# Contextualizing *Fiqh al-Munakahat* through Short Filmmaking: A Legal Constructivist Approach

**Rama Dhini Permasari Johar[1], Ardi Satrial[1], Sispa Yulia[1], Khuloud Mustafa Alouzi[2]**

[1]STAI Solok Nan Indah, Indonesia
[2]University of Zawia, Libya

✉ rama_dhini@staisni.ac.id *

**Abstract**

This study discusses a project-based learning model in the form of a short film project designed and performed by students themselves. This study aims to analyze the extent to which this short film project is effective and interesting for students in understanding the material on *fiqh munakahat*. Furthermore, it is interesting to analyze how students are able to build their understanding of the material on talaq *ba'in kubra* through this short film project. The author uses a multidisciplinary theory, namely the theory of project-based learning in Islamic education and the theory of legal constructivism in analyzing the data. In conducting this research, the author uses a mixed method design approach with a concurrent embedded strategy model. The subjects of this study were eleven students at a boarding school in West Sumatra, Indonesia, who were involved in the short film project. The data analysis technique used by the author was thematic analysis for qualitative data, while the quantitative data analysis technique used a simple statistical test (t-test). The results of this study indicate that the learning model using the short film production project is highly effective in enhancing students' abilities in the following areas: more practical and interactive learning, increased interest and motivation to learn, easier understanding of concepts, and promotion of collaboration and teamwork. Furthermore, from a legal constructivist perspective, it demonstrates that understanding of *fiqh munakahat* can be developed through real-world experiences in the short film production project itself, rather than solely through lecture-based methods and rote memorization of texts. Thus, short film production is not merely a learning tool but also a constructivist strategy for fostering a deeper and more contextual understanding of Islamic law among students.

## INTRODUCTION

Another subject that must be studied by Islamic boarding school students at the Islamic senior high school level is the study of fiqh, one chapter of which

discusses fiqh munakahat or matters related to marriage, divorce, and so on (Sadali, 2020; Zahira et al., 2024). This subject not only addresses the normative aspects of marriage but also provides a deep understanding of the rights and obligations within Muslim families (Irmayanti et al., 2024). The context of an increasingly complex society, this is important so that the younger generation can navigate the dynamics of family life using a clear legal foundation (Mau, 2024). However, the study of *fiqh* texts is often perceived as abstract and theoretical, making it difficult for students to grasp the concepts involved (Luthfia & Romelah, 2024). Therefore, an innovative and more practical learning model is needed so that students can internalize *fiqh* concepts more effectively.

One relevant learning model is Project-Based Learning, which emphasizes project-based learning to enhance students' understanding through direct experience (Karomatunnisa et al., 2022; Wajdi et al., 2024). Project-Based Learning has proven effective in improving understanding of abstract concepts across various subjects, including *fiqh* (MacLeod & van der Veen, 2020). This project requires students to collaborate, take responsibility for the project process and outcomes, and develop the ability to design, research, and solve problems independently or in groups (Kumar, 2021; Miller & Krajcik, 2019). Thus, students are not merely memorizing material but also applying their knowledge and skills in a broader context, ultimately resulting in a more meaningful and profound learning experience (Acim et al., 2024; Saputra, 2023; Trianasari et al., 2024).

Previous research findings indicate that the Project-Based Learning model can enhance students' understanding and creativity in religious education, not only at the high school level but also in higher education (Wiyono et al., 2019; Guo et al., 2020; Sukriyatun et al., 2023; Fauzi et al., 2023; Rahmawati et al., 2024; Fakhruddin et al., 2025). In the context of Islamic family law, creating short films is one form of Project-Based Learning that can help students understand Islamic law more deeply and contextually. Short films allow students to dramatize and reconstruct fiqh concepts into real-life situations, enabling them to understand rules not only textually but also practically. The use of film media can enhance pedagogical quality and accelerate the learning process (Awalia et al., 2025).

In Islamic boarding schools in West Sumatra, Indonesia, particularly in fiqh classes, a project-based learning model has been implemented, resulting in the production of short films starring students about *talaq ba'in kubro* as part of their learning process. This film is not only the outcome of the learning process but also serves as a medium for reflecting on their understanding of Islamic rules regarding *talaq ba'in kubro* and its implications in real life. The students actively participated in the entire film-making process, from studying the *fiqh* texts on divorce, discussing and researching the necessary references, writing the script, acting, filming, to editing. The learning output using the Project-Based Learning model is a short film titled "*Muhallil*," which can be accessed through the WAU House YouTube channel at the link https://youtu.be/MZ1CK9RmPck?feature=shared.

