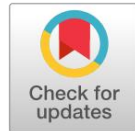


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## Analysis of the Use of Guidebooks on Student Learning Outcomes in Fiqh Subjects at Mts Negeri 2 Bungo

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### ABSTRACT

The use of guidebooks in Fiqh learning at MTs Negeri 2 Bungo is an important issue because even though it is available and used, its function as an independent learning resource is not optimal. This study aims to analyze the use of guidebooks on student learning outcomes and identify factors that affect their effectiveness. With a qualitative approach and case study design, data were collected through interviews, observations, and documentation involving Fiqh teachers, students, and deputy heads of madrasas in curriculum areas. The results of the study showed that handbooks support the delivery of learning materials and exercises, but their use is still dominant in the classroom and has not yet functioned as an independent reference. Its effectiveness is influenced by student involvement, language readability, design quality, content contextuality, teacher strategies, and madrasah support in building a learning culture. Students who actively use books tend to have a better understanding, although the influence is uneven. Different from previous studies that emphasized statistical relationships between variables, this study highlights the interaction between students, teachers, teaching materials, and the learning environment. The findings confirm that the optimization of guidebooks requires student-centered learning strategies, the development of communicative and contextual teaching materials, and consistent literacy habituation.

### KEYWORDS

Guidebook, Learning Outcomes, Madrasah Tsanawiya, Fiqh Learning, Case Study

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### INTRODUCTION

21st century education demands a learning transformation that is no longer solely centered on knowledge transfer, but on the formation of critical thinking skills, learning independence, literacy, and reflection of students in facing the complexity of socio-religious life (Nasrudin et al., 2025). In this context, learning resources are a strategic component because the quality of learning is not only determined by the competence of teachers, but also by the extent to which students interact with teaching materials actively, independently, and sustainably. Guidebooks are a form of learning resources that have an important pedagogical function because they present material systematically, help students organize understanding, and provide exercises that can strengthen the process of internalizing concepts (Nurjaya & Wulandari, 2023).



Therefore, the discussion on the use of guidebooks cannot be positioned as a purely technical problem, but as part of an effort to improve the quality of learning and learning outcomes of students in madrasas. The urgency of the study regarding the use of handbooks in this study lies not only in the importance of learning resources in general, but in the fact that in Fiqh learning at MTs Negeri 2 Bungo guidebooks have been available and used, but have not functioned optimally as a means of independent learning for students.

This situation is important because Fiqh subjects are not sufficiently studied at the level of memorization, but require the ability to understand postulates, legal logic, and the application of religious concepts in daily life. When guidebooks are more often positioned as a complement to teachers' explanations in class, students lose the opportunity to read, study, repeat, and build conceptual understanding independently, so learning outcomes tend not to develop evenly (Rafia & Sagiman, 2026). Thus, the main problem in this study is not only the availability of teaching materials, but why the guidebooks that are formally present in learning have not been fully transformed into effective pedagogical instruments to strengthen learning independence and improve student learning outcomes.

Previous research has indeed confirmed that learning resources, the quality of teaching materials, and learning independence have a relationship with student learning outcomes, but most of them still stop at findings that are general, correlational, and dominant using quantitative approaches. In that context, previous studies have not sufficiently explained how students actually use the handbook, which parts of the book are difficult to understand, why students remain dependent on the teacher's explanation, and how learning strategies and madrasah support shape the intensity of the use of the book. The critical position of this research lies in the view that the effectiveness of the guidebook cannot be understood only from its existence or from its statistical relationship with learning outcomes, but must be read as a pedagogical practice that is influenced by the interaction between students, teachers, the content of the book, and the learning environment of the madrasah (Sobri, 2020). Therefore, this research is here to fill the gap that has not been adequately touched by previous research, namely to explain in depth the process, obstacles, and meaning of the use of guidebooks in Fiqh learning and its implications for student learning outcomes in the context of real madrasas.

