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Grassroots Curriculum Innovation Through Edpuzzle Based Digital Storytelling in Transformative Fiqh Learning

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Abstract

This study aims to conceptually analyze the Grassroots curriculum model through the use of Edpuzzle as a digital storytelling media in transformative fiqh learning. It employs a qualitative approach through a conceptual literature review. Data sources comprise scientific journals, books, academic articles, and relevant research documents published between 2020 and 2026. Data were collected through documentation, and analyzed using content analysis, including data reduction, data presentation, and conclusion drawing. The literature analysis indicates that the Grassroots curriculum model enables teachers to develop contextual, reflective, and digitally responsive fiqh learning. Integrating Edpuzzle with digital storytelling can support student engagement, conceptual understanding, and critical reflection through interactive audiovisual learning and reflection on real-life fiqh issues. However, these benefits depend on pedagogical design rather than Edpuzzle use alone and may be constrained by teachers' digital and religious literacy, unequal technological access, and students' readiness for independent digital learning. Therefore, successful implementation requires teacher competence, technological support, and pedagogical strategies that facilitate active and reflective engagement. This study contributes a conceptual framework for integrating the Grassroots curriculum model, digital storytelling, and Edpuzzle in Islamic Religious Education. Practically, the framework can guide Islamic Religious Education teachers in designing contextual and interactive fiqh learning activities that combine audiovisual narratives, formative questions, and reflection on real-life issues. It also highlights the importance of considering pedagogical design, teacher digital and religious literacy, technological access, and students' readiness when implementing digital learning. Furthermore, the framework provides a foundation for future empirical research examining its implementation and educational outcomes.

Keywords: Digital Storytelling, Edpuzzle, Grassroots Curriculum, Transformative Fiqh Learning.

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INTRODUCTION

Fiqh learning in the digital age faces challenges that extend beyond conventional teacher-centered instruction. particularly in connecting Islamic legal concepts with students' daily lives. Although digital platforms such as interactive videos, online quizzes, and learning applications are increasingly used in schools and madrasahs, their

utilization often focused on information delivery and cognitive reinforcement (Mukarom et al., 2024) Consequently, students may understand fiqh theoretically but remain less prepared to analyze contemporary issues and apply fiqh principles when facing real-life situations. This condition indicates a gap between theoretical understanding and practical application, which may prevent fiqh from functioning fully as guidance for students' everyday lives and their responses to evolving social issues. Moreover, technology may emphasize memorization of legal rulings presented through visual media without necessarily ensuring the quality of students' religious practices or deepening their spiritual values. Teachers' tendency to use technology primarily as a presentation tool, rather than as part of learning experiences that encourage critical, reflective, and practical thinking, may contribute to this condition. (Arif et al., 2024). Consequently, fiqh risks being reduced to information and assessment rather than being internalized as guidance for daily religious practice.

Addressing these challenges requires a learning process that encourages changes in students' perspectives, attitudes, and behaviors (Haidir et al., 2021). Transformative learning, developed by Jack Mezirow, emphasizes perspective transformation through critical reflection, making it relevant to fiqh learning that connects normative Islamic legal concepts with real-life situations (Hoggan & Finnegan, 2023). Within this perspective, students are expected to progress from knowing, understanding, practicing, and internalizing Islamic values. Such transformation also requires curricular innovation that enables teachers to adapt learning methods, media, assessment, and experiences to students' contemporary needs (Fauziyah et al., 2026). In this regard, the Grassroots curriculum model, systematically elaborated by Hilda Taba, provides a relevant foundation because it positions teachers as curriculum developers who can design and adapt learning to students' needs and classroom conditions (Taba, 1962). This model creates space for teachers to become agents of innovation who understand the characteristics and challenges of their students, including the need to utilize digital technology creatively and contextually. However, the implementation of such innovations remains dependent on teacher competencies, technological infrastructure, and student readiness.

Recent studies have explored relevant components of this issue. Research on curriculum innovation in Islamic Religious Education has discussed the Grassroots model and the role of teachers in developing contextual learning, although its connection with specific digital platforms remains limited (Atin & Rokhimawan, 2024). Studies on digital storytelling have demonstrated its potential to create engaging, communicative, and meaningful learning experiences by combining narrative, visual, audio, and interactive elements (Rahiem, 2021). Digital storytelling utilizes digital media-based narratives to present learning materials in engaging, communicative, and meaningful ways (Nadira & Rafi'i, 2026). The concept of digital storytelling, systematically developed in educational contexts by Bernard R. Robin, highlights the potential of digital narratives to strengthen communication and student engagement (Wu & Chen, 2020). Meanwhile, Edpuzzle enables teachers to embed questions, quizzes, reflections, and assessments within videos and monitor student participation (Wahyu Pambudi & Hafidz, 2025). These studies indicate that Edpuzzle can support student engagement, conceptual understanding, and learning activities, but its integration with digital storytelling and a teacher-driven curriculum development model in fiqh learning remains insufficiently explored.