Before entering the short film production process, the students were first given material or studies on fiqh with the same theme using the lecture method (Arif et al., 2024; Syahraini, 2024). Next, to measure the students' understanding of *ihwal talaq ba'in kubro*, the author conducted a pretest in the form of multiple-choice questions and essay questions. The results of the pretest conducted to assess the students' understanding of the boarding school revealed that their understanding of *talaq ba'in kubro* was still low, particularly regarding the *ihwal lafazh* of the divorce, the pronouncement of the divorce, the legal implications of the divorce, and the rules governing *nikah tahlil.* This can be reviewed through Table 1 below.

**Table 1. Pre-test results**

| Category | Score (%) | Number of Students | Percentage (%) of Score Achievement |
|---|---|---|---|
| Good | 60 - 79 | 3 | (3/11) × 100 = 27.27% |
| Fair | 40 - 59 | 6 | (6/11) × 100 = 54.55% |
| Less | 0 - 39 | 2 | (2/11) × 100 = 18.18% |
| **Total** | - | **11** | 100% |

Based on the results of the pretest in Table 1 above, it can be observed that the majority of students (54.55%) have sufficient understanding, indicating that they have understood the basic concepts of *fiqh munakahat*, but still have difficulty in understanding the legal aspects of divorce in greater depth. 27.27% of students have a good understanding, but this figure is still relatively low, so more effective teaching strategies are needed to improve their understanding to a higher level. 18.18% of students fall into the "insufficient" category, meaning they still struggle to grasp the basic concepts of *talaq ba'in kubro*. The results of the pretest can be seen in the following diagram.

Based on this data, it can be said that, holistically speaking, student understanding of *fikih munakahat* still needs to be improved, because most student are still in the "fair" category. The learning model used previously has not been effective in conveying a deep understanding of the rules of divorce. Based on this, innovations have been made in the learning model, such as the implementation of Project-Based Learning through the creation of short films, so that students can learn from personal experiences and understand *fiqh* rules in the context of real-life situations (Darlis & Khalidin, 2019; Pratiwi & Setyaningtyas, 2020).

The use of Project-Based Learning through the short film project is interesting to examine in the teaching of *fiqh*. Through this learning model, students' understanding of *talaq ba'in kubro* is developed not only at the theoretical level but also at the practical level, by playing roles in their own short film production. To make the analysis of this research more comprehensive, the author applies a multidisciplinary theoretical approach, namely the theory of Project-Based Learning in Islamic education and the theory of Legal Constructivism within Islamic family law, particularly regarding *talaq ba'in kubro* (Dewi, 2021; Helmi, 2020).

**LITERATURE REVIEW**

Previous studies have discussed the use of audio-visual media and *project-based learning* approaches in Islamic Religious Education, although none have specifically examined the production of short films by student (boarding school students) on *talaq bain kubro*. The following are some relevant studies.

Hasibuan (2022) investigated the use of audio-visual media to improve students' learning outcomes in *fiqh* lessons at junior high schools. The research findings indicated that the use of audio-visual media in *fiqh* instruction showed improvement in each cycle. Although both studies examined *fiqh* instruction through audio-visual media, this research differs from the study conducted by the author. This study does not specifically emphasize the project of making short films acted out directly by students, so that they gain practical experience in demonstrating legal phenomena.

Muyassaroh et al (2023) researched the implementation of project-based

Islamic Religious Education learning through Islamic videos in Islamic boarding schools. The results of the study showed that the application of project-based video learning in Islamic Religious Education can help improve students' creativity and their understanding of Islam. The project involved the creation of Islamic videos that were aesthetic, meaningful, and informative. However, this study differs from the author's research in several aspects. First, Muyassaroh's research used literature study, while the author's research took the form of a case study with a mixed method design and multidisciplinary theory analysis involving Islamic education perspectives and legal theory.

Subsequently, the study conducted by Fakhruddin et al (2025) investigated the effectiveness of using a project-based learning model in Islamic Religious Education. The research found that this approach was able to enhance the students' understanding and creativity in religious subjects.

