



Podcast-Based Learning Innovation in Islamic Education Management: Enhancing Santri's Understanding of Fiqh Mu'āmalāt in the Digital Transformation Era

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ABSTRACT

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This study aims to provide an in-depth understanding of Santri Fiqh Podcast as a learning innovation within Islamic Education management to enhance santri's understanding of Fiqh Mu'āmalāt in the era of digital transformation. Employing a qualitative approach with a case study design, the research was conducted at Syahamah Islamic Boarding School, Probolinggo, from October to December 2025. Data were collected through participant observation, in-depth interviews, and documentation. Data analysis followed the Miles and Huberman interactive model, including data collection, reduction, display, and conclusion drawing. The findings reveal that the implementation of the Santri Fiqh Podcast contributes to improved understanding of Fiqh Mu'āmalāt through two main strategies: (1) the integration of digital technology into Islamic learning management and (2) the internalization of Fiqh Mu'āmalāt values through systematically managed podcast content. From an educational management perspective, the podcast functions as a strategic learning resource that supports planning, implementation, and evaluation of digital-based PAI instruction. The study implies that podcast-based learning enhances student engagement, learning effectiveness, Islamic literacy, learning outcomes, and santri motivation, while strengthening digital innovation management in Islamic boarding schools.

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INTRODUCTION

Islamic boarding schools (pesantren) play a strategic role in shaping religious understanding, moral character, and social responsibility among Muslim youth, particularly through Islamic Religious Education (PAI) (Ahmad Fadly & Khadijah, 2025). One of the core subjects within PAI is Fiqh Mu'āmalāt, which governs social and economic interactions in Islamic law and directly

affects everyday life in modern society (Nabila Azrilia Syahra et al., 2024). In the context of rapid digital transformation, society increasingly faces complex economic practices such as digital transactions, online commerce, and financial technology, all of which demand contextual Islamic legal understanding. However, Fiqh Mu‘āmalāt is often taught normatively, emphasizing legal texts rather than ethical reasoning and socio-economic relevance (Khamdi, 2024). This condition creates a gap between Islamic legal principles and contemporary social realities. Empirical evidence shows that insufficient contextual understanding of Fiqh Mu‘āmalāt may lead to unethical economic behavior and weakened social justice values (Firmansyah, 2018). Therefore, strengthening innovative and well-managed Islamic learning systems is crucial to ensure that pesantren remain relevant as agents of moral and social transformation in the digital era.

Despite their strategic position, many pesantren face systemic challenges in managing effective Fiqh Mu‘āmalāt learning. One major issue is the dominance of conventional instructional methods that are less adaptive to the learning characteristics of digital-native santri (Lilis Suryanto, 2023). Traditional pedagogical approaches often emphasize memorization and textual transmission while limiting opportunities for critical engagement, contextual interpretation, and digital literacy development (Jafar & Aisyah, 2022). As a result, santri frequently struggle to connect classical jurisprudential concepts with contemporary economic practices, such as online transactions and modern financial systems (Syahputra Rizki, 2019). From an educational management perspective, this problem is exacerbated by limited innovation in instructional planning, media utilization, and learning evaluation within pesantren curricula. Ineffective learning management reduces student engagement and weakens learning outcomes. Consequently, pesantren risk losing their transformative role in preparing santri to respond ethically and intelligently to modern socio-economic challenges (Muhamad Sapto Murtadlo, 2025). This condition highlights the urgency of pedagogical revitalization supported by strategic educational management.

At the practical level, Pondok Pesantren Syahamah Leces Probolinggo reflects many of the broader challenges faced by Islamic boarding schools in Indonesia. Preliminary observations indicate a noticeable decline in santri’s understanding of Fiqh Mu‘āmalāt, particularly in linking classical legal principles with real-life economic practices. Many santri experience difficulties in understanding fundamental concepts such as contracts (‘aqd), pillars and conditions of transactions, and halal-haram provisions in economic interactions. This limited comprehension manifests in daily practices, including informal debt transactions without clear agreements, buying and selling activities containing elements of gharar (uncertainty), and uncritical adoption of modern transactional

trends without adequate Islamic legal reasoning. These phenomena indicate not only conceptual weaknesses but also shortcomings in learning management, including insufficient instructional media, limited contextual learning strategies, and underutilization of digital platforms. Such conditions suggest that the learning process has not fully integrated epistemological, pedagogical, and practical dimensions, reinforcing the need for innovative, well-managed educational interventions.

