

The Influence Of Online Learning On Fiqh Learning Motivation In Students At MI DDI Tani Aman Loa Janan Ilir Samarinda

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Abstract

The COVID-19 pandemic has drastically changed the learning system, including at the madrasah ibtidaiyah (MI) level. The fiqh learning that was originally carried out face-to-face was transferred to online through WhatsApp media. This study aims to determine the effect of online learning on students' fiqh learning motivation at MI DDI Tani Aman Loa Janan Ilir Samarinda. The background of this study is the change in learning patterns due to the Covid-19 pandemic which requires students to learn online, while learning motivation is an important factor in learning success. The method used is quantitative with product moment correlation technique and t test. The research sample amounted to 78 students selected through total sampling technique. The instrument in the form of a questionnaire was distributed through Google Form, and the data was analyzed using SPSS version 22. The results showed that there was a positive and significant relationship between online learning and fiqh learning motivation with a correlation value of $r = 0.622$ and a value of $t_{hitung} = 8.830 > t_{table} = 1.664$. The contribution of online learning to learning motivation is 38.7%. This result is reinforced by interview data with teachers which shows that effective online teaching strategies, such as the use of videos, assignments, and verbal motivation, support students' enthusiasm for learning. Thus, it can be concluded that online learning has a positive influence on students' fiqh learning motivation. This study offers a new perspective by focusing on fiqh learning at the elementary madrasah level using WhatsApp as the primary medium. The findings imply the need for teachers to optimize simple digital tools to maintain student motivation in religious education contexts.

Keywords: Learning, Motivation, Online, Student

Abstrak

Pandemi COVID-19 telah mendorong perubahan sistem pembelajaran secara drastis, termasuk di tingkat madrasah ibtidaiyah (MI). Pembelajaran fikih yang semula dilaksanakan secara tatap muka dialihkan menjadi daring melalui media WhatsApp. Penelitian ini bertujuan untuk mengetahui pengaruh pembelajaran online terhadap motivasi belajar fikih siswa di MI DDI Tani Aman Loa Janan Ilir Samarinda. Latar belakang penelitian ini adalah perubahan pola pembelajaran akibat pandemi Covid-19 yang menuntut siswa belajar secara daring, sementara motivasi belajar menjadi faktor penting dalam keberhasilan belajar. Metode yang digunakan adalah kuantitatif dengan teknik korelasi product moment dan uji t. Sampel penelitian berjumlah 78 siswa yang dipilih melalui teknik total sampling. Instrumen berupa angket disebarakan melalui Google Form, dan data dianalisis menggunakan SPSS versi 22. Hasil penelitian menunjukkan bahwa terdapat hubungan



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positif dan signifikan antara pembelajaran online dan motivasi belajar fikih dengan nilai korelasi $r = 0,622$ dan nilai $t_{hitung} = 8,830 > t_{tabel} = 1,664$. Kontribusi pembelajaran online terhadap motivasi belajar sebesar 38,7%. Hasil ini diperkuat oleh data wawancara dengan guru yang menunjukkan bahwa strategi pengajaran daring yang efektif, seperti penggunaan video, pemberian tugas, dan motivasi verbal, turut mendukung semangat belajar siswa. Dengan demikian, dapat disimpulkan bahwa pembelajaran online memberikan pengaruh positif terhadap motivasi belajar fikih siswa. Penelitian ini menawarkan perspektif baru dengan fokus pada pembelajaran fiqh di tingkat madrasah dasar menggunakan WhatsApp sebagai media utama. Temuan penelitian ini menunjukkan perlunya guru mengoptimalkan alat digital sederhana untuk menjaga motivasi siswa dalam pembelajaran fikih.

Kata kunci: Pembelajaran, Motivasi, Online, Siswa

A. INTRODUCTION

The COVID-19 pandemic, first detected in Wuhan, China at the end of 2019, quickly spread across the globe, including Indonesia. The initial case in Indonesia involved a citizen from Depok who had contact with a foreign national from Japan (P. T. Dewi, 2023). The outbreak has triggered a global health crisis and significantly disrupted the education sector (Susilawati et al., 2021).