Based on these previous studies, although there has been research discussing the use of audio-visual media in Islamic education, none has specifically examined the making of short films by student themselves, particularly the application of the Project-Based Learning model through short-film production in the study of *fiqh munakahat*, especially in understanding the rules of *talaq bain kubra*. This study integrates the Project-Based Learning approach with the study of *fiqh munakahat* simultaneously. Thus, this research not only evaluates the effectiveness of Project-Based Learning in improving student comprehension, but also assesses how this model can strengthen the understanding of Islamic legal rules within concrete life contexts.

This research is expected to make an empirical contribution by analyzing how this creative process strengthens students' understanding, critical thinking skills, and their engagement in learning. With this novelty aspect, this research can be used as a foundation for the development of a more innovative and applicable *fiqh munakahat* learning model, and contribute to strengthening the understanding of Islamic family law among the younger generation.

## METHODS

This research uses a qualitative method with a mixed method design approach through a concurrent embedded strategy model (Almeida, 2018; Marshall et al., 2020; Kumar, 2021; Dalei, 2023). The author uses qualitative data as the primary source, while quantitative data is the secondary source. The research location was one of the Islamic boarding schools in West Sumatra, Indonesia. The research informants consisted of eleven students who were involved in making short films.

Data collection techniques were carried out through observation, in-depth interviews, pretests, and posttests. In order to make the analysis of this research more in-depth, the author uses multidisciplinary theories, namely Project-Based Learning theory in Islamic Education and Legal Constructivism theory in analyzing data (Almulla, 2020). Qualitative data analysis techniques use thematic analysis of interviews, observations, and short film content (Gerring, 2017; Engkizar et al., 2022; Johar et al., 2024). Meanwhile, the quantitative data analysis technique uses a simple statistical test (t-test) to see the difference in student understanding before and after filming (Apriliawati, 2020).

In this study, the author gave pretests to eleven students involved in making short films. The author, as an educator or teacher of the subject, also played a role in providing an understanding of the legal aspects of the material to be filmed. After

the filming process was completed, the author conducted in-depth interviews regarding the production process and the understanding of the students involved in the activity. In addition, the author also conducted a posttest to assess the extent to which this short film making project was able to improve students' understanding of the material studied. The data obtained were then analyzed using thematic analysis method for qualitative data and simple statistical test (t-test) for quantitative data (Engkizar et al., 2023).

## RESULT AND DISCUSSION
### The effectiveness of project based learning on student understanding

Posttest data were analyzed using descriptive statistics, namely by calculating the percentage in each category, then comparing it with the pretest results. The following table presents the results of the percentage calculation in each post-test category.

**Table 2. Post-test result**

| Category | Number of student | Percentage (%) |
|---|---|---|
| Good | 8 | 72.7% |
| Fair | 2 | 18.2% |
| Less | 1 | 9.1% |
| Total | 11 | 100% |

Based on the posttest data in Table 2 above, the majority of students obtained a percentage of 72.7% or were in the good category. This means that there is an increase when compared to the pretest results, where only 54.55% of students are in the good category. This shows an increase in understanding after the project-based learning intervention through making short films about *talaq bain kubro*. Meanwhile, the number of student in the sufficient and insufficient categories has decreased, which further strengthens the effectiveness of this model in improving student understanding. To clarify the difference in pretest and posttest results, it can be seen in the following graph:
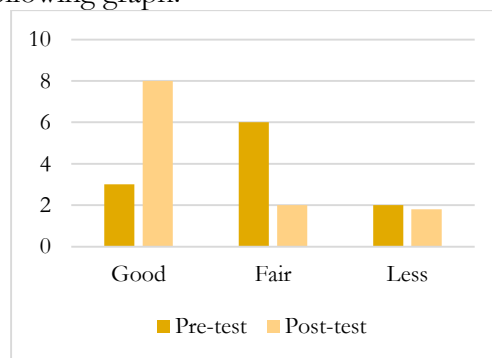


**Fig 1. Comparison of pretest and posttest results**

From the graph, it can be seen that the number of students in the good category increased significantly, from three student with good understanding during the pre-test to eight student in the post-test. Meanwhile, the moderate category decreased from six student to two student, and the poor category also decreased. This shows that the project-based learning model through making short films contributes positively to improving student understanding of *talaq bain kubro*.