The literature reveals a conceptual gap concerning the integration of curriculum innovation, digital storytelling, and interactive digital media in transformative fiqh learning. Studies on the Grassroots curriculum model have not specifically connected teacher-led curriculum development with Edpuzzle as a digital learning platform, while research on digital storytelling has generally examined its narrative and multimedia potential without linking it to the Grassroots curriculum model. Similarly, Edpuzzle studies have primarily focused on engagement, understanding, assessment, or learning outcomes rather than its role within a broader curriculum innovation framework for transformative fiqh learning. This gap is significant because fiqh has distinctive characteristics that encompass legal and practical dimensions directly related to students' everyday actions. Without a creative, contextual, and reflective learning design, students may struggle to connect Islamic legal principles with real-life situations. Moreover, the potential of multimedia learning should not be understood as an automatic consequence of using digital technology. Mayer's Multimedia Learning theory emphasizes that meaningful learning can be supported when information is presented through complementary combinations of words, images, and audio, but its effectiveness remains dependent on how the learning experience is pedagogically designed (Mayer, 2024).

Based on this gap, this study conceptually integrates of the Grassroots curriculum model, digital storytelling, and Edpuzzle in transformative fiqh learning. Digital storytelling serves as the pedagogical approach for presenting fiqh stories, contemporary legal cases, and simulations of religious issues, while Edpuzzle provides an interactive platform for integrating audiovisual narratives with questions, formative assessments, and reflection. This integration positions teachers as curriculum developers who design contextual learning experiences connecting fiqh concepts with students' lives. Accordingly, this study aims to conceptually analyze the innovation of the Grassroots curriculum model through Edpuzzle as a digital storytelling media in transformative fiqh learning. Theoretically, it contributes a framework connecting teacher-led curriculum innovation, multimedia learning, digital storytelling, and transformative learning within Islamic Religious Education. Practically, the framework can guide PAI teachers in designing contextual and interactive fiqh learning while considering pedagogical design, teacher digital and religious literacy, technological access, and student readiness. The framework also provides a basis for future empirical research to examine its implementation and educational outcomes.

METHOD

This study employs a qualitative approach through a conceptual literature review to analyze the Grassroots model of curriculum innovation in transformative fiqh learning using Edpuzzle as interactive media for digital storytelling. This approach examines relevant theories, concepts, and previous research without collecting field or experimental data, enabling conceptual framework development and synthesis of existing findings (Jamaluddin et al., 2025). The literature search and selection process was conducted through Google Scholar, Scopus, Dimensions, DOAJ, and accredited national journal portals using combinations of keywords in Indonesian and English, including "Grassroots curriculum," "curriculum innovation," "transformative learning," "digital storytelling," "Edpuzzle," "interactive video learning," "fiqh learning," and "Islamic religious education." (Tentiasih et al., 2023).

The initial search identified 80 literature records. The records were subsequently screened based on titles, abstracts, publication types, relevance to the research focus, and availability of sufficient academic information. After the initial screening, 60 sources remained for further assessment. Sources that were duplicated, irrelevant to the research focus, non-academic, or lacking sufficient conceptual or theoretical information were excluded. The remaining 60 sources were then subjected to a quality assessment based on journal indexing and accreditation status, including Scopus-indexed journals classified in SJR quartiles Q1, Q2, and Q4 and nationally accredited journals ranked SINTA 1 and SINTA 2. , resulting in 46 sources that met the predetermined inclusion and quality criteria and were included in the final analysis. The 46 sources consisted of 39 scientific journal articles, 5 academic books, and 2 conference proceedings. The journal articles included nationally accredited SINTA publications and international journals indexed in Scopus.

The inclusion criteria were: (1) substantive relevance to the research focus (2) publication as a scientific journal article, academic book, or conference proceeding; (3) discussion of at least one of the main concepts, namely the Grassroots curriculum model, transformative learning, digital storytelling, Edpuzzle, interactive learning media, Islamic education, or fiqh learning; (4) publication primarily between 2020 and 2026; and (5) availability in Indonesian or English. Sources published outside this timeframe were selectively included when they provided essential theoretical foundations, particularly Taba's foundational work on curriculum development. Sources lacking relevance or sufficient conceptual information were excluded (Zamhariroh et al., 2025). The selected literature was assessed based on five criteria: relevance, academic credibility, conceptual or methodological clarity, theoretical contribution, and recency. Academic credibility was evaluated based on publication in SINTA-accredited or Scopus-indexed journals, recognized academic books, and relevant conference proceedings. Through repeated reading and comparison, the selected literature was assessed against these criteria, resulting in 46 sources for analysis.

Data were analyzed using content analysis comprising three steps, which are data reduction, data presentation, and drawing conclusions. In the data reduction step, information from various sources is selected and focused based on its relevance to the research objectives. In the data presentation step, the findings are organized thematically and comparatively to illustrate the relationships between the Grassroots curriculum model, transformative learning, digital storytelling, and Edpuzzle. The final step is drawing conclusions through a process of conceptual synthesis to formulate a conceptual framework regarding the use of Edpuzzle based on digital storytelling as part of innovative transformative fiqh learning (Lyhne et al., 2025).