In response, educational institutions were forced to shift from face-to-face to online learning models, triggering transformative changes in teaching and learning processes (Manik et al., 2025). Digital technology, while offering access and flexibility, also brings challenges, particularly in pedagogical adaptation. Traditional in-class instruction where students directly receive material from teachers has transformed into online systems mediated by digital platforms. (Anardani & Riyanto, 2017). Social media and communication apps like WhatsApp have become popular tools due to their accessibility and ease of use (Saripudin & Robbani, 2024).

Teachers now must select learning models suitable for students' characteristics, content, and available resources (Jayul & Irwanto, 2020). especially in the context of the Industrial Revolution 5.0 where the integration of technology in classrooms is inevitable (Aqham et al., 2024). Because the use of technology can make the learning process more interactive, interesting, and relevant to students' daily lives (Kabakoran, 2024). Digital technology allows access to wider educational resources without being limited by time and geographical location (Ningsih, 2024). Teachers emerge as knowledge facilitators, reflective practitioners, and transformative intellectuals, capable of guiding students towards active and conscious citizenship (Carletti, 2025). And the existence of online

learning regulations requires students to be more independent and actively participate in online learning (Atiyah, 2022) Policies taken by many countries including Indonesia by closing all educational activities, making the government and related institutions must present an alternative educational process for students who cannot carry out the learning process in the classroom (Triyanto, 2020).

In Indonesia, the Ministry of Education and Culture enforced a study-from-home policy starting mid-March 2020 (W. A. F. Dewi, 2020). resulting in learning activities being conducted remotely. Many Islamic education institutions, such as madrasah ibtidaiyah (MI), adapted by using WhatsApp for fiqh instruction. Teachers shared assignments, short surahs, and prayers in the form of text, audio, or video messages, which students completed and returned via the same platform (Narmaningsih & Sunarta, 2021),

Despite the practicality of WhatsApp-based learning (Hidayati et al., 2021) by using the whatsapp application, in learning fiqh here educators give assignments to students such as: giving assignments in the form of questions to students, summarizing, and memorizing short surahs / memorizing daily prayers sent in the form of videos or voice notes then sent via whatsapp to the teacher concerned. Current technological advances have brought us to an increasingly complex & advanced global (Supangkat et al., 2024). Despite advances in the application of technology, there are still shortcomings in existing research (Hidayah, 2020). Most of the previous studies focus more on the technical aspects and implementation of technology, without considering the context of Islamic religious education in depth (Nasih & Saerozi, 2024).

A learning can be said to be of quality if it produces good output, in accordance with the expected goals (Inayah, 2020). Various impacts began to be felt by teachers and students, starting from the difficulty of understanding lessons, the difficulty of the signal, the difficulty of money to buy internet quota, the difficulty in playing technology, and there are even some who do not have cellphones (Musfi & Karim, 2021). However, there are also disadvantages in this online learning, namely that there are some students who do not have cellphones so they have to borrow their parents' or siblings' cellphones, this results in low student motivation and lack of maximization during the learning process (Exfarudin et al., 2021). In addition, factors that can affect learning motivation are the

lazy students themselves. Online learning due to the pandemic requires adaptation of the learning process, so that it can affect student learning motivation, motivation is very important to achieve the expected goals. E-Learning is increasingly integrated into the educational environment, understanding its impact on critical thinking is essential (Oliveira et al., 2025).

One of the important factors that influence student learning success is learning motivation (Silaswara et al., 2020). These issues contribute to decreased student motivation—a crucial factor in achieving learning success (Sardiman, 2018). increasing motivation and developing professional skills (Belhaj & Moundhib, 2025). Motivation drives students to engage actively in learning and sustain academic performance (Fadilah et al., 2021)

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُزُوا فَانْشُزُوا يَرْفَعِ اللَّهُ
الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

11. O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.

The Qur'an emphasizes the value of knowledge and its pursuit, as stated in QS. Al-Mujadilah:11, which highlights the elevated status of those who believe and seek knowledge. In learning fiqh, motivation not only helps students understand Islamic legal principles but also inspires them to practice them in daily life. However, the remote learning model limits interaction, supervision, and emotional connection with teachers, all of which can negatively affect students' enthusiasm.