This study evaluated the effectiveness of the Project-Based Learning approach in learning *fiqh munakahat* through making short films in Islamic boarding schools (Markula & Aksela, 2022). The evaluation was conducted through interviews with

eleven students who played a role in the production of the film, to understand the impact of this model compared to traditional learning methods. The Project-Based Learning model provided a more engaging and effective learning experience for the students compared to the lecture method or traditional methods that are commonly
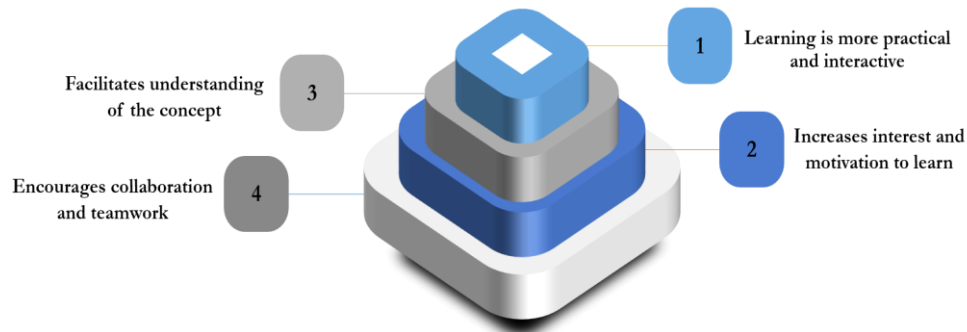


used. Some of the main reasons for these findings can be examined in the following figure.

**Fig 2. The effectiveness of project based learning on student understanding**

Based on the graph above, it can be seen that there are four main themes that the author found regarding the effectiveness of the application of Project-Based Learning in *talaq bain kubro* material through a short film-making project by student in one of the Islamic boarding schools in Indonesia. Each of these themes will be described as follows:

The first, learning is more practical and interactive. Through film making, students directly practice the *fiqh* concepts learned, both in preparing the scenario and in the shooting process. This is different from the lecture method which generally only focuses on theory and memorization. In this way, learning is felt more interactive by students, because they not only listen to the teacher's explanation, but are also involved in discussions at every stage of learning, from designing scenarios to acting out films that have been carefully designed. As the results of the author's interview with one of the informants can be seen in the following interviews.

> *... it is more interesting in my opinion because in discussing with friends we can understand the material we are learning better, so it is easier (informant), ... it is easier to understand if it is directly acted out, especially if it is discussed first (informant), ... because it is directly practiced so it is easier (informant), ... before acting it out, it is discussed first with friends and the teacher so it is not only the teacher who explains (informant).*

Based on the results of the interview above, it is illustrated that learning with the method of making short films is considered more practical as well as interactive, because student follow every learning process enthusiastically and voluntarily. In addition, this process is also considered interactive because, according to the student, the discussion does not only come from the teacher's explanation, but also through their participation in the preparation of the film script. This shows that the short filmmaking project is a learning method that is favored by student because it is not monotonous, and encourages them to actively participate in the learning process (Engkizar et al., 2025).

Second, it increases interest and motivation to learn. The students find learning through the medium of short films more interesting than just reading the book and

then translating it. The creative process of writing scripts, acting, and editing movies makes them emotionally and cognitively involved in understanding *fiqh* material. This theme was stated by several informants as can be seen in the followings interview.

.... *With the making of the movie, my friends and I became more enthusiastic and interested in learning the book, because the material was directly filmed so that it motivated the students to learn (informant), ...Activities like this raise enthusiasm and interest in better understanding the content of the fiqh book (informant), ...This experience has increased my interest in understanding the material that is played in a short film (informant).*

Thus, it can be concluded that the project of making short films by student is very effective in increasing their interest and motivation to learn. Students become more interested as well as excited in understanding the material taught, especially the *fiqh munakahat* material.

Third, it facilitates understanding of the concept. *Talaq bain kubro* is a fairly abstract concept if only learned through text. Through the movie, students can see a real simulation of how divorce occurs, so that the concept is easier to understand. This is confirmed by the informant's statement which can be seen in the following:

*Previously, I did not understand about this talaq bain kubra. But after discussing and making a short movie together, I finally understood the storyline about the concept of triple divorce as shown in the movie (informant). ... It was easier to remember and understand the concept, because it was directly acted out in the movie (informant). ...This activity increased my interest in understanding the material that was acted out in a short movie (informant).*

Based on this statement, it can be concluded that the learning method with this short film making project helps him understand more easily about the application of the concept of *talaq bain kubra* if it occurs in the midst of society. Thus, the Project Based Learning model with the making of a short film played by this student, helps make it easier for students to understand the concept of *talaq bain kubra* which they play in the short film project (Zahrawani et al., 2021; Langputeh et al., 2023).