Data validity was ensured through source triangulation and theoretical triangulation. Source triangulation was conducted by comparing information obtained from various primary and secondary documents to ensure data consistency. Meanwhile, theoretical triangulation was conducted by examining the research findings through various theoretical perspectives (Susanto et al., 2023). In addition, the researcher applied a process of repeated reading and review of all sources used. This step was taken to gain a deeper understanding of the data, ensure consistency in interpretation, and minimize the possibility of subjective bias in the analysis process. With this method, the study is expected to make theoretical and practical contributions to the development of more

engaging and interactive digital technology-based Islamic Religious Education learning strategies.

RESULT AND DISCUSSION

Grassroots Curriculum Design Innovation Through Edpuzzle-Based Digital Storytelling in Transformative Fiqh Learning

The design of transformative fiqh learning through Edpuzzle-based digital storytelling is grounded in Grassroots curriculum model, which positions teachers as curriculum developers who design learning to students' needs and classroom conditions. As a bottom-up approach, the model enables teachers to adapt curriculum content and learning strategies to available resources and local circumstances (Hamdan, 2022). This principle is relevant to fiqh learning because teachers need to connect normative Islamic legal provisions with students' experiences and contemporary social issues. Research on teacher autonomy supports the importance of teachers' professional capacity to develop contextual learning experiences (Mukti & Tinus, 2025). These findings support the relevance of the Grassroots model to a decentralized education system, where teachers have the freedom to develop a contextual curriculum. In fiqh learning, this approach enables teachers to design lessons that go beyond conveying normative laws, but instead encourage students to understand the meaning, wisdom, and social implications of each sharia provision. Similarly, Kharismatunisa emphasizes that Islamic Religious Education teachers are required to transform into facilitators, instructional designers, and innovators who integrate Islamic values with creative pedagogical approaches. (Kharismatunisa, 2023).

This teacher-led approach is particularly relevant because fiqh learning plays an important role in shaping students' understanding of Islamic teachings related to worship, muamalah, and daily life. Fiqh does not merely present the normative provisions of Islamic law but also instills the spiritual values, ethics, and social responsibility inherent in Islamic law. However, fiqh learning often faces challenges, such as low student engagement and the perception that fiqh material is theoretical and irrelevant to their lives in the modern era. Addressing these challenges requires instructional designs that connect Islamic legal principles with students' everyday situations. One approach that can be considered is digital storytelling, which combines narrative and digital media to present learning materials in a more contextual and engaging manner. Within the Grassroots curriculum model, this approach can be developed by teachers according to students' learning needs, classroom conditions, and relevant issues in their social environment (Farizi, 2025).

The study by Sulastri et al. indicates that interactive digital storybooks can support students' understanding of Islamic cultural history and encourage learning engagement (Sulastri et al., 2024). Building on this perspective, the present article conceptually proposes the integration of Edpuzzle and digital storytelling in fiqh learning. Digital storytelling presents fiqh concepts through contextual narratives, while Edpuzzle allows teachers to embed questions and monitor responses at selected points in videos. This integration is intended to encourage students to move beyond recalling legal provisions toward interpreting cases, considering alternative decisions, and reflecting on the values underlying Islamic law. Digital storytelling may therefore help students connect fiqh concepts with everyday situations (Zamhariroh et al., 2025). Nevertheless, the internalization of Sharia values cannot be assumed to result automatically through

digital media, it depends on the quality of the instructional design, reflective activities, and teacher facilitation.

The literature suggests that digital storytelling can support the transformation of fiqh learning from the transmission of normative legal knowledge into a more contextual, reflective, and practice-oriented experience. This conceptual orientation aligns with Mezirow's transformative learning theory, which emphasizes critical reflection on real-world issues, the reconsideration of existing assumptions, and the construction of new understandings that may influence attitudes and behaviors (Hoggan & Finnegan, 2023). Meanwhile, Robin's concept of digital storytelling emphasizes the integration of text, images, audio narration, music, and video to present information or personal narratives that can enhance students' critical thinking, digital literacy, and creativity (Wu & Chen, 2020). Bringing these perspectives together allows digital narratives to serve not merely as vehicles for presenting fiqh content but as starting points for analyzing contextual problems and reflecting on the relevance of Islamic legal principles to everyday situations. This conceptual orientation is consistent with research by Maknun and Adelia that digital storytelling can enhance emotional engagement, narrative skills, and understanding of diverse perspectives (Maknun & Adelia, 2023). Sari and Salim also discuss transformative fiqh learning in relation to integrity, critical thinking, and collaboration. These contributions inform the proposed framework but do not establish that the specific integration of Edpuzzle and digital storytelling has already produced such outcomes. (Sari & Salim, 2026).

