



Teacher Communication Strategies in Improving Student Understanding in Fiqh Learning at MAN 2 Padang Lawas

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ARTICLE INFO

Keywords : Teachers' Communication Strategies, Students' Understanding, Fiqh Learning

Received : 2 November

Revised : 18 December

Accepted: 20 January

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ABSTRACT

This study aims to examine teachers' communication strategies in improving students' understanding of Fiqh learning at MAN 2 Padang Lawas. Fiqh learning has normative and applicative characteristics that require effective communication strategies so that the material can be comprehended comprehensively by students. This study employs a library research method by analyzing various relevant sources, including books, scholarly journal articles, and previous research related to instructional communication and Fiqh education. The findings indicate that effective teachers' communication strategies are characterized by clarity of language, dialogical approaches, contextualization of learning materials, positive use of verbal and nonverbal communication, and appropriate utilization of learning media. The implementation of these strategies plays a significant role in enhancing students' conceptual, applicative, and value-based understanding of Fiqh. Furthermore, the effectiveness of communication strategies is influenced by teachers' competencies, students' characteristics, the learning environment, and institutional support within the madrasah. Therefore, strengthening teachers' communication competencies is essential to improving the quality of Fiqh learning in madrasah education

INTRODUCTION

Fiqh education holds a strategic position in Islamic education because it serves to equip students with an understanding of Sharia laws that are directly related to everyday life practices (Abdurrahman et al., 2025). Through Fiqh learning, students are not only required to know the provisions of Islamic law textually, but also to understand their meaning, purpose, and contextual implementation in social life. Therefore, the success of Fiqh education strongly depends on the extent to which students are able to understand the material deeply, critically, and applicably. However, the reality in the field shows that Fiqh learning is often considered as a normative, abstract subject that tends to rely on memorization, thus potentially creating a gap between the material taught and the students' level of understanding (Hidayah et al., 2025). This condition requires an effective learning communication strategy from the teacher so that the messages of Fiqh knowledge can be conveyed optimally.

In the context of learning, communication is the heart of the educational interaction process between teachers and students (Inah, 2015). Teachers not only act as content deliverers but also as communicators responsible for packaging learning messages according to the characteristics of the students. A teacher's communication strategy includes the ability to choose language, delivery methods, interaction styles, and the use of appropriate learning media. Effective communication enables a two-way knowledge transfer process, encourages active student engagement, and creates a conducive learning atmosphere (Pane, 2019). Conversely, improper communication can cause message distortion, low learning motivation, and weak student understanding of the Fiqh material presented.

Students' understanding of Fiqh learning becomes an important indicator of the success of the learning process. Understanding is not only measured by students' ability to memorize legal proofs or definitions, but also by their ability to explain Fiqh concepts in their own words, analyze religious cases, and apply Fiqh principles in real life (Firdaus et al., 2025). To achieve this level of understanding, teacher communication strategies that can bridge the complexity of Fiqh material with students' cognitive world and experiences are needed. Teachers need to relate the material to social realities, use concrete examples, and build dialogues that encourage students to think critically and reflectively.

Madrasah Aliyah Negeri (MAN) as a formal educational institution with Islamic characteristics has a significant responsibility in shaping students' religious understanding in a moderate, comprehensive, and applicable manner (Ahmad et al., 2021). MAN 2 Padang Lawas, as one of the Islamic educational institutions in the region, has students with diverse social, cultural, and background characteristics. This diversity presents both challenges and opportunities for Fiqh teachers in designing learning communication strategies. Teachers are required to be able to adjust their communication approaches so that Fiqh material can be accepted by all students with varying levels of understanding. Without an appropriate communication strategy, Fiqh learning has the potential to become less meaningful and may not significantly impact the formation of students' religious attitudes and behaviors.

