

Review Article

Digital Transformation in E-Fiqh-Based Learning

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Abstract: Digital transformation in education has driven significant changes in various aspects of learning, including fiqh learning in Islamic educational institutions. This study aims to analyze the concept, implementation, as well as the challenges and opportunities of digital transformation in E-Fiqh-based learning. This research employs a qualitative approach using a literature study method that utilizes various scientific literature sources such as books, national and international journal articles, and academic documents relevant to the research topic. Data collection techniques were carried out through searching, identifying, and analyzing various literature sources related to digital transformation in education, teachers' digital competencies, and technology-based fiqh learning. The obtained data were then analyzed using content analysis to identify concepts, patterns, and findings from previous studies regarding E-Fiqh learning. The results of the study indicate that digital transformation in fiqh learning provides significant opportunities to improve the quality of learning through the utilization of digital media, online learning platforms, and more diverse learning resources. However, the implementation of E-Fiqh learning also faces several challenges, such as limited technological infrastructure, low levels of teachers' digital competence, and the need for adaptation to technology-based learning methods. Therefore, strengthening teachers' digital competencies and developing innovative learning strategies are important steps in supporting the success of digital transformation in fiqh learning.

Keywords: Digital Competencies; Digital Transformation; E-Fiqh; Fiqh Learning; Online Learning.

1. Introduction

Digital transformation has become a global phenomenon that affects various sectors of life, including the field of education. The integration of digital technology in the learning process is no longer viewed merely as an additional innovation, but as a strategic necessity to improve the effectiveness, flexibility, and accessibility of learning. In the context of Islamic education, digital transformation opens new opportunities for developing learning methods that are more adaptive to the characteristics of the digital generation. This indicates that the digitalization of Islamic religious education is not merely a response to technological developments, but also part of an effort to maintain the relevance of Islamic values in modern society[1].

However, digital transformation in fiqh learning still faces various challenges. In many Islamic educational institutions, fiqh learning is still dominated by conventional approaches that are teacher-centered, rely heavily on lecture methods, and have limited learning media that support conceptual understanding and contextual practice of worship. This condition often leads students to understand fiqh only textually without being able to relate it to the realities of everyday life. Therefore, the utilization of digital technology in fiqh learning becomes important in order to create more interactive and contextual learning experiences[2].

The use of digital technology in fiqh learning has also demonstrated positive potential in improving the quality of the learning process. Research on the digitalization of fiqh teaching materials based on Contextual Teaching and Learning shows that the use of digital media can significantly improve students' understanding of fiqh materials. Digital learning

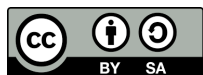
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media enable the presentation of materials in a more visual, interactive, and systematic way, allowing students to understand fiqh concepts more deeply and applicatively[2]. These findings indicate that the integration of technology in fiqh learning can serve as an effective pedagogical strategy.

Furthermore, the development of fiqh learning models based on blended learning has also shown positive results in increasing student engagement and learning outcomes. Learning models that integrate face-to-face instruction with digital learning are considered capable of providing more flexible learning experiences and supporting student-centered learning processes. This indicates that digital transformation in fiqh learning requires a well-structured pedagogical design so that technology can be optimally utilized in the learning process[3].

Nevertheless, the effectiveness of digital-based fiqh learning is not only determined by the availability of technology, but also by teachers' readiness, the support of the learning environment, and students' ability to utilize technology as a learning medium. Research on the effectiveness of online learning in fiqh subjects shows that the use of digital technology has not fully produced optimal impacts on students' learning outcomes when it is not accompanied by appropriate learning strategies and support from various stakeholders[4]. Therefore, digital transformation in fiqh learning requires a more comprehensive approach, focusing not only on technology but also on pedagogical, social, and cultural aspects.

In recent developments, the concept of E-Fiqh has emerged as a form of innovation in digital-based fiqh learning. E-Fiqh refers to a learning approach that utilizes digital technology as the main medium for delivering materials, facilitating learning interactions, and conducting learning evaluations. This approach allows the integration of fiqh content, interactive digital media, and online learning systems that support more flexible and contextual learning. However, the implementation of E-Fiqh in educational practice still requires deeper study, particularly regarding how the process of digital transformation takes place in the real context of Islamic educational institutions[5].