Fourth, it encourages collaboration and teamwork. In addition to the three factors previously described, the project-based learning approach creates a collaborative learning environment in which students learn not only from teachers but also from their peers (Almulla, 2020; MacLeod & van der Veen, 2020; Aran, 2024). Through this process, they develop communication and teamwork skills that are highly valuable for their future. Traditional lecture or class discussion methods generally place student in an individualized position, where they learn independently with limited interaction. In contrast, the Project-Based Learning model requires students to work in groups to produce a quality short film. Each team member assumes a different role, such as screenwriter, director, actor, cameraman, or editor, and each role demands active contribution to ensure the project's success.

During the production process, the students had to discuss *fiqh* concepts collectively, clarify their understanding, and decide how the law should be represented in the film. This teamwork also fostered values of responsibility, communication, and problem-solving, as they were required to overcome various technical and academic challenges that emerged. Based on interviews conducted with eleven student, it was found that this short-film project significantly enhanced their ability to collaborate and work effectively as a team. This was expressed by the following three informants:

*It was really exciting because we divided the roles in the movie. If someone made a mistake in*

*acting, we had to redo the scene (informant). ...We also had to stay really focused and work together, because sometimes when one person laughed, everyone else would start laughing too (informant). ...In the end, it made us feel more united, since we had conceptualized the movie together from the very beginning (informant).*

Based on the interview excerpt, it can be understood that the short filmmaking project has directly provided them with valuable experience in teamwork. This learning model encourages collaboration and enhances team working skills.

**Islamic Legal Constructivism in Short Filmmaking Project**

The results of the author's interviews with eleven learners indicate that the process of creating this short film helped them develop a concrete understanding of the Islamic legal concept of *talaq bain kubra*. The findings of these interviews are illustrated in the following excerpt.
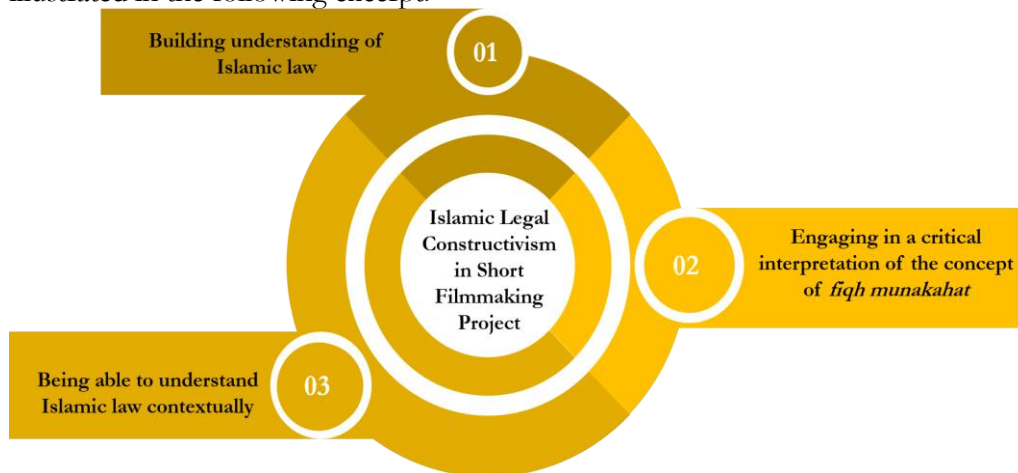


**Fig 3. Islamic Legal Constructivism in Short Filmmaking Project**

Based on the figure above, three main themes were identified by the author regarding legal constructivism in the short filmmaking project carried out by the students at the boarding school. Each of these themes will be described as follows.

First, building understanding of Islamic law. Through the short filmmaking project in the subject of *fiqh al-munakahat*, the students gained experience not only in examining the law from existing *nass* (texts), but also in exploring legal concepts, applying them to case examples, and representing them through a short film. In the initial stage, the students explored the sources of law concerning *talaq bain kubra*, and then translated the *fiqh* concept into film scenes. After the production was completed, they assessed the compatibility of their film with the principles of Islamic law, discussed the understandings they had developed, and received feedback from teachers and peers (Fitri et al., 2025; Munarun et al., 2025).

This was supported by the author's interviews, as explained by the following four informants.

*After making this film, I truly understood the law regarding nikah tahlil (informant). ...In the fiqh texts, nikah tahlil is prohibited. Through this short film, we were able to explain its ruling to the community (informant). ...By acting it out directly, we could understand it more easily, and even the audience would certainly find it easier to grasp (informant). ...I came to clearly understand the law concerning talaq bain kubra (informant).*

Based on the interview excerpts presented in the table, it can be understood that the entire process of making the short film from writing the script to acting it

out provided the students with a deeper understanding, particularly regarding the legal aspects of the themes they portrayed.