In the era of information technology development and changes in the learning patterns of the younger generation, the challenges of teacher communication in Fiqh learning are becoming increasingly complex (Armansah & Trisiah, 2025a). Today's students are accustomed to fast, visual, and interactive information, making conventional one-way communication approaches less effective. Fiqh teachers are required to develop innovative, dialogical, and participatory communication strategies, whether through discussion methods, case studies, simulations, or the use of digital media. Adaptive communication strategies not only enhance students' attention and interest in learning but also strengthen their understanding of the Islamic values and laws being studied.

Research on teachers' communication strategies in Fiqh learning is important to identify effective communication practices in enhancing student understanding (Triwicaksono & Nugroho, 2021). By understanding how teachers deliver material, build interactions, and manage communication in the classroom, insights can be gained into the factors that support or hinder student comprehension. This research is also relevant to providing practical contributions for improving the quality of Fiqh learning, particularly at MAN 2 Padang Lawas, as well as serving as a reference for teachers and other Islamic educational institutions.

Based on the description above, the study on teachers' communication strategies in enhancing students' understanding in Fiqh learning at MAN 2 Padang Lawas becomes very significant. This research is expected to be able to reveal the forms of communication strategies used by teachers, their effectiveness in improving students' understanding, as well as their implications for the overall Fiqh learning process. Thus, Fiqh learning is not only oriented towards merely achieving cognitive goals but also capable of developing a deep, contextual, and relevant religious understanding for students as the future generation of Muslims.

LITERATURE RIVIEW

Studies on teacher communication strategies in learning have become an important focus in educational research, particularly in the context of Islamic religious education. Learning communication is understood as the process of delivering educational messages from teachers to students with the aim of building understanding, attitudes, and skills (Masdul, 2018). Various studies affirm that the effectiveness of learning is greatly influenced by the quality of teacher communication, both verbal and nonverbal. Teachers who are able to manage communication clearly, dialogically, and contextually tend to produce better student comprehension than teachers who use a one-way communication pattern. In Fiqh learning, communication plays a strategic role because the material delivered is often normative, conceptual, and requires in-depth explanation to avoid misunderstandings by students.

Literature on teacher communication strategies shows that an effective communicative approach includes using simple language, providing concrete examples, and the teacher's ability to foster two-way interaction in the classroom. Previous studies emphasize that persuasive and participatory communication

can increase student engagement in the learning process. When students are actively involved through questions and answers, discussions, and reflections, they not only receive information passively but also construct understanding based on their learning experiences (Lanani, 2013). This aligns with constructivist theory, which states that knowledge is built through social interaction and meaningful learning experiences. In the context of learning Fiqh, communication strategies that prioritize dialogue and interaction are essential for students to understand the meaning of Islamic law rationally and applicably.

Several studies on Fiqh learning reveal that students' low understanding is often caused by less varied methods and communication in teaching. Learning that overemphasizes memorization and one-way lectures is considered less capable of reaching deep understanding. Therefore, many researchers recommend using contextual communication strategies, which involve relating Fiqh material to students' daily life realities. By connecting Fiqh concepts to actual issues, such as worship practices, transactions, and social ethics, students find it easier to understand the relevance of the material being studied (Rombean et al., 2021). Literature also shows that using case studies and real-life examples in Fiqh learning communication can help students better understand the practical application of Islamic law.

In addition to the methodological aspects, teachers' communication style is also an important focus in various studies. An open, empathetic, and respectful communication style has been shown to create a conducive learning environment. When teachers position themselves as facilitators and learning partners, students feel more comfortable asking questions and expressing their opinions. This positively affects students' understanding because they have the space to clarify Fiqh concepts that are considered difficult. Conversely, an authoritarian and rigid communication style tends to hinder interaction and reduce students' learning motivation (Fitri et al., 2023). In Fiqh learning, which often intersects with values and beliefs, a humanistic communicative approach becomes very important.

The development of technology and learning media also affects teachers' communication strategies. Recent literature shows that the use of digital media, such as visual presentations, instructional videos, and online discussion platforms, can strengthen the teaching of Fiqh. Visual media help students understand abstract concepts, while interactive media encourage active student participation. However, the effectiveness of media greatly depends on the teacher's ability to integrate it into learning communication strategies (Miftah, 2008a). Without careful communication planning, the use of media can actually distract students from the learning objectives.