Based on these principles, curriculum design can be organized into six interconnected steps: identification of local issues and needs, reflection, planning, limited trial, implementation, and evaluation and revision. First, teachers identify issues in fiqh learning, student characteristics, technological developments, community needs, and relevant contemporary issues (Atin & Rokhimawan, 2024). Second, these findings are examined reflectively to formulate learning objectives and solutions connecting Islamic legal principles with social and humanitarian values (Nurwita et al., 2025). Third, teachers design learning outcomes, objectives, content, strategies, media, and assessment tools based on contextual fiqh issues and students' characteristics (Halimah et al., 2026). Fourth, a limited trial may be used to examine the usability of the instructional design and provide a basis for revision before broader implementation (Munzidah et al., 2025). Fifth, teachers implement the innovation through dialogic, participatory, and critical learning activities, using Edpuzzle-based digital storytelling to present contextual fiqh narratives and facilitate case analysis and reflection (Nasution et al., 2025). Finally, evaluation and revision involve assessing not only students' cognitive outcomes but also their critical reasoning and indications of how they relate fiqh principles to everyday conduct. The evaluation findings are then used to identify aspects that require improvement and refine the curriculum for broader implementation. These six steps establish a flexible, teacher-led process in which curriculum innovation responds to local needs and is continuously improved through implementation and evaluation.

The first component of the instructional design is the selection of contextual fiqh themes. Teachers identify topics connected to students' daily experiences including purification (*thaharah*), prayer (*salat*), social etiquette, digital transactions, or halal consumption. Selecting relevant themes helps make fiqh concepts more meaningful and less abstract concept. Within the Grassroots model, theme selection is guided by

students' needs and issues in their environment. Research on Islamic education curriculum innovation supports the relevance of contextual learning in connecting religious concepts with real-life situations. Accordingly, identifying learning needs becomes the starting point for developing a digital storytelling design that responds to the students' context (Ahmad et al., 2025).

The second component is the development of a storyline that functions as the narrative framework for learning. The success of digital storytelling in transformative fiqh learning depends on the quality of the storyline. Teachers develop storylines with characters, conflicts, and resolutions related to fiqh issues. The storyline should present a realistic dilemma that requires students to interpret the situation and consider decisions in light of relevant Sharia principles. A coherent narrative can help students understand the relationship between a particular case, the applicable legal provisions, and the consequences of different choices. Studies on digital storybooks and interactive e-books indicate that a coherent narrative, supported by illustrations and interactive elements can enhance students' conceptual understanding and critical thinking (Faizah et al., 2024). In the Grassroots framework, however, teachers determine the relevance of the problem, its learning objectives, and the questions that encourage fiqh reasoning.

The third component involves integration social and moral values into the narrative. In addition to legal aspects, the story should include values such as honesty, trustworthiness, responsibility, justice, discipline, and social awareness. This integration reflects the aim of transformative fiqh learning to develop conceptual understanding alongside ethical awareness. Nordin et al., highlights the potential of realistic Islamic economic cases combined with interactive multimedia to support conceptual understanding and the application of Sharia solutions (Nordin et al., 2025). Building on this perspective, the proposed model emphasizes that multimedia quality alone is insufficient, teachers must align the narrative, fiqh content, reflective questions, and intended values. Therefore, each learning scenario should help students understand the relationship between fiqh provisions and their underlying moral values.

Within this design, Edpuzzle presents digital narratives with embedded questions aligned with learning objectives, progressing from identifying fiqh concepts to analyzing cases, justifying decisions, considering consequences, and reflecting on ethical principles. This approach positions Edpuzzle as an interactive learning platform rather than merely a video-delivery tool (Hardika et al., 2024). Teachers remain responsible for ensuring the accuracy of fiqh content, aligning questions with learning objectives, and using student responses to identify misconceptions, provide feedback, and guide classroom discussion.

Overall, the proposed design brings the Grassroots curriculum model, digital storytelling, and Edpuzzle into a connected instructional framework. The Grassroots model guides teacher-led needs analysis and contextual curriculum development, digital storytelling organizes fiqh content into meaningful narratives, and Edpuzzle supports interaction through embedded questions and student responses. Transformative learning theory provides the reflective orientation, encouraging students to reconsider assumptions and examine how fiqh principles apply to everyday situations (Hoggan & Finnegan, 2023). The conceptual contribution of this design lies in the integration of these elements within a teacher-led framework for transformative fiqh learning. It offers a foundation for the proposed implementation and evaluation processes, while its actual

effectiveness in supporting students' understanding, reflection, and practical application requires further empirical investigation.

Implementation of Grassroots Curriculum Innovation Through Edpuzzle-Based Digital Storytelling in Transformative Fiqh Learning

The implementation of Grassroots curriculum innovation through Edpuzzle-based digital storytelling involves translating the proposed instructional design into structured learning activities. In this process, Edpuzzle serves as an interactive media that enables teachers to present digital narratives, insert questions, and monitor students' responses. Previous research findings suggest that Edpuzzle is effective in improving students' motivation and learning outcomes. However, these findings refute the assumption that Edpuzzle functions solely as a cognitive assessment tool. In the context of transformative fiqh learning, Edpuzzle may support affective and psychomotor dimensions when combined with reflective prompts, discussion, and practice-based assignments (Zariyatus Sholikhah et al., 2024). A study indicates that Edpuzzle can enhance engagement and motivation through a more engaging, dynamic, and participatory learning experience. Students become more focused and are no longer merely passive observers, as they must answer quizzes or questions before the video continues (Angelika, 2026).