In addition, teachers' digital competence is also an important factor in the success of digital transformation in fiqh learning. Recent studies show that the digital competence of Islamic religious education teachers needs to be continuously developed so that they are able to integrate digital technology with Islamic values in the learning process. This integration is not only related to the use of technology, but also to how technology is used wisely and in accordance with fiqh principles in Islamic education[6].

Based on these findings, it can be concluded that digital transformation in fiqh learning has great potential to improve the quality of learning; however, its implementation still faces various challenges. Therefore, further research is needed to better understand how the process of digital transformation in E-Fiqh-based learning takes place in educational practice, how educational actors interpret the use of technology in fiqh learning, and how such technology is utilized to support more contextual and meaningful fiqh learning. Qualitative research is important to explore in depth the experiences, practices, and dynamics of E-Fiqh implementation within the context of Islamic education.

2. Proposed Method

Metode penelitian yang digunakan dalam penelitian ini adalah penelitian kualitatif dengan pendekatan studi pustaka. Penelitian ini bertujuan untuk menganalisis secara mendalam konsep transformasi digital dalam pembelajaran berbasis E-Fiqh melalui berbagai sumber literatur ilmiah yang relevan. Data penelitian diperoleh dari sumber-sumber sekunder berupa buku, artikel jurnal ilmiah nasional dan internasional, prosiding, serta dokumen akademik lain yang berkaitan dengan transformasi digital pendidikan, pembelajaran fikih, dan pengembangan E-Fiqh. Teknik pengumpulan data dilakukan melalui penelusuran literatur, identifikasi, klasifikasi, dan pengkajian terhadap sumber-sumber pustaka yang relevan, khususnya publikasi ilmiah dalam lima tahun terakhir. Selanjutnya, data yang diperoleh dianalisis menggunakan analisis isi dengan cara menelaah, membandingkan, dan menginterpretasikan berbagai konsep serta temuan penelitian sebelumnya untuk memperoleh pemahaman yang komprehensif mengenai transformasi digital dalam pembelajaran fikih. Setelah dianalisis berikutnya langkah terakhir adalah penarikan kesimpulan.

3. Results and Discussion

a. The Concept of Digital Transformation in Fiqh Learning

Digital transformation in education refers to the process of changing learning systems by utilizing digital technology to improve the quality of the learning process, expand access to education, and encourage pedagogical innovation. This transformation does not merely focus on the use of technology as a learning support tool, but also involves changes in learning design, teaching methods, and patterns of interaction between teachers and students. In the context of Islamic education, digital transformation has become an important strategy for adapting the learning process to technological developments and the characteristics of the digital generation that is increasingly familiar with information technology media[7].

In fiqh learning, digital transformation can be understood as the integration of digital technology in the process of delivering learning materials, facilitating learning discussions, and evaluating learning outcomes. Traditionally, fiqh learning has often been conducted through conventional approaches that emphasize textual study and verbal explanations from teachers. Such approaches have limitations in explaining the practice of worship and the contextual application of Islamic law in everyday life. Therefore, the use of digital technologies such as learning videos, educational applications, and online learning platforms can help students understand fiqh concepts in a more visual, interactive, and contextual manner[8].

Furthermore, digital transformation also encourages a shift in learning approaches from teacher-centered models toward student-centered learning. Through the use of digital technology, students have the opportunity to access various learning resources independently, participate in online discussions, and develop their understanding through various technology-based learning activities. This aligns with the development of the 21st-century learning paradigm, which emphasizes the importance of critical thinking skills, collaboration, communication, and digital literacy in the educational process[9].

In the context of fiqh learning, digital transformation also opens opportunities for the development of more innovative learning models, such as digital platform-based learning, the use of visual media to explain worship practices, and the utilization of Learning Management Systems (LMS). Through this approach, fiqh learning does not merely focus on understanding the texts of Islamic law but can also be developed into a more contextual and applicative learning process. The use of digital technology enables the presentation of fiqh materials through simulations, visual illustrations, and multimedia-based learning practices that can enhance students' understanding of fiqh concepts[10].