Based on this literature review, it can be concluded that teacher communication strategies are a key factor in enhancing students' understanding in Fiqh learning. Although many studies have discussed learning communication and Fiqh teaching methods, there is still a research gap concerning the implementation of teacher communication strategies in the context of specific madrasahs with particular social and cultural characteristics. Therefore, research on teacher communication strategies in Fiqh learning at

MAN 2 Padang Lawas becomes relevant to enrich the body of knowledge and provide practical contributions to improving the quality of Fiqh education in madrasahs.

METHODOLOGY

This study uses the library research method, which is an approach that emphasizes the collection and analysis of data sourced from various written literature relevant to the focus of the study (Adlini et al., 2022). This method was chosen because the aim of the research is to conduct an in-depth examination of concepts, theories, and previous research findings related to teachers' communication strategies in enhancing students' understanding in Fiqh learning. Through the literary approach, the researcher can obtain a comprehensive and argumentative theoretical foundation to understand the relationship between instructional communication and the effectiveness of students' understanding without directly collecting field data.

The data sources in this study consist of primary and secondary data. The primary data consist of main reference books that discuss educational communication theory, learning communication strategies, as well as the concepts and characteristics of Fiqh learning in Islamic education. Meanwhile, the secondary data include scientific journal articles, previous research results, seminar proceedings, and other relevant academic documents published within a certain period (Pringgar & Sujatmiko, 2020). The selection of sources was conducted selectively, considering the credibility of the authors, the relevance of the content, and the novelty of the perspectives offered, so that the data used can support analysis in a scientific and systematic manner.

Data collection was carried out through intensive literature review, both through physical libraries and digital databases such as national and international journals. Each source obtained was then critically analyzed to identify main concepts, research findings, and arguments related to teacher communication strategies and student understanding (Mahanum, 2021). This process was not only descriptive but also analytical, comparing various viewpoints and research findings to identify patterns, similarities, and differences in perspectives among authors.

The data analysis in this study was conducted using content analysis techniques. Through this technique, the researcher interprets and synthesizes the main ideas from various sources to build a comprehensive and argumentative framework. The analyzed data is then organized thematically, ranging from the concept of teacher communication strategies, factors affecting students' understanding, to the implications of learning communication in the context of Fiqh learning (Puspitasari & Ulum, 2020). This analytical approach allows the researcher to draw conclusions logically and systematically based on existing theoretical evidence.

By using the library research method, this study is expected to provide a deep conceptual understanding of the importance of teacher communication strategies in enhancing students' comprehension in Fiqh learning. In addition, this method also allows the research to contribute to enriching theoretical studies

in Islamic education, as well as serving as an academic reference for further empirical research in the madrasah environment.

RESULT AND DISCUSSION

The Concept and Characteristics of Teacher Communication Strategies in Fiqh Learning

Studies of various literature indicate that teacher communication strategies in Fiqh learning are a fundamental element that determines the success of the learning process. Communication strategies are not merely understood as the way teachers deliver material, but as a systematic planning in managing messages, media, interactions, and student responses to optimally achieve learning objectives (Armansah & Trisiah, 2025b). In Fiqh learning, communication strategies have specific characteristics because the material taught is directly related to norms, laws, and religious practices that require both conceptual and practical understanding. Therefore, teacher communication is required to be not only informative but also educational, persuasive, and reflective.

Conceptually, teachers' communication strategies in Fiqh learning are rooted in the principles of educational communication, which emphasize message clarity, contextual appropriateness, and active student engagement. Literature analysis results indicate that effective communication in Fiqh learning must be able to link normative Sharia texts with students' life realities. Teachers act as mediators bridging the complexity of Fiqh concepts with the diverse cognitive abilities of students (Wita & Effendy, 2025a). Thus, communication strategies are not uniform but adaptive to students' characteristics, socio-cultural backgrounds, and the learning objectives to be achieved.