So it can be said that motivation is one of the big factors in order to achieve student success when learning (Azzahra & Prasetyo, 2024). Motivation and learning are two things that cannot be separated, in learning activities motivation is needed that supports student learning. Learning based on strong motivation will provide better learning results. One indicator of success in learning is that students are able to master fiqh subjects taught at school (Wilda et al., 2024). Students have different learning motivations (Rahayu & Dwianti, 2025), especially in the midst of the covid-19 pandemic

a teacher does not meet directly with students so that it will experience a little difficulty in order to find out the students' learning motivation (Delfira et al., 2021). Teachers must be able to maintain and even increase their students' learning motivation. Therefore, teachers are required to be able to use various methods in the learning process so that learning objectives can be achieved even in a pandemic situation and learning is carried out online (Fadilla & Nurfadhilah, 2022).

Based on field observations, teachers reported that some students lack motivation to complete assignments, often due to technological barriers or the absence of supportive learning environments. These issues are exacerbated in elementary-level students who require more structured guidance and consistent engagement. As a result, understanding the influence of online learning on motivation, particularly in religious education contexts, becomes essential.

While previous studies have focused broadly on online learning at junior or senior high school levels, few have explored its specific impact on fiqh motivation at the madrasah ibtidaiyah level. This research fills that gap by examining how WhatsApp-mediated online learning affects the learning motivation of MI students in fikih subjects. The novelty of this study lies in its emphasis on Islamic primary education and its focused use of WhatsApp as the primary learning tool in a pandemic-driven remote learning context.

B. RESEARCH METHODOLOGY

This research design is associative quantitative which aims to determine the influence or relationship between two variables, namely online learning (X) and fiqh learning motivation (Y). This study examines causal relationships and tests hypotheses, as explained by (Sugiyono, 2017), that associative research aims to determine the effect or relationship of two or more variables.

The approach used is quantitative, because the data obtained is in the form of numbers and analyzed using statistical techniques. The research method used is quantitative, with a questionnaire as the main instrument for data collection. This method was chosen because it is suitable for collecting data from a large number of respondents in a limited time.

The research instruments consisted of: (1) questionnaire with Likert scale 1-4, (2) observation of online learning activities, (3) interview with fiqh teacher, and (4) documentation of learning activities using WhatsApp. This research was conducted at MI DDI Tani Aman Loa Janan Ilir Samarinda.

The population in this study were all 549 students of MI DDI Tani Aman. Sampling was done by purposive sampling, with the criteria that students who have participated in online learning and are in grade VI. The total respondents studied were 78 students.

Data were analyzed using descriptive and inferential statistical techniques. Prerequisite tests were conducted first using the normality test (with SPSS 22), then continued with Pearson Product Moment correlation analysis, coefficient of determination (R^2), and t test to test the significant influence between variables. Interpretation of the relationship is based on the correlation coefficient category: very low to very strong.

Questionnaire data was processed using SPSS, with the total score of each indicator calculated, then correlation, significant value, and percentage contribution. Interviews were transcribed and analyzed thematically to strengthen the quantitative data. Documentation was used as supporting data.

The benchmark for learning motivation performance is measured through the average questionnaire score. The higher the score, the higher the students' fiqh learning motivation.

The validity test was conducted in two stages. First, content validity was tested by experts (lecturers/teachers). Second, empirical validity was tested using item-total correlation with SPSS. As a result, out of 15 items on variable X, 13 were valid, and out of 15 items on variable Y, 13 were valid. The r_{count} value was compared with r_{table} (0.220).

The reliability test was conducted with Cronbach's Alpha. The online learning variable has an Alpha value of 0.694 and learning motivation of 0.678, which means that both are above the minimum standard (> 0.60), so the instrument is said to be reliable.

The data credibility test was carried out through source triangulation, namely comparing the results of the questionnaire with the results of interviews and

documentation. The results of the three support each other, so the data is declared valid and credible.