However, the success of digital transformation in fiqh learning is greatly influenced by teachers' readiness to effectively utilize digital technology. Teachers are not only required to be able to operate technological devices but also to design learning processes that integrate technology with appropriate pedagogical approaches. Therefore, improving teachers' digital competence is one of the key factors in supporting the implementation of digital transformation in education, including fiqh learning[11].

In conclusion, digital transformation in fiqh learning is a process of integrating digital technology into various aspects of learning aimed at improving learning effectiveness, expanding access to learning resources, and creating more interactive and contextual learning experiences. This transformation is not only related to the use of technology but also involves changes in educational paradigms, innovation in learning methods, and the enhancement of educators' digital competence in responding to the challenges of education in the digital era.

b. Implementation of E-Fiqh-Based Learning

The implementation of E-Fiqh-based learning represents the integration of digital technology into the fiqh learning process with the aim of improving learning effectiveness and expanding access to Islamic learning resources. In the context of modern education, the use of digital technology enables learning processes to take place in a flexible, interactive, and collaborative manner. Technologies such as online learning platforms, audiovisual media, learning applications, and Learning Management Systems (LMS) can be utilized to present fiqh materials in a more systematic and easily understandable way for students. The integration of these technologies also allows

learning to occur both synchronously and asynchronously, enabling students to access learning materials anytime and anywhere[12].

In practice, the implementation of E-Fiqh learning begins with the stage of digital learning planning. At this stage, teachers design fiqh materials in the form of digital learning resources such as electronic modules, learning videos, infographics, or interactive presentations. Digital learning planning also includes the selection of appropriate learning media and strategies that align with students' characteristics. By utilizing digital technology, fiqh materials can be presented in a more contextual manner through visual illustrations, simulations of worship practices, and case studies related to everyday life. This approach enables students to understand fiqh concepts more applicatively and meaningfully[13].

The next stage is the implementation of digital-based learning. In this stage, teachers utilize various digital platforms to deliver learning materials and facilitate learning interactions. For instance, learning activities may be conducted through online discussion forums, video conferences, interactive quizzes, and technology-based project assignments. Through this approach, students do not merely receive information passively but are actively involved in the learning process through discussion, collaboration, and exploration of various digital learning resources. This approach aligns with the concept of 21st-century learning, which emphasizes the importance of active student engagement in the learning process[14].

Furthermore, the implementation of E-Fiqh also includes digital-based learning evaluation. Learning assessment can be carried out through various forms of digital assessment such as online quizzes, project-based assignments, digital portfolios, and learning reflections. Technology-based evaluation systems allow teachers to monitor students' learning progress more systematically and provide feedback more quickly. Consequently, the fiqh learning process does not only focus on theoretical understanding but also on students' ability to apply fiqh concepts in their daily lives[15].

On the other hand, the success of implementing E-Fiqh-based learning is also strongly influenced by the readiness of human resources, particularly teachers. Teachers are required to possess the competence to utilize digital technology and the ability to design learning processes that integrate technology with appropriate pedagogical approaches. Without adequate digital competence among teachers, the use of technology in fiqh learning will not produce optimal outcomes. Therefore, the development of educators' digital competence is one of the key factors in supporting the success of digital transformation in education[16].

c. **The Role of Teachers' Digital Competence in E-Fiqh Learning**

Teachers' digital competence is one of the key factors in the successful implementation of E-Fiqh-based learning. Digital competence does not only include technical skills in operating technological devices, but also pedagogical abilities to effectively integrate digital technology into the learning process. In the context of modern education, teachers are required to utilize technology as a means of creating learning experiences that are more interactive, collaborative, and responsive to the needs of students in the digital era[17]. Therefore, digital competence serves as an important foundation in supporting the digital transformation of learning, including the teaching of fiqh.

In E-Fiqh learning, teachers act as facilitators who guide students in understanding fiqh concepts through various digital media. Teachers need to have the ability to select, develop, and manage digital learning resources that are relevant to fiqh materials. For example, this may include the use of learning videos, electronic modules, online discussion platforms, and various learning applications that can help students understand Islamic legal concepts in a more contextual manner. Teachers' ability to utilize diverse digital learning resources will significantly influence the effectiveness of technology-based learning[18].