The main characteristic of teachers' communication strategies in Fiqh learning is clarity and simplicity of language. Studies show that the use of overly technical Fiqh terms without adequate explanation can hinder students' understanding. Therefore, teachers are required to simplify academic language into communicative language without losing the scholarly substance. This simplification does not mean reducing the meaning, but rather strengthens students' conceptual understanding (Mazrur, 2008). Teachers who can explain Fiqh concepts in easily understandable language tend to be more successful in building students' deep understanding.

In addition to linguistic clarity, another prominent characteristic is the dialogical nature of learning communication. Studies show that one-way communication strategies, such as conventional lectures, are less effective in enhancing students' understanding of complex Fiqh material. In contrast, communication that encourages dialogue, discussion, and question-and-answer sessions can create space for students to think critically and reflectively. In Fiqh learning, dialogue becomes an important means to clarify concepts, discuss differences of opinion among scholars, and relate Islamic law to actual issues (Haidir et al., 2024). Through dialogue, students not only receive information but are also trained to understand the reasons and wisdom behind Islamic legal provisions.

Another strategic characteristic is the contextualization of material in learning communication. The discussion results indicate that learning Fiqh will be more meaningful when teachers are able to relate the material to students' daily experiences. Contextual communication allows students to understand the relevance of Fiqh in social life, so the material is not seen as rigid rules separate from reality (Setyorini & Anbiya, 2025). Teachers who present real examples, actual cases, or social phenomena in Fiqh learning communication have been proven to be more effective in enhancing students' understanding and awareness of the application of Islamic law.

The teacher's communication strategy in teaching Fiqh is also characterized by a persuasive and humanistic approach. Research findings indicate that communication that emphasizes emotional approaches and moral values can foster positive attitudes among students towards learning Fiqh. Teachers not only convey legal provisions but also explain the objectives and beneficial values contained within them (Hartati, 2019). This approach helps students understand that Fiqh is not merely about commands and prohibitions, but serves as a guide for life aimed at maintaining the balance of individuals and society.

Nonverbal characteristics in teachers' communication strategies also play an important role in Fiqh learning. The analysis results show that facial expressions, voice intonation, body language, and the teacher's attitude when interacting with students affect the effectiveness of learning communication. Teachers who demonstrate openness, friendliness, and respect for students' opinions tend to create a conducive learning environment. In such an atmosphere, students feel safe and comfortable expressing questions or opinions, allowing the process of understanding Fiqh material to take place optimally. In addition, the use of learning media as part of the communication strategy is also an important characteristic. The discussion results indicate that visual and digital media can help clarify the messages of Fiqh learning, especially in explaining abstract or procedural concepts, such as worship practices and transactions (Alfiyani, 2018). However, the effectiveness of media largely depends on the teacher's ability to integrate it into the learning communication. Media that is used appropriately can strengthen the message, while the use of unfocused media can actually disrupt students' attention.

The study results also emphasize that teachers' communication strategies in Fiqh learning must be flexible and reflective. Teachers need to continuously evaluate the effectiveness of the communication used and adjust it according to students' responses and needs (Miftah, 2008b). This flexibility allows teachers to change their communication approach when facing students' comprehension difficulties, whether by slowing down the delivery pace, repeating explanations, or using alternative communication strategies. The reflective approach demonstrates teachers' professionalism in managing learning communication continuously.

The results and discussion show that the concept and characteristics of teachers' communication strategies in Fiqh learning include clarity of language, a dialogical nature, contextualization of material, persuasive and humanistic

approaches, the use of positive nonverbal communication, utilization of learning media, and flexibility in delivering messages. These characteristics are interconnected and form a unified communication strategy aimed at enhancing students' understanding holistically. With an appropriate communication strategy, Fiqh learning is not only oriented towards knowledge transfer but also capable of developing a deep, rational, and applicable religious understanding in students' lives.