In the subject of Fiqh, the problem of using guidebooks cannot be equated with the use of teaching materials in general subjects, because Fiqh as a discipline of Islamic jurisprudence contains normative, argumentative, and applicative dimensions that require students not only to know the content of the material, but also to understand the postulates, legal logic, and the relevance of its application in daily life. This complexity makes the quality of the presentation of the guidebook very decisive, because books whose language is too dense, abstract, and lack of contextual examples tend to encourage students to learn verbalistic, memorize without understanding, and still depend on the teacher's lectures. On the other hand, a guidebook that is communicative, systematic, and close to students' concrete experiences can serve as a bridge between religious texts and the socio-religious realities they face, so that Fiqh learning does not stop at mastering concepts, but develops into the ability to understand, reason, and practice (Huda, Hayaa, PS, & Wafa, 2025). Therefore, the main issue in this study is not only the availability of guidebooks, but the extent to which its content and presentation really have an impact on the formation of fiqh reasoning, learning independence, and improving student learning outcomes more deeply

Empirical phenomena at MTs Negeri 2 Bungo show that Fiqh handbooks have been available and used in learning, but their use by students has not fully developed as a means of

independent learning. The results of initial observations in the research manuscript show that most students still use the guidebook when learning takes place in the classroom and have not made it the main reference when studying outside of class hours. Students also tend to wait for the teacher's explanation to understand the material, so the learning process depends more on the authority of the teacher than on direct interaction with the content of the book (Gunawan, 2022). As a result, students' understanding of Fiqh material stops more at the level of information reproduction and has not fully developed towards a deeper conceptual understanding. In situations like this, learning outcomes become uneven because students who actively use books gain greater academic benefits than passive students.

Based on this analysis, there is a clear research gap, namely there is still limited research that examines the use of guidebooks in depth in the context of Fiqh learning in madrasas, especially with an approach that is able to read the processes, experiences, obstacles, and meanings of book use for students. Quantitative research is indeed important to measure the tendency of relationships between variables, but it has not always been able to explain the dynamics behind numbers, such as why students do not use books, which parts of the book are difficult to understand, and how teachers and school policies affect the intensity of their use (Kusumastuti, Anggraeni, Rustam, Desi, & Waseso, 2025). Thus, this study occupies a different position from previous research because it seeks to read the phenomenon of the use of guidebooks not only as an independent variable, but as a pedagogical practice formed by the interaction of students, teachers, material content, and learning environment.

The novelty of this research lies in its specific focus on the use of guidebooks in Fiqh subjects at MTs Negeri 2 Bungo and its efforts to connect the practice of using books with student learning outcomes through contextual and in-depth reading. This research does not stop at the question of whether guidebooks have an effect, but enters into the question of how they are used, what factors support or hinder their use, and why their impact on learning outcomes is not always evenly distributed to all students (Hamidah, 2025). From the theoretical side, this study expands the study of learning source-based learning in Islamic education by emphasizing that the effectiveness of teaching materials is determined by the quality of pedagogical interaction that accompanies it. From a practical perspective, the results of this research can be a reference for teachers, madrasas, and teaching material developers to design Fiqh learning strategies that are more communicative, contextual, and encourage student learning independence.

This research is focused on the use of guidebooks as a learning resource and its implications on student learning outcomes in Fiqh subjects at MTs Negeri 2 Bungo. The focus is directed to examine how students use guidebooks, factors that affect the intensity and quality of their use, and their relationship with learning outcomes that arise in the learning process. To obtain a complete understanding of this phenomenon, this study uses a qualitative approach with a case study design, so that the dynamics of interaction between students, teachers, and teaching materials can be analyzed in depth according to the context of the madrasah. Thus, this study aims to analyze the use of guidebooks on student learning outcomes in Fiqh subjects at MTs Negeri 2 Bungo, identify the factors that influence them, and explain their contribution to strengthening Fiqh learning in madrasas.