Previous studies have demonstrated that digital-based learning innovations in Islamic education significantly enhance students' conceptual and contextual understanding. Khaidir (2025) found that audio-digital media in Fiqh learning improves comprehension and critical reflection due to its flexibility and repeatability. Similarly, Tri Komaningsih (2024) reported that technology-based Fiqh instruction shifts learning from teacher-centered to learner-centered models, encouraging active engagement with contemporary mu'āmalāt issues. Siti Fatimah Azzahra et al. (2025) further highlighted that integrating Fiqh content with real-world case studies through digital media enhances students' analytical abilities in Islamic legal reasoning. From an educational management standpoint, these studies emphasize the importance of strategic media selection, instructional design, and learning evaluation. However, most of these studies focus on visual or multimedia platforms and general digital tools, rather than exploring the specific pedagogical and managerial potential of audio-narrative media such as podcasts within pesantren contexts.

Although research on digital Islamic education continues to grow, significant gaps remain. Salman Farid (2024) demonstrated that Islamic educational podcasts effectively foster reflective religious understanding and critical thinking; however, the study did not specifically address Fiqh Mu'āmalāt learning among santri. Meanwhile, Rochman and Fadhilah (2025) noted that digital transformation in pesantren is progressing, yet innovations in Fiqh instruction remain largely dominated by visual media, overlooking the pedagogical strengths of audio-based learning. These limitations indicate a lack of in-depth research on podcast-based Fiqh Mu'āmalāt learning that integrates pedagogical innovation with educational management principles. Specifically, there is insufficient discussion on how podcasts can be systematically planned, implemented, and evaluated as part of Islamic education management strategies. Addressing this gap is essential to enhance learning effectiveness and ensure pesantren's adaptability in the digital education ecosystem.

This study positions itself as a novel contribution by examining the Santri Fiqh Podcast as an innovative audio-narrative learning strategy within Islamic education management. Unlike previous studies, this research integrates pedagogical innovation with managerial dimensions, including instructional

planning, digital content organization, and learning evaluation in pesantren. The podcast-based approach does not replace traditional learning methods such as kitab kuning and halaqah, but rather complements them by expanding the learning ecosystem to suit digital-native santri (Rochman & Fadhillah, 2025). Through episodic and thematic content, podcasts enable systematic, contextual, and continuous learning of Fiqh Mu'āmalāt. This approach strengthens value internalization, enhances learning flexibility, and optimizes limited instructional time (Arya Pratama & Lina Dewi, 2025). Consequently, this study advances the state of the art by demonstrating how well-managed podcast-based learning can revitalize Fiqh Mu'āmalāt education in pesantren.

Based on the identified gaps and empirical conditions, this study addresses the following research problem: How are the implementation and implications of podcast-based PAI learning innovation managed to enhance santri's understanding of Fiqh Mu'āmalāt at Pondok Pesantren Syahamah Leces Probolinggo in the digital transformation era? The study argues that systematically managed podcast-based learning can serve as an effective educational management strategy to improve learning quality, student engagement, and contextual Islamic legal understanding. By integrating digital technology with pesantren pedagogical traditions, the Santri Fiqh Podcast is expected to enhance learning effectiveness, Islamic literacy, and motivation while strengthening pesantren's role as agents of socio-economic and moral transformation. This research contributes theoretically to Islamic education management literature and practically to pesantren curriculum innovation in the digital era.

RESEARCH METHOD

This study employed a qualitative research design with a case study approach to gain an in-depth understanding of the processes, meanings, and dynamics of implementing podcast-based Fiqh Mu'āmalāt learning as an educational innovation. A qualitative approach was selected because it enables a holistic, contextual, and naturalistic exploration of Islamic education practices, particularly within pesantren settings undergoing digital transformation. The case study design was chosen to focus intensively on a single bounded system, namely the Santri Fiqh Podcast as an innovation in Islamic Education (PAI) management aimed at addressing the degradation of santri's understanding of Fiqh Mu'āmalāt. This design allows for a comprehensive analysis of planning, implementation, and evaluation processes within the educational management framework.

The research was conducted at Syahamah Islamic Boarding School, Leces, Probolinggo, from October to December 2025. This site was purposively selected

due to its active implementation of podcast-based Fiqh learning as a strategic response to challenges in Fiqh Mu‘āmalāt comprehension among santri. Research participants were selected through purposive sampling based on their roles and involvement in the learning innovation, including the pesantren leader, institutional administrators, dormitory supervisors, PAI teachers, and santri. The diversity of informants enabled the collection of rich, multi-perspective data related to educational policy formulation, instructional management, and learning outcomes.

Data were collected through structured and unstructured interviews, participant observation, and document analysis. Structured interviews explored learning planning, objectives, and evaluation strategies, while unstructured interviews captured participants’ lived experiences and reflective insights. Participant observation allowed the researcher to directly examine learning implementation and daily practices, and documentation analysis reviewed podcast materials, learning schedules, and institutional records. Data analysis followed the Miles and Huberman interactive model, comprising data condensation (reduction), data display through thematic matrices, and conclusion drawing and verification. This iterative process ensured analytical rigor and strengthened the validity of findings related to the effectiveness of podcast-based learning within Islamic education management.