Forms of Teacher Communication Strategy Implementation in Fiqh Class

The results of the literature review indicate that the implementation of teacher communication strategies in Fiqh class is a concrete manifestation of lesson communication planning designed to bridge curriculum objectives with students' understanding levels. This implementation is evident not only in how teachers deliver the material, but also in the patterns of interaction established, the communication methods used, and the responses given to classroom dynamics (Armansah & Trisiah, 2025c). In Fiqh learning, the implementation of communication strategies is crucial because the material taught is directly related to religious practices and students' daily life norms, thus requiring a systematic and meaningful communication approach.

One form of implementing teacher communication strategies in Fiqh class is the use of structured and systematic verbal communication. The discussion results show that Fiqh teachers tend to start lessons with a clear introduction regarding the objectives and benefits of the material to be studied. Explicitly conveying the learning objectives serves as an initial orientation that helps students understand the direction and relevance of the material (Sutinah, 2018). In the process of delivering the main material, teachers use simple, communicative language that is adapted to the students' level of understanding, so that complex Fiqh concepts can be understood gradually. This structured verbal communication helps minimize misunderstandings and improve students' learning focus.

The implementation of communication strategies is also evident in the use of question-and-answer methods and class discussions. Research results show that Fiqh teachers who apply two-way communication are able to create a more interactive and participatory learning environment. Through Q&A sessions, teachers can assess the extent of students' understanding of the material presented while also providing clarification on concepts that have not been understood. Class discussions allow students to express opinions, ask questions, and share experiences relevant to Fiqh topics (Wita & Effendy, 2025b). In this context, the teacher acts as a communication facilitator who directs the discussion to remain focused on learning objectives and the Islamic values intended to be instilled.

Another form of implementing communication strategies is the use of concrete examples and case studies in Fiqh learning. The discussion results show that teachers who relate Fiqh material to students' everyday events or experiences are able to enhance their absorption and understanding. Concrete examples help students see the practical application of Fiqh law, so the material is not abstract. Case studies, such as discussions on worship, transactions, or

social ethics, encourage students to think critically and analytically in understanding Islamic law (Winata et al., 2024). Through case-based communication, students not only understand what should be done but also the reasons and wisdom behind the legal provisions.

The implementation of teacher communication strategies in Fiqh class is also reflected in the use of learning media as a means of delivering messages. Study results show that the use of visual media, such as images, charts, and educational videos, can strengthen teachers' verbal communication. Media helps clarify concepts, especially in procedural materials, such as the procedures for ablution, prayer, or other acts of worship. In addition, the use of digital media also allows teachers to present materials in a more engaging and interactive way (Hasanah, 2016). However, effective media implementation requires teachers to have the ability to integrate media into the flow of teaching communication so that it does not merely serve as a visual aid, but truly supports students' understanding.

An equally important form of implementing communication strategy is the use of positive nonverbal communication. The discussion results show that the teacher's attitude, facial expressions, eye contact, and vocal intonation affect the learning atmosphere in the Fiqh class. Teachers who display a friendly, open attitude and respect students' opinions are able to create a conducive communication climate. Positive nonverbal communication helps build students' trust and comfort in participating in the learning process (Pandi et al., 2024a). In a conducive atmosphere, students are more confident to ask questions and express their opinions, making the understanding of Fiqh material more effective.

The implementation of teachers' communication strategies is also evident in providing feedback on students' responses and learning outcomes. Studies show that constructive and communicative feedback can strengthen students' understanding. The Fiqh teacher provides additional explanations, educational corrections, and appreciation for students' efforts in understanding the material. Feedback is not only given at the end of the lesson but also during the learning process, allowing students to immediately correct misunderstandings (Ula, 2020). Through responsive communication, teachers help students build a more accurate and deeper understanding.

