observations in this case study indicate that the characteristics of Zep Quiz have the potential to support differentiated instruction because it can accommodate students with diverse learning styles. Thus, in addition to serving as a digital learning medium, Zep Quiz contributes as a pedagogical tool capable of fostering engagement, motivation, and learning responses. This interpretation aligns with Skinner’s Behaviorist Theory, particularly regarding the use of *rewards*, scores, and instant feedback as positive reinforcement to strengthen students’ learning behaviors. The use of Zep Quiz in Fiqh instruction creates a learning environment that is enjoyable, competitive, and fosters enthusiasm for learning.

3.2. The Contribution of Gamification in Supporting Students’ Contextual Understanding of Fiqh

The use of Zep Quiz in Fiqh instruction at MAN 1 Situbondo, based on observation and interview results, indicates that its implementation not only introduces game based learning activities but also contributes to the construction of students’ understanding throughout the learning process. Teachers utilize game elements such as challenges, assessments, and immediate feedback to encourage students to actively participate in every stage of learning. Students not only complete quizzes but also discuss their answers, connect the material to situations they encounter in their daily lives, and reflect on their learning outcomes through the feedback they receive after completing each activity. Based on field data, this indicates that the integration of gamification into digital platforms reveals two trends: 1) A more engaging learning experience compared to the conventional use of game elements; 2) The use of digital technology serves as a factor that enhances the effectiveness of gamification implementation in Fiqh instruction.

These findings align with the research by Nurul et al., (2025). Which states that gamification in learning is not a new approach in the field of education. However, the combination of advancements in digital technology and a comprehensive understanding of student engagement has spurred renewed interest in gamification, positioning it as an innovative learning strategy that has garnered widespread attention. The learning environment at MAN 1 Situbondo indicates that students are permitted to bring cell phones to class; this serves as a supporting factor for integrating gamification into digital platforms as a learning innovation, since, in practice, learning can take place without relying on complex devices, and students can easily access Zep Quiz from their personal devices.

Fiqh material has a broad scope and is directly related to the students’ real-life experiences. During observations of Fiqh lessons using Zep Quiz, teachers utilized questions based on contextual problems so that students did not merely understand the legal provisions of Fiqh but also discussed their application in daily life while engaging in dialogue about phenomena or experiences relevant to the Fiqh material. This situation demonstrates that Fiqh instruction using a contextual, gamification based approach contributes to enhancing the relevance of Fiqh material and teaching methods for students in the digital age. The resulting learning pattern reflects a holistic, competency based approach, affirming that Fiqh instruction goes beyond the paradigm of knowledge transfer (*Transfer of Knowledge*) to include the development of thinking, behavioral, and practical skills in daily life.

Research conducted by Muali dan Bakron Andre Setiawan (2025). Aligns with these findings, indicating that the integration of digital technology into the educational ecosystem supports students’ access to smartphones as learning resources, educational platforms, and technology based learning applications. Consequently, the gamification approach holds significant potential for implementation, as it is supported by the technological infrastructure readiness among students. The learning infrastructure facilities available at MAN 1 Situbondo appear adequate for students to explore Fiqh learning experiences, such as the availability of digital interactive whiteboards (PID), LCD projectors, and realia to maximize their understanding of Fiqh. However, the use of Zep Quiz has proven to be one of the easiest tools to implement, as it is the most accessible and interactive medium for students.

Interviews with Fiqh teachers following the use of Zep Quiz revealed that the combination of gamification and technology, supported by learning motivation, provides students with the opportunity to engage more actively and gain meaningful learning experiences. This was further reinforced by some of the students interviewed; one student stated, *“In Fiqh lessons using Zep Quiz, my friends and I were more enthusiastic about participating, and it turns out that what we learn in Fiqh is actually applied in our daily lives”* (Student, Interview, 2026). These data highlight the three main components of enjoyable and meaningful learning: gamification, technology, and motivation, which are arranged sequentially within a single conceptual framework. The arrangement of these three components demonstrates that enjoyable and meaningful learning is not formed by a single isolated element but rather through the integration of mutually complementary aspects that develop competencies relevant to 21st century educational needs.



Figure 1.2. Results of observations and interviews in 2026

The findings of this case study indicate that the successful implementation of Zep Quiz is not influenced by the game element alone, but also by the integration of digital technology that fosters students' motivation to learn. Theoretically, this reflects the fundamental principles of gamification supported by the field of psychology, particularly theories of motivation and behavioral psychology. Psychology explains how rewards, challenges, competition, and feedback can influence the intensity and sustainability of an individual's engagement in the learning process. At the same time, advancements in information and communication technology provide the infrastructure that enables the implementation of gamification through various digital learning platforms, allowing the learning process to be flexible, interactive, and adaptive to students' needs.

The significance of these findings indicates that Fiqh instruction is no longer positioned as a oneway process of delivering material but rather as a process that actively engages students in building understanding through enjoyable learning experiences. The use of gamification based digital technology in Fiqh instruction at MAN 1 Situbondo, utilizing Zep Quiz, contributes to creating a learning environment that encourages students to discuss, reflect on their answers, and connect Fiqh material to the realities of daily life. Thus, Zep Quiz functions not only as an assessment tool but also as a means of supporting more contextual and student centered Fiqh instruction.

4. CONCLUSION

This study confirms that: First, the use of Zep Quiz in Fiqh instruction at MAN 1 Situbondo as a gamification based learning tool has a positive impact on student engagement in the learning process. Game elements such as scores, rewards, and challenges increase enthusiasm and motivation to learn, and encourage students to take an active role in the learning process. Second, the conventional, teacher centered, and memorization oriented learning approach has led to the inappropriateness of the existing Fiqh evaluation model. Such a model positions students as passive objects of learning, thereby hindering the development of higher order thinking skills, applied competencies, and students' ability to internalize Fiqh values in their daily lives. Third, Zep Quiz, as a gamification based learning medium, contributes to providing students with a contextual understanding of Fiqh by offering a more interactive, reflective, and practical learning experience. With this approach, Fiqh instruction can be more effective because it engages the affective, cognitive, and psychomotor aspects of learning.

Thus, this study contributes the finding that the use of ZEP Quiz functions not only as a gamification based learning medium but also as a pedagogical strategy that supports the development of contextual understanding of Fiqh. This contribution is demonstrated through ZEP Quiz's ability to facilitate students in connecting Fiqh concepts with their daily life

experiences, foster active engagement in learning, and encourage reflection on the application of Fiqh values. These findings expand the body of research on gamification in Islamic education which has traditionally focused more on improving motivation or learning outcomes by demonstrating that gamification can also be utilized to support the development of understanding. A limitation of this study is that the research was conducted at only one educational institution; this could serve as a direction for future research to explore aspects that have not yet been addressed.

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