Another study by Sinaga and Adlini discusses how integrating Edpuzzle into biology education can significantly enhance students' critical thinking skills regarding complex biological concepts (Sinaga & Adlini, 2025). This study demonstrates that the use of interactive multimedia, facilitated by Edpuzzle, makes students more flexible in their learning, guides them in developing their thinking abilities, and enhances their critical thinking skills. The fundamental difference lies in the function of Edpuzzle itself. In the study by Sinaga and Adlini, Edpuzzle served as a tool for assessment and for honing thinking skills. In contrast, the findings of this article show that Edpuzzle functions as a means of transforming attitudes and behaviors through reflective digital narratives. These various studies indicate that the use of Edpuzzle is effective in supporting a student centered learning process. However, this effectiveness does not automatically imply that Edpuzzle will result in attitudinal and behavioral transformation. The interactivity of the technology serves as a supporting tool, while the transformation process remains dependent on how teachers design learning experiences and facilitate students' reflection.

In the proposed framework, implementation begins by engaging students with a contextual problem through a digital narrative. Rather than presenting fiqh provisions as isolated information, the teacher introduces a situation that students can recognize from everyday life, such as dishonesty in online transactions. Students first identify the problem and relate it to their existing experiences. As the narrative progresses, questions embedded in Edpuzzle guide them to identify relevant fiqh concepts, analyze the circumstances of the case, and consider the reasons and consequences of possible decisions. The questions should be arranged progressively, moving from problem identification and conceptual understanding toward analysis and reflection on practical application (Murwani et al., 2025).

Students' responses to the embedded questions then become a starting point for classroom interaction. The teacher reviews their answers, clarifies misunderstandings, and invites students to explain the reasoning behind their decisions. When different interpretations emerge, students can compare their arguments and examine the relevant

fiqh principles with appropriate guidance. This process is important because responding to questions within a video does not, by itself, establish a transformative learning experience. Discussion, teacher feedback, and opportunities to connect new knowledge with personal experiences are needed to support critical reflection and reconsideration of initial assumptions (Hadjipanteli & Vrikki, 2023). In this process, the teacher plays a crucial role in clarifying misunderstandings, providing space for dialogue regarding differing viewpoints, and guiding students to reflect on the considerations underlying every decision they make Therefore, changes in students' perspectives, attitudes, and behaviors are not automatic outcomes of technology utilization, but rather potential results of a series of learning experiences that are designed to be reflective and sustained. One example of a scenario that can be applied in transformative fiqh learning using the Grassroots-framework-based digital storytelling platform Edpuzzle is presented in Table 1.

Table 1. Transformative Fiqh Learning Scenario Using the Grassroots Framework Based Digital Storytelling Platform Edpuzzle on the Topic of Muamalah Fiqh (Honesty in Online Transactions)

Step	Teacher Activities	Student Activities	Reflective Questions in Edpuzzle	Transformative Learning / Fiqh Values	Expected Outcomes
1. Needs Analysis	Identifies students' experiences and understanding of online transactions and muamalah fiqh.	Share experiences with online shopping.	*Have you ever received an item that did not match the description? How did you respond?*	Knowing: awareness of real-world muamalah issues.	Students' experiences and learning needs are identified.
2. Reflection & Goal Setting	Identifies learning needs and sets objectives on buying–selling, *khiyar*, honesty, and responsibility.	Understand learning goals and their relevance to daily life.	*Why should fiqh principles be related to everyday transactions?*	Knowing–Understanding: relevance of fiqh values.	Students understand learning goals and their relevance.
3. Theme Selection	Selects the theme "Online Transactions from a Fiqh Perspective."	Relate the theme to their experiences .	*What issues are most common in online transactions?*	Understanding: honesty and justice.	A contextual and relevant learning plan is developed.
4. Story Development	Develops a story about Ahmad receiving an item that differs from the seller's description.	Identify the characters, conflict, and issues.	*What is the main problem Ahmad faces?*	Knowing–Understandin: honesty and responsibility.	Students identify fiqh and moral issues in the story.
5. Video Production	Converts the story into a video using narration, visuals, and transaction scenarios.	Watch and identify the context of the issue.	Visual and narrative stimulus for reflection.	Understanding: context and consequences of actions.	A contextual and understanda ble fiqh video is produced.
6. Edpuzzle Integration	Uploads the video and inserts factual, analytical, and reflective questions.	Watch actively and respond to questions.	*Is it permissible to send an item different from its description*	Understanding–Practicing: honesty, accountability,	Students connect fiqh principles with real cases.