The implementation of teachers' communication strategies in Fiqh classes also includes comprehensive classroom communication management. The discussion results show that teachers who are able to manage the flow of communication, handle time efficiently, and maintain learning focus can enhance the effectiveness of Fiqh learning. Good classroom communication management creates a balance between content delivery, interaction, and reflection, allowing all students to have the opportunity to engage in the learning process (Miftah, 2008b). This indicates that communication strategies are not partial, but integrated into all learning activities.

These results and discussions show that the implementation of teacher communication strategies in the Fiqh class includes the use of structured verbal communication, the application of two-way communication through questions

and discussions, the use of concrete examples and case studies, the use of learning media, the application of positive nonverbal communication, the provision of constructive feedback, and effective classroom communication management. The implementation of these communication strategies significantly contributes to improving students' understanding of Fiqih material. With planned and meaningful learning communication, Fiqih learning is not only a process of knowledge transfer but also a means of developing religious understanding that is practical and relevant to students' lives.

The Role of Teacher Communication Strategies in Enhancing Student Understanding

Review of the literature shows that teacher communication strategies play a very significant role in enhancing student understanding, particularly in Fiqh learning, which requires mastery of concepts, understanding of meanings, and the ability to apply them in daily life. Communication strategies function as the main bridge between teaching material and the students' cognitive structures. Without effective communication, Fiqh material, which is rich in terms, evidences, and legal principles, has the potential to be understood partially or even incorrectly (F. R. Rahayu, 2023). Therefore, the quality of student understanding is largely determined by how the teacher manages learning messages systematically, contextually, and communicatively.

The first role of a teacher's communication strategy is seen in building clarity of students' conceptual understanding. The discussion results show that teachers who apply clear and structured communication strategies can help students fully understand Fiqh concepts. Sequential delivery of material, the use of simple language, and emphasis on core concepts enable students to distinguish between basic principles and legal details. In Fiqh learning, clarity of concepts is crucial because a misunderstanding of one concept can affect the overall application of the law (Tania et al., 2024). Through directed communication, teachers play a role in ensuring that each student has a correct foundational understanding before moving on to more complex discussions.

In addition to building conceptual clarity, teachers' communication strategies also play a role in enhancing students' critical and reflective thinking skills. Studies show that dialogical and interactive communication encourages students to actively ask questions, express opinions, and analyze Fiqh issues. Discussions and Q&A sessions allow students to test their understanding, compare different perspectives, and comprehend the reasons and wisdom behind Islamic legal provisions (Zain, 2017). The role of dialogical communication is very important in Fiqh learning because it helps students move away from rote memorization toward deeper and more rational understanding. Teachers' communication strategies also play a role in linking Fiqh material to students' life contexts. The discussion results show that students' understanding improves when teachers are able to communicate the relevance of the material to students' experiences and social realities. Through concrete examples, case studies, and everyday life illustrations, students can see that Fiqh is not just a collection of normative rules, but a practical guide for life (R. G. Rahayu, 2024).

This role of contextual communication helps students build personal meaning from the material they study, making the understanding formed stronger and more lasting.

Teacher communication strategies play a role in building students' motivation and positive attitudes towards learning Fiqh. The study results show that persuasive, empathetic, and humanistic communication can increase students' interest in learning. Teachers who deliver material using an approach that respects students' feelings and experiences create a comfortable and inclusive learning environment (Yeni & Susanti, 2023). In such an environment, students are more open to receiving material and actively participating in learning. High motivation directly contributes to improved understanding because students are encouraged to pay attention, ask questions, and explore the material more deeply.

Another important role of teachers' communication strategies is in strengthening students' procedural and applied understanding. The discussion results show that communication combined with demonstrations, simulations, and visual media helps students understand the steps for performing worship and Fiqh practices correctly. In Fiqh learning, procedural understanding is very important because it is directly related to the practice of worship and transactions (Ariani, 2018). Communication strategies that combine verbal explanations with visualization and hands-on practice help students internalize the material more effectively, so that understanding is not only theoretical but also applied.