## RESEARCH METHODOLOGY

This study uses a qualitative approach with a case study design because the problem of the use of guidebooks in Fiqh learning is not just the frequency of use or statistical relationship with learning outcomes, but a pedagogical problem involving student experience, teacher strategies, the

character of teaching materials, and the context of madrasas that interact with complex interactions (Usman, 2025). This design was chosen to explain how books are used, why their use is not optimal, and the factors that make their contribution different for each student, something that cannot be reached through quantitative measurement. Case studies allow researchers to read phenomena holistically in real situations, so that the relationship between book use, student involvement, the role of teachers, and learning outcomes is understood as a whole (Wahyu Hidayat, Nelson, & Amrullah, 2025). Thus, this approach is not just technical, but a relevant methodological decision to produce an in-depth and contextual understanding of the dynamics of Fiqh learning in madrasas. The research was carried out at MTs Negeri 2 Bungo, Jambi Province, in January-March 2026, with the location chosen purposively because the madrasah routinely uses guidebooks, especially for grade VIII students who are beginning to be able to think abstractly and reflective of religious materials.

The research informants consist of teachers of Fiqh subjects, students, and deputy heads of madrasas in the field of curriculum who are selected purposively based on their involvement in the use of the guidebook and their knowledge of the learning process. To obtain richer data, the selection of informants can be developed by snowball sampling when the researcher needs a follow-up explanation from parties who are considered to know the phenomenon in more depth (Hasanah, 2025). The research data includes primary data and secondary data. Primary data is obtained directly from interviews and observations of learning activities, while secondary data is obtained from guidebooks, learning tools, and student evaluation documents. Data collection is carried out through semi-structured interviews, participatory observations, and documentation so that the information obtained is complementary and able to describe the use of guidebooks in Fiqh learning as a whole (Costa, 2024). Interviews are used to explore the perceptions and experiences of informants, observations to see real interactions in the classroom, while documentation is used to strengthen and check the consistency of field data.

In research at MTs Negeri 2 Bungo, the validity of the data was built through triangulation of sources and methods that were applied in real life in Fiqh learning. Information from teachers, students, and deputy heads of curriculum was compared with the results of interviews, participatory observations, and documentation in the form of guidebooks, learning tools, and student evaluations. Credibility was strengthened by member checking, which is showing a summary of the interview results to informants to match their experiences. The trail audit was carried out by systematically recording the data collection and interpretation process. The analysis used the interactive model of Miles, Huberman, and Saldaña, starting from data reduction, presentation of analytical narratives, to verification (Hanawiah, 2022). Key findings include handbook usage patterns, supporting and inhibiting factors, and their implications for student learning outcomes.

## RESULT AND DISCUSSION

The main findings of this study show that guidebooks have a significant position in Fiqh learning at MTs Negeri 2 Bungo, but this role is still more dominant as a support for learning activities in the classroom than as an independent learning resource that students consistently use outside of formal learning hours (Hosna, 2025). The significance of this finding lies in the fact that the existence of teaching materials does not automatically produce effective learning if students have not built active, intensive, and reflective interaction with the content of the books they have. In that context, the main problem of this research is not just the existence or absence of a guidebook, but how the book is presented in pedagogical practice and used as a medium to strengthen students' understanding of Fiqh material in a more in-depth manner (Afrianto & Wirayudha, 2024). Thus, the

effectiveness of a handbook is determined more by the quality of its use than by its availability alone.

In learning practice, teachers use guidebooks as a reference to deliver material, provide exercises, and maintain the flow of discussion in accordance with the learning objectives that have been planned in Fiqh subjects (T. Fatimah & Harimurtiningsing, 2020). From the teacher's point of view, guidebooks function to help the process of simplifying the material so that basic concepts can be introduced to students in a more systematic and structured manner during learning activities (Nisa & Wangi, 2023). However, from the student's perspective, the use of books has not developed into an autonomous learning habit because most students open and read books only when there is direct instruction from the teacher in the classroom. This situation shows that the relationship between students and teaching materials still tends to be reactive, not reflective, so that the ideal function of the guidebook as a means of strengthening learning independence has not been optimally realized in Fiqh learning in the madrasah (Deslina, 2024).