Step	Teacher Activities	Student Activities	Reflective Questions in Edpuzzle	Transformative Learning / Fiqh Values	Expected Outcomes
			without informing the buyer? Why?	justice, responsibility.	
7. Limited Trial	Tests the media with a small group and gathers feedback.	Use the media and provide feedback.	*Which part of the story made you think the most? Why?*	Reflection: evaluating the learning process.	Strengths and aspects for improvement are identified.
8. Learning Implementation	Implements Edpuzzle, monitors responses, and provides follow-up.	Watch, respond, and complete activities.	Questions follow the story's conflict.	Understanding–Practicing: applying fiqh in decision-making.	Students demonstrate engagement and application of fiqh principles.
9. Discussion & Critical Reflection	Facilitates discussion and connects the story with fiqh and moral values.	Discuss, compare perspectives, and reflect.	*What would you do as the seller? How can honesty be applied in transactions?*	Practicing–Internalizing: honesty, accountability, responsibility, justice.	Students relate fiqh values to real-life decisions.
10. Evaluation & Revision	Evaluates responses and learning process and revises the design.	Receive feedback and reflect on learning.	*What understanding or perspective changed after this activity?*	Internalizing: applying fiqh values in action.	Changes in understanding, reflection, and readiness to apply fiqh values are identified.

The scenario demonstrates that the implementation of Edpuzzle-based digital storytelling involves more than the sequential delivery of a video and a set of questions. The learning process connects contextual recognition, interactive exploration, fiqh analysis, discussion, and reflection. These activities are intended to provide opportunities for students to understand relevant legal principles and consider their implications for everyday decisions. However, the outcomes presented in Table 1 are expected outcomes of the proposed framework, not empirical findings from a classroom implementation.

The progression can also be discussed through four stages aligned with Mezirow's transformative learning theory: knowing, understanding, practicing, and internalization. In the knowing stage, students acquire basic knowledge of the pillars and conditions of buying and selling as a foundation for deeper understanding. In the understanding stage, they analyze concepts such as *khiyar*, *gharar*, and *tadlis* and apply them to digital transaction cases. The practicing stage translates this understanding into behavior, such as being honest in transactions, carefully reading product descriptions, avoiding fake reviews, and resolving issues fairly. Finally, internalization occurs when values such as honesty, trustworthiness, responsibility, and justice become integrated into students' moral and spiritual lives rather than being followed merely for academic

purposes. Through these stages, the Grassroots curriculum model enables teachers to design contextual fiqh learning based on students' real-world needs, utilize Edpuzzle as a digital storytelling medium, and foster more interactive and transformative learning experiences.

The proposed implementation therefore positions Edpuzzle as a supporting media within a broader pedagogical process. Its interactive features can help teachers elicit students' responses, while digital narratives provide contextual situations for analysis and classroom discussion creates opportunities for clarification and reflection. The potential contribution to transformative fiqh learning lies in the alignment of these elements with relevant subject matter, teacher facilitation, and opportunities to connect legal understanding with everyday decisions. Whether this approach improves students' reasoning, reflection, or practical application must be examined through appropriate evaluation. This consideration provides the basis for the next discussion of evaluating and revising the proposed curriculum innovation.

Evaluation of Grassroots Curriculum Innovation Through Edpuzzle-Based Digital Storytelling in Transformative Fiqh Learning

Evaluation is essential to Grassroots curriculum innovation because it enables teachers to assess instructional quality and refine learning designs according to students' needs and classroom conditions. In Edpuzzle-based digital storytelling for transformative fiqh learning, evaluation should extend beyond video completion and quiz scores to examine the alignment of learning objectives, narratives, fiqh concepts, and reflective activities. This approach positions evaluation as an ongoing process of curriculum improvement rather than merely a final assessment stage (Rorije & Vanlommel, 2026). The first dimension concerns the quality and contextual relevance of the instructional design. Teachers need to evaluate whether the selected issues reflect students' everyday experiences, whether the narrative presents a clear and meaningful problem, and whether the embedded questions are aligned with the intended learning objectives. Edpuzzle offers flexibility in selecting videos, developing storylines, and incorporating interactive questions, allowing teachers to adapt learning materials to students' characteristics and the specific subject matter (Palaigeorgiou et al., 2019). Within the Grassroots model, this flexibility supports teacher-led innovation based on classroom needs. However, the relevance of a topic and the availability of interactive features do not automatically guarantee instructional quality. A limited trial can help identify unclear narratives, inappropriate question sequences, or discrepancies between the content and the intended objectives before the design is further developed (Munzidah et al., 2025).

The second dimension is student engagement and participation during learning. Interactive video learning has the potential to support behavioral, emotional, and cognitive engagement by encouraging students to complete tasks, maintain interest, and respond to learning prompts (Ismail et al., 2025). Edpuzzle enables teachers to monitor students' responses and identify parts of the material that may require further explanation. Nevertheless, completion rates and correct answers should not be treated as sufficient evidence of meaningful engagement. Students may complete a video or answer questions without fully understanding the underlying concepts. Therefore, platform-generated information should be complemented by classroom observation, discussion, students' explanations, and reflective responses. The quality of engagement

depends on how interactive features are incorporated into the pedagogical design, rather than on the technology itself (Alvarez-Alvarez & Mischel, 2024).