Teacher communication strategies play a role in identifying and addressing students' understanding difficulties. Studies show that two-way communication allows teachers to receive direct feedback on students' comprehension levels. Through students' questions, responses, and expressions, teachers can detect concepts that have not been well understood (Abidin, 2017). In this way, teachers can promptly adjust their communication strategies, such as repeating explanations, providing additional examples, or using alternative communication approaches. This responsive communication role is crucial to preventing the accumulation of misunderstandings in Fiqh learning.

Teacher communication strategies also play a role in shaping students' understanding of religious values and attitudes. The discussion results show that Fiqh learning communication not only conveys legal aspects but also the moral and spiritual values underlying them. Teachers who are able to communicate the objectives and wisdom of Islamic law help students understand the essence of Fiqh as a means of character development and life balance (Abidin, 2017). This understanding of values enriches students' cognitive dimensions and encourages them to practice Fiqh teachings consciously, rather than merely out of formal compliance.

These results and discussion indicate that teachers' communication strategies play a central role in enhancing students' understanding in Fiqh learning. Through clear, dialogical, contextual, persuasive, and responsive communication, teachers are able to build students' conceptual, critical, and applicative understanding, as well as their religious values holistically. Thus, teachers' communication strategies should not be seen merely as a technical

aspect, but as a key pedagogical competence that determines the quality of Fiqh learning and the overall success of Islamic religious education.

Supporting and Inhibiting Factors of Teachers' Communication Strategies in Fiqh Learning

Literature review results indicate that the effectiveness of teachers' communication strategies in Fiqh learning does not stand alone, but is influenced by various interrelated supporting and inhibiting factors. These factors stem from the teacher's internal aspects, student characteristics, learning environment, as well as institutional support from the madrasa (Choirurohmah, 2024). Understanding these supporting and inhibiting factors is important because it determines the extent to which the communication strategies designed by teachers can be optimally implemented and have a real impact on improving students' understanding.

Another supporting factor is the attitude and motivation of teachers in implementing learning. Research findings indicate that teachers who have a high commitment to their professional duties tend to be more innovative in applying communication strategies. An open, empathetic attitude that respects students' differing opinions creates a conducive communication climate in fiqh classes. In such an environment, students feel safe to ask questions and express their opinions, so learning communication occurs actively and effectively (Fatimah & Usman, 2017). High teacher motivation also encourages continuous reflection and evaluation of the communication strategies used.

From the students' perspective, the characteristics of learners are both a supporting factor and a challenge in teachers' communication strategies. The discussion results show that students who have high learning motivation, an adequate religious background, and an open attitude towards learning Fiqh tend to be more responsive to teacher communication. Student responsiveness facilitates two-way communication and accelerates the understanding process (Pandi et al., 2024b). Conversely, differences in cognitive abilities, learning interests, and students' socio-cultural backgrounds can pose a separate challenge for teachers in designing equitable and inclusive communication strategies.

The learning environment also plays a role as an important supporting factor. Studies show that a conducive, orderly, and mutually respectful classroom atmosphere supports smooth communication in Fiqh learning. A supportive environment allows teachers and students to interact optimally without significant disruptions. In addition, the availability of learning facilities and infrastructure, such as comfortable classrooms, teaching aids, and learning media, also strengthens the teacher's communication strategies (Fitri et al., 2023). Adequate learning media help teachers convey messages more clearly and engagingly, thereby enhancing students' understanding.

Institutional support from the madrasa also serves as a significant supporting factor. The discussion results indicate that madrasa policies that encourage teacher competency development, such as pedagogical training and learning communication, have a positive impact on the quality of Fiqh teachers' communication strategies. School management support in providing facilities, workload arrangements, and a conducive academic climate also strengthens the teacher's role in managing learning communication effectively (Tania et al., 2024).

When the madrasa provides space for learning innovation, teachers are more free to develop creative and adaptive communication strategies.