C. RESULT AND DISCUSSION

Results

Researchers analyzed the data after obtaining data from the questionnaire sample that has been determined by researchers, namely 78 samples with the following data analysis steps:

Table 1
The Influence Of Online Learning On Fiqh Learning Motivation In Students At MI DDI
Tani Aman Loa Janan Ilir Samarinda

No	X	Y	X ²	Y ²	XY
1	45	43	2025	1849	1935
2	38	37	1444	1369	1406
3	30	37	900	1369	1110
4	38	41	1444	1681	1558
5	42	47	1764	2209	1974
6	41	48	1681	2304	1968
7	41	44	1681	1936	1804
8	34	41	1156	1681	1394
9	35	37	1225	1369	1295
10	31	38	961	1444	1178
11	44	42	1936	1764	1848
12	45	40	2025	1600	1800
13	33	45	1089	2025	1485
14	38	42	1444	1764	1596
15	21	35	441	1225	735
16	34	39	1156	1521	1326
17	42	36	1764	1296	1512
18	51	38	2601	1444	1938
19	35	36	1225	1296	1260
20	36	38	1296	1444	1368
21	31	34	961	1156	1054
22	44	42	1936	1764	1848
23	20	24	400	576	480
24	40	38	1600	1444	1520

25	41	40	1681	1600	1640
26	41	40	1681	1600	1640
27	44	50	1936	2500	2200
28	34	38	1156	1444	1292
29	40	44	1600	1936	1760
30	42	44	1764	1936	1848
31	38	41	1444	1681	1558
32	34	32	1156	1024	1088
33	41	46	1681	2116	1886
34	38	32	1444	1024	1216
35	34	34	1156	1156	1156
36	40	40	1600	1600	1600
37	36	39	1296	1521	1404
38	36	37	1296	1369	1332
39	42	44	1764	1936	1848
40	25	37	625	1369	925
41	36	37	1296	1369	1332
42	28	35	784	1225	980
43	31	31	961	961	961
44	40	37	1600	1369	1480
45	40	34	1600	1156	1360
46	40	40	1600	1600	1600
47	34	34	1156	1156	1156
48	41	40	1681	1600	1640
49	41	40	1681	1600	1640
50	41	40	1681	1600	1640
51	41	40	1681	1600	1640
52	41	40	1681	1600	1640
53	38	38	1444	1444	1444
54	41	47	1681	2209	1927
55	36	43	1296	1849	1548
56	31	40	961	1600	1240
57	44	50	1936	2500	2200
58	35	37	1225	1369	1295
59	38	33	1444	1089	1254
60	25	25	625	625	625
61	34	32	1156	1024	1088
62	35	33	1225	1089	1155

63	36	37	1296	1369	1332
64	39	42	1521	1764	1638
65	31	30	961	900	930
66	38	39	1444	1521	1482
67	35	40	1225	1600	1400
68	36	45	1296	2025	1620
69	37	36	1369	1296	1332
70	38	39	1444	1521	1482
71	32	35	1024	1225	1120
72	41	40	1681	1600	1640
73	41	40	1681	1600	1640
74	41	40	1681	1600	1640
75	41	40	1681	1600	1640
76	41	38	1681	1444	1558
77	41	38	1681	1444	1558
78	41	38	1681	1444	1558
Jumlah	2915	3023	111177	118929	114200

Source: excel 2019

After collecting data from 78 respondents through the distributed questionnaires, the researcher conducted a series of quantitative analyses to determine the effect of online learning (variable X) on students' fiqh learning motivation (variable Y) at MI DDI Tani Aman Loa Janan Ilir Samarinda. The data were processed using Microsoft Excel and analyzed using SPSS 22. (Riduwan, 2018).

The raw data included scores for both variables X and Y, as well as the calculated products: X^2 , Y^2 , and XY . These calculations are essential in determining the strength of the relationship between the two variables. Table 1 presents the descriptive statistics summarizing the raw data, including the total sums: $\Sigma X = 2915$, $\Sigma Y = 3023$, $\Sigma X^2 = 111177$, $\Sigma Y^2 = 118929$, and $\Sigma XY = 114200$.

then the researchers conducted a classic assumption test first using the SPSS 22 application as follows:

Normality Test

The normality test conducted by researchers aims to see whether the residual value is normally distributed or not (Supriadi, 2021).

Table 2
Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardiz ed Residual
N		78
Normal Parameters ^{a, b}	Mean	.0000000
	Std. Deviation	3.64370422
Most Extreme Differences	Absolute	.092
	Positive	.092
	Negative	-.077
Test Statistic		.092
Asymp. Sig. (2-tailed)		.164 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Source: SPSS 22

To test the normality assumption, a Kolmogorov-Smirnov test was conducted. The significance value was 0.164, which is greater than the threshold of 0.05. Thus, the residual values were normally distributed, satisfying one of the prerequisites for parametric analysis.