The third dimension concerns students' understanding and reasoning in applying fiqh principles to contextual situations. Evaluation should examine students' ability to identify problems, recognize relevant legal concepts, justify decisions, and consider their consequences. For example, in analyzing discrepancies between an online product description and the item received, students should explain relevant principles of buying and selling, justify their conclusions, and consider the responsibilities of the parties involved. Assessing students' reasoning, rather than answer accuracy alone, provides a more comprehensive understanding of their learning.

The fourth dimension is critical reflection and ethical awareness. Transformative fiqh learning requires students to consider not only the legal status of an action but also the values, consequences, and responsibilities associated with it. Accordingly, evaluation should examine how students explain values such as honesty, trustworthiness, accountability, fairness, and justice in relation to the cases they analyze. This emphasis is consistent with Mezirow's perspective on transformative learning, which highlights critical reflection on assumptions and the reconsideration of existing frames of reference. In fiqh learning, reflective questions can invite students to examine why a particular decision is appropriate, whose interests may be affected, and how relevant principles can guide similar situations in everyday life. However, students' reflective responses during a lesson should not be interpreted as definitive evidence of lasting behavioral change (Irwandi et al., 2026). Evaluation can establish whether students demonstrate reasoned reflection and an understanding of ethical implications, while sustained changes in conduct require further investigation.

The quality of these evaluation processes is influenced by several supporting and inhibiting factors. Teacher digital competence is one important consideration. Effective use of Edpuzzle requires more than technical proficiency in editing videos or inserting questions. Teachers must also assess the credibility of digital sources, maintain the accuracy of religious information, and integrate technological, pedagogical, and subject-specific knowledge. Without these competencies, Edpuzzle may function primarily as a video-delivery and quiz tool rather than as part of meaningful fiqh learning (Hirzulloh & Annadhif, 2024). Improving teachers' digital competence should therefore include the ability to design learning experiences that reflect the characteristics of Islamic studies materials, not merely the technical operation of a platform (Mintasih et al., 2024). Evaluation findings can help teachers identify which aspects of their instructional design require further development, while also informing professional learning and curriculum improvement.

Technological constraints, including limited devices, internet connectivity, data allowances, and technical support, may also affect students' participation. Incomplete participation should not automatically be interpreted as a lack of interest or ability because it may reflect unequal access to technology. Consistent with the Grassroots approach, teachers can respond through shared devices, alternative materials, and flexible access arrangements (Yahya, 2023). In the Grassroots framework, teachers can respond by arranging shared device use, providing alternative learning materials, and allowing flexible access times. Evaluation should consequently examine not only whether the technology supports learning objectives but also whether its use is feasible and accessible under actual school conditions.

Students' readiness to engage with digital media in a disciplined and reflective manner is another factor requiring attention. If students use interactive videos merely to obtain quick answers or complete tasks without examining the content, the learning process may remain superficial. This concern is particularly significant in transformative fiqh learning, where students are expected to examine legal principles and reflect on their relevance to daily conduct. Teachers therefore need to provide follow-up discussions, conceptual clarification, and reflective activities after students engage with the video materials (Hidayat et al., 2026). Adequate guidance is also necessary because insufficient supervision during technology use may disrupt students' concentration and reduce their understanding of the material (Radita et al., 2025). Evaluation can help identify whether the learning activities encourage students to think through the presented cases or whether additional guidance and interaction are needed.

These considerations indicate that Edpuzzle should be evaluated as a component of a broader pedagogical process, not as an independent determinant of transformative learning. Its contribution depends on the quality of instructional design, teacher facilitation, technological support, and students' opportunities to engage meaningfully with the material. (Ahmad et al., 2025). Evaluation findings should subsequently inform curriculum revision. Unclear narratives may require additional context, persistent misconceptions may indicate a need to revise questions and explanations, and weak case-based reasoning may call for guided dialogue or more open-ended reflection. Where access constraints limit participation, teachers can adjust materials and learning arrangements. Such revisions reflect the Grassroots principle that instructional decisions should respond to actual classroom needs rather than rely on a fixed design (Nasution et al., 2025).

Overall, the evaluation of Grassroots curriculum innovation through Edpuzzle-based digital storytelling can be organized around four interconnected dimensions: instructional design quality, student engagement, conceptual understanding and fiqh reasoning, and critical reflection on ethical values. These dimensions should be considered alongside teacher competence, technological accessibility, and students' readiness to participate meaningfully (Ali et al., 2025). Evaluation findings can guide revisions to narratives, questions, and learning activities, establishing a continuous cycle of design, implementation, evaluation, and improvement. Since this framework is based on conceptual synthesis rather than direct classroom implementation, its contribution to students' cognitive engagement, fiqh reasoning, and transformative learning remains to be tested empirically.