Furthermore, teachers' digital competence is also related to their ability to design technology-based learning strategies that enhance student engagement. In E-Fiqh learning, teachers do not merely deliver materials digitally, but must also create learning activities that encourage students to think critically, engage in discussions, and solve problems related to the practice of fiqh in everyday life. In this way, digital technology can be used as a medium for developing more active and participatory learning environments[19].

The role of teachers' digital competence is also evident in the process of learning evaluation. Teachers who possess strong digital competence are able to utilize various technology-based assessment tools, such as online quizzes, digital portfolios, and project-based assessments. The use of digital evaluation systems enables teachers to monitor students' learning progress more systematically and provide feedback quickly and accurately. This is particularly important in fiqh learning, which emphasizes not only knowledge but also understanding and the application of Islamic legal values in everyday life[20].

On the other hand, the development of teachers' digital competence requires support from various stakeholders, including educational institutions and governments. Training programs, workshops, and continuous professional development initiatives for teachers are important steps to enhance teachers' ability to utilize learning technologies effectively. With such support, teachers will be better prepared to implement E-Fiqh-based learning in an effective and innovative manner[21].

d. Challenges and Opportunities of Digital Transformation in Fiqh Learning

Digital transformation in fiqh learning is part of a broader shift in educational paradigms that aligns learning processes with developments in information and communication technology. The integration of digital technology in learning enables the delivery of educational content in a more flexible, interactive, and accessible manner for students. However, the implementation of digital transformation in fiqh learning is not without challenges, particularly those related to the readiness of educational institutions, teachers' competencies, and the availability of technological infrastructure. The transition toward digital learning systems requires adaptation that is not only technical in nature but also pedagogical and cultural within the educational environment[22].

One of the main challenges in the digital transformation of fiqh learning is the gap in access to digital technology. Not all educational institutions possess adequate technological facilities, such as digital devices, stable internet connectivity, or online learning platforms that can be used optimally. These limitations may hinder the implementation of technology-based learning and create disparities in educational access between students who have sufficient technological resources and those who do not[23]. Therefore, strengthening technological infrastructure is a crucial factor in supporting the success of digital transformation in Islamic education.

In addition to infrastructure issues, another challenge lies in teachers' readiness to utilize digital technology in the learning process. Many educators still face difficulties in integrating technology with effective teaching methods. A lack of experience in using digital media as well as limited training in educational technology often becomes a barrier to the implementation of technology-based learning. Consequently, improving teachers' digital literacy and technological competence is an important step in ensuring that technology can be optimally utilized in fiqh learning[24].

On the other hand, digital transformation also presents various opportunities for developing more innovative fiqh learning approaches. Digital technology enables the use of diverse learning media such as educational videos, animations, learning applications, and online discussion platforms that can help students understand fiqh concepts in a more visual and contextual manner. The use of such digital media can help explain various practices of worship or concepts of Islamic law more clearly compared to conventional teaching methods that rely solely on verbal explanations[25].

Furthermore, digital technology also offers opportunities to expand access to sources of Islamic knowledge. Students can access various fiqh references from digital sources such as digitized classical texts, scientific journals, and online Islamic learning platforms. This ease of access to learning resources can enhance students' understanding of various perspectives in fiqh studies and encourage them to engage in more independent learning[26].

4. Conclusions

Digital transformation in fiqh learning through the E-Fiqh approach represents a strategic effort to align Islamic education with technological developments in the digital era. The integration of technology in learning enables the delivery of fiqh materials to become more interactive, flexible, and accessible for students through various digital media such as online learning platforms, electronic modules, and audiovisual resources. Nevertheless, the

implementation of E-Fiqh-based learning still faces several challenges, including limitations in technological infrastructure, the readiness of educational institutions, and the uneven distribution of teachers' digital competencies. Therefore, strengthening digital literacy and improving educators' technological competence are essential factors in supporting the success of digital transformation in fiqh learning. With adequate technological support and innovative learning strategies, E-Fiqh-based learning has the potential to enhance the quality of Islamic education, making it more relevant to the learning needs of the digital era.

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