**Table 1.** Summary of Findings on the Use of Study Guidebooks

Yes	Aspects Studied	Key Findings	Impact on Learning	Obstacles Found
1	Teacher's Perception	Handbook helps with the delivery of materials and exercises	Support the learning process in the classroom	Students are less active in using books
2	Student Perception	Guidebooks are helpful, but difficult to understand	Help understanding if explained by the teacher	Difficult language to understand
3	Book Utilization	Used בעיקר in the classroom	Helps with the formal learning process	Not used for independent learning
4	Impact on Learning Outcomes	Positive for active students	Increase understanding and value	Uneven across all students
5	Policy Implementation	Handbooks are required by schools	Supports learning standards	Depends on teachers and students
6	Book Design	Less visual and less contextual	Limiting student comprehension	Lowers reading interest

This situation shows a real gap between the normative function of the guidebook as a source of independent learning and the empirical practice of its use which is still limited to the needs of formal learning in the classroom (Munawwaroh & Putri, 2024). If the book is only activated when the teacher explains the material, then students lose the opportunity to build conceptual understanding through the process of reading, studying, repeating, and connecting the content of the material with their own religious experiences (Mukmin, Hidayah, Yusuf, & Siska, 2025). In the context of Islamic education, this condition is important to observe because Fiqh learning does not stop at the mastery of information, but requires the ability to understand the postulates, legal logic, and the relevance of its application in daily life (Yuliana, Rustan, Wisran, & Kartini, 2025). Therefore, the low use of guidebooks must be read not only as a problem of student behavior, but also as an indicator that the culture of independent learning and the culture of religious literacy have not been firmly built in the madrasah environment.

The next finding shows that students' understanding of the content of the guidebook is greatly influenced by the aspects of language readability, the density of explanations, and the way the material is arranged in the book used in Fiqh learning (Arbie, Puspitasari, Telaumbanua, Bangkara, & Khasanah, 2023). A number of students stated that the guidebook did help them understand the basic material, but they still had difficulty when they had to study the content of the book independently without additional explanation from the teacher (Muis & Mursalim, 2023). This shows that the problem of using books is not only related to the motivation to read, but also directly related to the ability of teaching materials to present explanations that are communicative, concise, and easily accessible to the level of cognitive development of madrasah students. In other words, the usefulness of guidebooks as an independent learning resource is highly dependent on the ability of academic texts to be translated into descriptions that are more friendly, directed, and easy to understand by students.

The Fiqh guidebook at MTs Negeri 2 Bungo is still lacking in contextuality, lacks visual illustrations, and rarely presents concrete examples, making it difficult for students to connect normative concepts with everyday experiences. This condition has an impact on cognitive processes, because abstract material makes it difficult for students to encode meaningful information, relate new concepts to previous knowledge, and build a structured understanding of postulates, laws, and their application. As a result, independent learning through books often stops at reading surfaces without elaboration, reasoning, or internalization of concepts, so understanding becomes shallow and depends on the teacher's explanation (Muis & Mursalim, 2023). This dependence shows that books do not fully function as a pedagogical means to interpret, repeat, and transfer knowledge to real situations. In fact, Fiqh learning requires understanding as well as the application of concepts in daily life. Therefore, the problem of handbook design is not just a technical presentation, but a factor that affects the quality of cognitive processing, depth of understanding, and the success of Fiqh learning in madrasahs.