The Pearson Product Moment correlation analysis was then applied. The correlation coefficient (r) was calculated using the formula:

$$N = 78$$

$$\sum x = 2915$$

$$\sum y = 3023$$

$$\sum x^2 = 111177$$

$$\sum y^2 = 118929$$

$$\sum xy = 114200$$

$$r_{\text{tabel}} = 0,22 \text{ (} \alpha = 5\% \text{)}$$

Completion :

$$N \sum XY - (\sum X)(\sum Y)$$

$$r_{xy} = \frac{78(114200) - (2915)(3023)}{\sqrt{[78(111177) - (2915)^2][78(118929) - (3023)^2]}}$$

$$r_{xy} = \frac{8.907.600 - 8.811.045}{\sqrt{(8.671.806 - 8.497.225) \cdot (9.276.462 - 9.138.529)}}$$

$$r_{xy} = \frac{96.555}{\sqrt{(174.581) \cdot (137.933)}}$$

$$r_{xy} = \frac{96.555}{\sqrt{24.080.481.073}}$$

$$r_{xy} = \frac{96.555}{\sqrt{155.178,8679975}}$$

$$r_{xy} = 0,622$$

This value indicates a strong correlation based on the interpretation scale provided by Sugiyono (2017), where 0.60–0.799 is considered strong. Since $r_{count} (0.622) > r_{table} (0.22)$, the correlation is statistically significant.

To prove the truth of the hypothesis, the t test is carried out as follows:

$$T_{count} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$T_{count} = 0,622 \frac{\sqrt{78-2}}{\sqrt{1-(0.622)^2}}$$

$$T_{count} = 0,622 \frac{\sqrt{76}}{\sqrt{1-0.386}}$$

$$T_{count} = 0,622 \frac{\sqrt{76}}{\sqrt{0.614}}$$

$$T_{count} = \frac{5,422}{0,614}$$

$$T_{count} = 8,830$$

$$df = n-2$$

$$df = 78-2 = 76$$

$$t_{table} = 1,664 (a = 5\%)$$

Based on the t test value, it is known that t (count) $8.830 > t$ (table) 1.664 , with a degree of validity of $78-2 = 76$ and $a = 5\%$. So it can be concluded that the hypothesis H_0 is accepted because t count = 8.830 is greater than t table = 1.664 that there is an effect of online learning on fiqh learning motivation in fiqh students at MI DDI Tani Aman Loa Janan Ilir Samarinda.

Then determine the coefficient of determination to state the size of the contribution of variable X to Y (Indartini & Mutmainah, 2024) can be determined by the following formula:

Determination :

$$\begin{aligned} Kd &= r^2 \times 100\% \\ &= 0,622^2 \times 100\% \\ &= 0,387 \times 100\% \\ &= 0,387 \\ &= 38,7\% \end{aligned}$$

Based on the above calculations, it can be seen that there is an effect of online learning on fiqh learning motivation in students at a strong level. This can be seen from the value of $r_{xy} = 0.622$ which is in the range of $0.600-0.799$ which is at a strong level and the value of $t_{count} > t_{table} = 8.830 > 1.664$ with a percentage contribution of the contribution of the independent variable (x) to the dependent variable (y) of 38.7% . To complement the quantitative findings, qualitative data were collected through an interview with Mrs. Ana Najriatul Mahbubah, M.Pd., the fiqh teacher. Key insights include:

- Obstacles in online learning: lack of devices, unstable internet connection, insufficient parental supervision.
- Preferred learning media: WhatsApp due to accessibility.

- Pedagogical methods: assignments, video-based materials, direct instructions.
- Motivational strategies: encouragement and rewards.

These findings reinforce the survey data, showing that online learning significantly impacts student motivation in fiqh, both positively and negatively, depending on access and support structures.

Discussion

This research was conducted at MI DDI Tani Aman. Before conducting research at the school, researchers first made preliminary observations. Researchers collect information by observing, looking carefully at the state of the school, teachers, and the process of teaching and learning activities taking place through the whatsapp application.