Building on the preceding discussion of curriculum design, implementation, and evaluation, this study integrates Grassroots curriculum innovation, digital storytelling, Edpuzzle-based interaction, and transformative learning into an integrated conceptual model. The model illustrates how teachers can translate students' needs and contemporary issues into contextual fiqh learning through digital narratives, interactive questions, critical reflection, and continuous evaluation and revision. By connecting these elements within an integrated framework, the model aims to support contextual understanding, fiqh reasoning, and reflection on Islamic values. Figure 1 presents the proposed model of Grassroots Curriculum Innovation Through Edpuzzle-Based Digital Storytelling in Transformative Fiqh Learning.

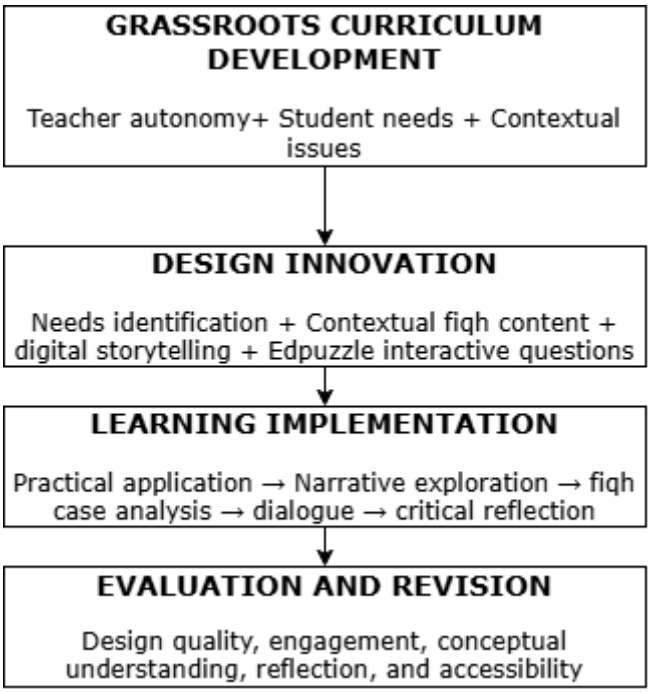

Figure 1. Proposed Model of Grassroots Curriculum Innovation Through Edpuzzle-Based Digital Storytelling in Transformative Fiqh Learning

The novelty of the proposed model lies in integrating Grassroots curriculum development, digital storytelling, Edpuzzle-based interaction, and transformative fiqh learning within a continuous process of design, implementation, evaluation, and revision. The model elaborates the Grassroots perspective by showing how teacher autonomy and students' contextual needs can guide digital curriculum design. It applies Mezirow's transformative learning theory through contextual case analysis, dialogue, and critical reflection, while extending Robin's digital storytelling framework to fiqh education by connecting narrative-based learning with interactive questioning and the application of Islamic legal principles to everyday situations. Mayer's Cognitive Theory of Multimedia Learning further informs the model by explaining the potential of combining visual and verbal information in digital fiqh narratives. Overall, these perspectives establish a conceptual framework that connects context-responsive curriculum development, multimedia instruction, narrative learning, and critical reflection. The model offers a theoretical contribution to digital fiqh education and a practical reference for teachers designing learning experiences that connect Islamic legal understanding with contextual reasoning and everyday application. Its effectiveness in improving students' learning and behavioral outcomes, however, requires empirical investigation.

CONCLUSION

The Grassroots model of curriculum innovation conceptually positions teachers as curriculum developers who can design transformative fiqh learning according to students' needs, local contexts, and contemporary challenges. The integration of digital storytelling and Edpuzzle has the potential to support contextual, interactive, and reflective fiqh learning through audiovisual narratives, analytical questions, formative

assessment, and opportunities to connect fiqh concepts with real-life issues. Within the framework of knowing, understanding, practicing, and internalizing, this integration provides a conceptual pathway for connecting fiqh knowledge with reflection and everyday practice. Edpuzzle, therefore, can be positioned as a supporting medium within a broader pedagogical design rather than as the sole determinant of transformative learning.

The main contribution of this study lies in developing a conceptual framework that connects the Grassroots curriculum model, digital storytelling, Edpuzzle, and transformative learning in Islamic Religious Education. This framework clarifies the potential pedagogical relationships among teacher-led curriculum innovation, digital narrative, interactive questioning, and reflective engagement in fiqh learning. Its conceptual nature also establishes a clear direction for subsequent empirical investigation: the proposed integration requires contextual adaptation, appropriate teacher guidance, accurate religious content, and opportunities for sustained discussion and reflection. Accordingly, the framework serves as a theoretical foundation for designing and evaluating transformative fiqh learning rather than as a claim of demonstrated effectiveness.

Future research could employ classroom action research to refine the integration of digital storytelling and Edpuzzle through iterative cycles of planning, implementation, observation, and reflection. Alternatively, a mixed-methods study could combine quantitative measures of students' cognitive engagement and conceptual understanding with qualitative interviews, classroom observations, and reflective accounts to examine how students interpret fiqh concepts, engage in critical reflection, and connect their learning with everyday practices. Such investigations would help establish the contextual conditions under which this conceptual framework can support transformative fiqh learning and clarify its pedagogical contributions in Islamic Religious Education.

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