On the other hand, the study results also identified various inhibiting factors in teachers' communication strategies in Fiqh learning. One of the main inhibiting factors is the limited communication competence of teachers. Teachers who are not proficient in teaching communication techniques tend to use a one-way and monotonous approach, causing students to be less actively engaged (F. R. Rahayu, 2023). This limitation can affect students' understanding, especially in complex Fiqh material that requires in-depth explanations.

Another inhibiting factor is the low motivation and interest of students in learning Fiqh. The discussion results indicate that students' perceptions of Fiqh as a difficult and boring subject can hinder the effectiveness of teacher communication (Anggreani, 2025). When students are less interested, the learning messages delivered by the teacher are difficult to be optimally received. This condition demands extra efforts from the teacher to design communication strategies that are more engaging and relevant to students' needs.

Limited learning time is also a fairly significant hindering factor. Research results indicate that limited time allocation often forces teachers to deliver material quickly and densely, thereby reducing opportunities for dialogue and clarification. In Fiqh learning, time constraints can hinder material depth and reduce the quality of learning communication (Sari, 2020). Teachers must carefully manage time so that the communication strategies applied remain effective despite the limited duration of learning.

Other inhibiting factors come from the limitations of learning facilities and infrastructure. The discussion results show that the lack of learning media and supporting facilities can limit the variety of teachers' communication strategies. Without adequate media support, teachers tend to rely solely on verbal communication, which is not always effective for all students (Haidir et al., 2024). In addition, environmental disturbances, such as noise or less conducive classroom conditions, can also hinder the smoothness of Fiqh learning communication.

These results and discussions indicate that the success of teachers' communication strategies in Fiqh learning is influenced by various interconnected supporting and inhibiting factors. Teachers' competence and motivation, students' characteristics, learning environment, and institutional support are the main supporting factors that need to be strengthened. Meanwhile, limitations in communication competence, low student motivation, time constraints, and learning facilities are inhibiting factors that need to be addressed. By understanding and managing these factors comprehensively, teachers' communication strategies in Fiqh learning can be optimized to continuously enhance students' understanding.

CONCLUSIONS AND RECOMMENDATIONS

Based on the entire series of discussions, it can be concluded that the teacher's communication strategy is a key factor in enhancing students' understanding of Fiqh learning at MAN 2 Padang Lawas. In the discussion on the concepts and characteristics of teachers' communication strategies, it was found that Fiqh learning communication must be clear, dialogical, contextual, and humanistic. Clarity of language, the use of positive verbal and nonverbal communication, as well as the teacher's ability to relate Fiqh material to students' real-life experiences, are the main foundations for building meaningful understanding.

In the discussion of the implementation of teacher communication strategies in Fiqh classes, it is concluded that the application of two-way communication through questions and answers and discussions, the use of concrete examples and case studies, the utilization of learning media, as well as providing constructive feedback has proven effective in increasing student engagement and understanding. The implementation of planned and systematic communication strategies can create a conducive learning environment and encourage students to be active in the learning process. Furthermore, in the discussion of the role of teacher communication strategies in improving student understanding, it is emphasized that effective communication plays a role in clarifying concepts, enhancing critical thinking skills, building learning motivation, and strengthening students' applied understanding and religious values.

Teachers' communication strategies help students not only to understand Fiqh material cognitively but also to internalize the meaning and purpose of Islamic law in daily life. Regarding the discussion on supporting and inhibiting factors, it is concluded that teacher competence and motivation, student characteristics, a conducive learning environment, as well as the support of facilities and the madrasah institution are the main supporting factors. Conversely, limitations in communication competence, low student motivation, limited time, and learning facilities are inhibitory factors that need to be addressed. Therefore, optimizing teachers' communication strategies at MAN 2 Padang Lawas requires synergy between teachers, students, and the educational institution so that Fiqh learning can be carried out effectively and sustainably.

FURTHER STUDY

This research still has limitations so further research is needed on the topic of Teacher Communication Strategies in Improving Student Understanding in order to perfect this research and increase insight for readers and writers.

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