In terms of learning outcomes, this study shows that students who actively use guidebooks tend to show better understanding of the material, are better able to answer questions, and are better prepared to re-explain the concepts they have learned (Çoruhlu & Pehlevan, 2021). The findings confirm that guidebooks have a positive contribution to strengthening learning outcomes, especially when their use does not stop at skimming reading, but is accompanied by practice, repetition, and consistent learning engagement (Day, Hwang, Arner, McNamara, & Connor, 2025). However, these positive impacts do not occur equally on all students because the intensity of using books varies, as well as learning motivation, reading habits, and students' readiness to manage their own learning activities. Thus, higher learning outcomes are not solely born from the existence of a guidebook, but from the quality of interaction built between students and the learning resource.

**Table 2.** The Relationship between Handbook Utilization and Student Learning Outcomes

Yes	Book Utilization Rate	Student Characteristics	Impact on Learning Outcomes
1	Height	Active reading, independent, frequent exercise	High understanding, increased value
2	Medium	Read on demand, quite active	Sufficient understanding, stable value
3	Low	Dependent on the teacher, rarely reading	Low understanding, suboptimal grades

The unevenness of the influence of handbooks on learning outcomes is one of the important findings because it shows that the effectiveness of teaching materials does not work automatically and uniformly for all students (Harun, Mangangantung, & Tarusu, 2025). Students who actively read, note, repeat the material, and use books as independent references have greater academic benefits than students who only open the book during learning and still rely on the teacher's explanation. At this point, the research supports the explanation in the manuscript that learning independence is a factor that affects student learning outcomes and needs to be systematically built through appropriate learning strategies (Novitasari, 2023). Therefore, guidebooks are more appropriately understood as a factor that strengthens learning outcomes that only work optimally if they are accompanied by motivation, independence, and learning habits that develop sustainably in students.

The most prominent internal factor in this study is the low interest in reading and learning motivation of some students, which causes them to not have a strong initiative to use guidebooks independently outside of the teacher's instruction (Anggraini, Ekawati, Arifin, Kuswandi, & Ramli, 2025). These findings show that the problem of using books cannot be solved only through the provision of teaching materials, because the success of their use is largely determined by the psychological readiness, learning habits, and orientation of students to reading activities. When learning motivation is low, books that should function as a source of knowledge exploration lose their pedagogical power and only turn into formal learning equipment in the classroom (Beauty, Rahmawati, & Markhamah, 2022). Therefore, efforts to improve learning outcomes through guidebooks must be accompanied by strategies that foster students' interest in reading, learning responsibility, and awareness that books are an important means to deepen their understanding of Fiqh material.

When associated with the literature that has been discussed in the introduction, the results of this study reinforce previous findings that the use of learning resources is related to improving student learning outcomes, but this study provides a more in-depth explanation of how this relationship is formed in Fiqh learning practices (Ilyas, Beglerovic, & Atique, 2023). Unlike quantitative research that tends to highlight correlations between variables, this study shows that the influence of guidebooks is strongly influenced by the readability of content, the quality of material design, the intensity of utilization, and the role of teachers in directing the use of books (Anwas et al., 2022). Thus, this study not only confirms the importance of guidebooks, but also explains the pedagogical conditions that make them effective or less meaningful for students. It is at this point that this research makes a richer analytical contribution to the study of learning source-based learning in Islamic education.



**Figure 1.** Flow of Guidebook Utilization for Learning Outcomes

The contribution of the novelty of this research lies in its specific focus on the use of guidebooks in Fiqh learning at MTs Negeri 2 Bungo, with a qualitative approach that allows student experiences, teacher perceptions, and the context of madrasas to be read more deeply. This novelty places the research not only on the question of whether guidebooks affect learning outcomes, but on a more substantive problem, namely how books are used by students, why their use is not optimal, and what factors cause their impact on learning outcomes to be uneven. At this point, the research takes a different position from the previous study which emphasized more statistical relationships between variables, but is not adequate in explaining the dynamics of the real use of guidebooks in Fiqh learning in madrasas (Sahruli, 2023). Therefore, this study not only produces empirical findings on the use of guidebooks, but also makes a conceptual contribution that the effectiveness of learning resources in Fiqh learning is determined by the quality of interaction between students, teachers, teaching materials, and the learning environment, thus enriching the study of learning resource-based Fiqh learning in the perspective of contemporary Islamic education