Researchers work with teachers to get the results of student respondents by distributing questionnaire instruments. Researchers distributed questionnaires totaling 30 statement items developed from several indicators of each variable. Online learning is a form of utilizing internet technology for learning experiences, because it has various facilities that can be accessed anytime and anywhere (Zen, 2022). The coefficient of determination (38.7%) further indicates that online learning contributes considerably to variations in student motivation. This aligns with theoretical perspectives that emphasize the importance of technology in enhancing student engagement and learning experiences (Sukmawati, 2022). Specifically, the role of online learning as a tool for flexible, student-centered instruction supports the idea that digital platforms can significantly influence learners' attitudes and persistence.

However, these results must be interpreted in the context of qualitative insights from the interview with the fiqh teacher. Despite the generally positive influence of online learning, challenges such as limited access to digital devices, unstable network connections, and minimal parental supervision were cited as substantial barriers. These factors potentially diminish the overall effectiveness of online learning, especially in primary educational settings where self-regulation skills are still developing.

The use of WhatsApp as a primary medium of instruction illustrates both the adaptability of educators and the constraints of technological infrastructure. Although practical and widely accessible, WhatsApp may not support more advanced pedagogical

strategies needed for optimal cognitive engagement. This reflects the need for more robust platforms and training to enhance both teaching and learning outcomes.

When compared with prior studies, this research contributes a unique perspective by focusing specifically on the context of madrasah ibtidaiyah. While research by (Yin & Ramdan, 2025) showed that creative media like student-generated videos boost motivation at the university level, this study emphasizes the necessity of age-appropriate tools and the role of parental involvement in the success of online learning at the primary level.

Moreover, contrasting findings from (Sadiki & Tshifhumulo, 2023), who highlighted systemic challenges in rural South African universities, underline the cross-contextual challenges of online learning globally. Both studies, though set in different education systems, reinforce the idea that technological access and digital literacy remain crucial factors affecting the efficacy of e-learning.

In relation to (Peter, 2025) on the importance of interaction and community in online learning ecosystems, this study suggests that even minimal platforms like WhatsApp can foster engagement if coupled with proactive pedagogical and motivational strategies. Yet, it also highlights the limitations of such platforms in supporting deeper interaction and feedback.

Previous research by Aghniya et.al which examined the impact of digital technology in PAI learning at the junior high school level, showed that technology can provide benefits such as increased access to learning resources and interactivity (Rifani et al., 2024), but also pose challenges such as distraction and media abuse. This finding is relevant to the context of MI DDI Tani Aman, where fiqh learning is conducted online through WhatsApp media.

In summary, the discussion points to the necessity of addressing infrastructural and contextual limitations to maximize the benefits of online learning. Future interventions should consider enhancing digital access, parental involvement, and teacher training to better harness online tools for improving students' motivation in religious education contexts like fiqh.

D. CONCLUSION

Based on the results of research conducted on the effect of online learning on students' motivation to learn fiqh at MI DDI Tani Aman Loa Janan Ilir Samarinda, it can be concluded that there is a significant relationship between the two variables. The use of online media, particularly the WhatsApp application as a learning tool, has a significant impact on the increase or decrease in students' learning motivation. This is evidenced by the results of statistical analysis, which show a strong and significant correlation between the intensity and quality of online learning and students' learning motivation levels.

Although there are various obstacles in its implementation, such as limited devices, unstable networks, and a lack of parental guidance at home, most students still show enthusiasm and excitement in participating in online fiqh learning. This shows that even a simple online learning model can still have a positive effect on learning motivation if it is implemented with the right approach and tailored to the characteristics of the students.

These findings reinforce the importance of selecting learning strategies that are appropriate to the conditions and needs of students, especially at the elementary madrasah level. In addition, the significant correlation indicates that teachers need to continue to develop innovative learning methods and utilize technology that is familiar to students, without neglecting the aspects of guidance and meaningful interaction. The implications of this research can serve as a basis for schools in designing more effective online learning policies and as a reference for future researchers to explore the influence of other variables that contribute to student learning motivation in the digital age. This finding also shows that online fiqh learning not only enables the delivery of lesson material but also supports the internalization of religious values when conducted in a communicative and enjoyable manner.

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