Second, engaging in a critical interpretation of the concept of *fiqh munakahat*. In line with the explanation above, through the short film project, the learners did not merely study the rules of *talaq bain kubra* from a textual perspective. They were also encouraged to consider its social, moral, and legal implications in real life. This can be observed in the film they produced, where the storyline illustrates that the phenomena of *talaq bain kubra* and *nikah tahlīl* are not unfamiliar within society.

This experience was particularly felt by the students during the process of writing the script. They realized that, through the short filmmaking project, they were not only creating concepts but also practicing and presenting possible case scenarios that could occur in real-life contexts. This is reflected in the following interview excerpts.

> *I used to think that if a wife had been divorced three times, she could simply marry another man, get divorced, and then return to her first husband. However, I now truly understand that such a marriage cannot be arranged or fabricated (informant). ...This practice is still quite common in some villages, even though nikah tahlīl is clearly prohibited (informant). ...By producing this film, we were able to convey to society that an arranged nikah tahlīl is not permissible (informant). ...If we delivered this message directly, people might not accept it. But through film, we are indirectly engaging in da'wa about the law of talaq bain kubra (informant).*

Based on the above excerpts, the short film project not only enhanced students' understanding but also raised their awareness and ability to critically examine family law practices that have often been misunderstood by certain segments of society. In this way, after gaining deeper comprehension, the students were able to recognize and critique misconceptions about legal practices within their communities.

Third, being able to understand Islamic law contextually. This study found that the short film project also helped students to develop a contextual understanding of Islamic law. The law was not only seen as a set of dogmatic rules to be followed, but also as principles that can be applied in real-life situations. As a result, the learners gained more comprehensive knowledge. Observing the entire learning process from the planning stage to the completion of the short film project revealed a significant improvement in students' understanding, which was shaped through direct experience. This indicates that the students did not merely acquire superficial knowledge, but truly grasped the essence of the legal concepts studied (Ramadani et al., 2024).

From the findings described above, it can be concluded that the short filmmaking project, viewed from the perspective of legal constructivism theory, demonstrates that the understanding of *fiqh munakahat* can be effectively developed through experiential learning rather than relying solely on lectures or rote memorization. Thus, short filmmaking serves not only as a medium of learning, but also as a constructivist strategy to foster a deeper and more contextual comprehension of Islamic law among students.

## CONCLUSION

Based on the findings of this study, it can be concluded that the Project-Based Learning model through short filmmaking designed and performed by the students

proved to be effective in fostering a deeper understanding of classical Islamic texts in boarding school, particularly in the study of *fiqh al-munakahat*. From the perspective of Islamic education, the use of Project-Based Learning has facilitated students in grasping complex materials. Furthermore, from the standpoint of legal constructivism, this study indicates that understanding *fiqh al-munakahat* can be effectively developed through experiential learning in the short filmmaking project.

Thus, short filmmaking serves not only as a learning medium but also as a constructivist strategy for cultivating a deeper and more contextual comprehension of Islamic law among students. The implementation of Project-Based Learning through short film projects remains relatively uncommon. Therefore, this study recommends that such an approach be applied not only in the study of *fiqh munakahat* but also across other subjects, given its potential benefits for students. Nevertheless, further research is needed to examine the content of the short films in greater depth, particularly by involving legal and educational experts, as an innovative effort in enhancing the teaching and learning of *fiqh*.

## DECLARATIONS
### Author Contribution
**Rama Dhini Permasari Johar:** Writing-Preparation of original manuscript, Conceptualization, **Ardi Satrial:** Visualization, Investigation, Improve Content, **Sispa Yulia:** Data accuracy, **Khuloud Mustafa Alouzi:** Methodology, Improve Language.

### AI Statement
The data and language usage in this article have been validated and verified by English language experts and no AI-generated sentences are included in this article.

### Conflict of Interest
The authors declare that this research was conducted without any conflict of interest in the research.

### Ethical Clearance
The place or location studied has agreed to conduct research and is willing if the results of this study are published.

### Publisher's and Journal's Note
Islamic Studies and Development Center Universitas Negeri Padang as the publisher and Editor of International Journal of Islamic Studies Higher Education state that there is no conflict of interest towards this article publication.

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