The practical implications of these findings are quite clear, namely that Fiqh teachers need to develop a more student-centered learning strategy so that the guidebook not only serves as a teaching reference, but also as a medium for exploration, discussion, exercise, and religious reflection (Hidayah, Romelah, & Hikmatulloh, 2024). Madrasas also need to strengthen the implementation of book use policies through reading-based assignments, evaluations that encourage students to actively access the content of books, and literacy habituation that is carried out in a sustainable manner (Amanda & Siregar, 2025). In terms of teaching materials, guidebooks need to be prepared with more communicative language, examples that are closer to students' reality, and visual illustrations that help understand Fiqh concepts that are normative and applicable (Ma'arif, Rofiq, & Sirojuddin, 2022). These steps are important so that books really function as a means of strengthening learning outcomes and student independence, not just an administrative tool in learning activities.

Although the results of this study provide a fairly strong picture of the use of guidebooks in Fiqh learning, the limitations of the research still need to be recognized proportionately so that the interpretation does not go beyond the available data (Rambe, Mardianto, & Mahariah, 2025). The research was conducted in a single madrasah with a case study design, so the findings produced emphasize more on the depth of the local context rather than on broad generalizations for all tsanawiyah madrasas (L. Fatimah, 2024). In addition, this study focuses more on the process of using books, student experiences, and teachers' views rather than examining the relationship between variables with comprehensive statistical measurements (Khatijah & Ismail, 2022). However, these limitations do not reduce the significance of the findings, because the main value of this research lies in its ability to explain the pedagogical dynamics of the use of handbooks in real and contextual Fiqh learning situations.

It is not enough for follow-up research to expand locations or methods, but must examine the relationship between the quality of teaching materials, teachers' pedagogical strategies, and students' readiness for independent learning. The findings show that the limitations of the use of books are not solely due to low interest in reading, but because books have not been designed to be communicative, contextual, and cognitive-accessible for the needs of Fiqh. Therefore, further research needs to lead to a comparative study between madrasas with a mixed approach, in order to measure book design, learning motivation, intensity of use, and teachers' strategies in shaping learning outcomes. The development of digital, visual, or contextual-based books should be seen as pedagogical interventions to reduce reliance on lectures, strengthen independent understanding, and

open up reflective spaces. The important value of follow-up research is to re-examine whether books are really a source of knowledge construction or just an administrative complement.

## CONCLUSION

This study confirms that the Fiqh handbook at MTs Negeri 2 Bungo does not fail because of its absence, but because its use is still limited in the classroom and has not developed as an independent learning resource that consistently helps students understand fiqh in depth. The contribution of books to learning outcomes is not automatic, but is determined by students' active involvement, language readability, design quality, content contextuality, teacher strategies, and madrasah support in forming a participatory learning culture. The main problem is not only the presence or absence of teaching materials, but how guidebooks are presented as pedagogical practices that connect students, teachers, materials, and the learning environment as a whole. This research contributes by contextually explaining why the use of books has an unequal impact, while emphasizing that the effectiveness of Fiqh teaching materials depends on the quality of pedagogical interactions. This study enriches learning source-based learning in Islamic education, not only in relation to learning outcomes, but also in the processes, barriers, and pedagogical conditions that make the guidebook meaningful. Practically, the findings demand a student-centered learning strategy, the development of communicative and contextual books, and consistent literacy habituation so that the guidebook functions as a means of independence and improvement of Fiqh learning outcomes.

## DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) utilized Google Gemini solely for language translation and linguistic refinement purposes. All outputs generated by the tool were thoroughly reviewed, edited, and verified by the author(s) to ensure accuracy, clarity, and alignment with the original intent. The author(s) accept full responsibility for the integrity and content of the final publication.

## AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

## DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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