RESULT AND DISCUSSION

This section presents and discusses the research findings derived from participant observation, in-depth interviews, and document analysis concerning the implementation and implications of PAI learning innovation through the Santri Fiqh Podcast at Syahamah Islamic Boarding School, Leces Probolinggo, in the era of digital transformation. The discussion integrates empirical findings with relevant theoretical perspectives, particularly Islamic education management, digital pedagogy, and Fiqh Mu‘āmalāt learning.

Implementation of PAI Learning Innovation through the Santri Fiqh Podcast Integration of Technology in the Santri Fiqh Podcast

The integration of technology within the Santri Fiqh Podcast at Syahamah Islamic Boarding School was realized through the utilization of accessible yet functional digital tools, including smartphones, audio recording applications, and online distribution platforms that are easily accessed by santri. Fiqh Mu‘āmalāt materials were systematically designed in an audio-narrative format combining conceptual explanations, contemporary mu‘āmalāt case illustrations, and practical reflections closely related to santri’s daily experiences. From an educational management perspective, this reflects deliberate instructional

planning (learning design management) aimed at aligning pedagogical content with learners' digital habits and contextual needs.

The integration of podcast-based learning extended instructional activities beyond formal classroom settings, enabling flexible, continuous, and self-paced learning. Santri were able to revisit materials independently, reinforcing understanding according to individual learning rhythms. This flexibility demonstrates effective learning resource management and time optimization within pesantren environments characterized by dense academic and ritual schedules. Moreover, the podcast facilitated a pedagogical shift from one-way knowledge transmission toward more dialogical and participatory learning interactions. Santri engaged actively through follow-up discussions, clarification sessions, and critical questioning related to Fiqh Mu'āmalāt practices.

These findings align with previous studies emphasizing that educational technology serves not as a replacement for traditional scholarly authority but as a pedagogical medium that expands instructional reach and depth (Wulan, Jamaluddin, & Adilah, 2023; Restu Hoeruman et al., 2023). In this context, podcast integration represents a strategic innovation in PAI learning management that bridges classical fiqh texts with contemporary social realities, thereby mitigating the degradation of Fiqh Mu'āmalāt understanding (Wicaksono, Kasmantoni, & Walid, 2021).

Internalization of Fiqh Mu'āmalāt Values through the Podcast

The Santri Fiqh Podcast played a significant role in facilitating the internalization of Fiqh Mu'āmalāt values at Syahamah Islamic Boarding School. Empirical data indicate that podcast content extended beyond normative legal provisions to incorporate ethical values such as honesty (ṣidq), justice (ʿadl), responsibility (amānah), and public benefit (maṣlaḥah). Through contextual narration, dialogical case discussions, and reflective explanations, santri demonstrated deeper comprehension of mu'āmalāt principles previously understood only textually.

The internalization process occurred gradually and reflectively, supported by self-directed learning patterns. Santri accessed podcast episodes outside formal learning hours, allowing sustained engagement with fiqh content beyond classroom limitations. From an educational management viewpoint, this reflects effective learning environment management that fosters autonomous learning culture while maintaining institutional pedagogical objectives. This learning model strengthened the connection between classical fiqh sources and contemporary mu'āmalāt practices, including trade, debt transactions, and ethical economic conduct within the pesantren community (Arifin, 2025).

Theoretically, these findings reinforce the notion that contextually

designed digital learning innovations can enhance value internalization when embedded within meaningful pedagogical frameworks (Bali & Musrifah, 2020; Fauzi et al., 2024). Thus, the podcast functioned not merely as an instructional medium but as a transformative pedagogical instrument integrating pesantren intellectual tradition with digital-era demands, revitalizing PAI learning toward contextual fiqh reasoning.

Implications of PAI Learning Innovation through the Santri Fiqh Podcast Enhancement of Student Engagement and Learning Effectiveness

The implementation of the Santri Fiqh Podcast significantly increased santri engagement in Fiqh Mu‘āmalāt learning. Observational and interview data revealed heightened student participation in listening activities, follow-up discussions, and reflective engagement with mu‘āmalāt case studies. Santri no longer relied solely on face-to-face instruction but utilized podcasts as flexible self-learning resources. From an educational management perspective, this demonstrates improved learner engagement management and instructional effectiveness.

In terms of learning effectiveness, podcasts enhanced both conceptual and contextual understanding. PAI teachers reported improved quality of student responses during classroom discussions, particularly in analyzing modern economic transactions using Islamic legal principles (Tubagus, Muslim, & Suriani, 2020). These outcomes support theoretical assertions that digital learning innovations can transform PAI from passive, teacher-centered instruction into active, learner-centered pedagogy (Abdurrochim et al., 2022; Susanto et al., 2022).

Improvement of Islamic Literacy in Fiqh Mu‘āmalāt

Podcast-based learning contributed substantially to enhancing santri's Islamic literacy in Fiqh Mu‘āmalāt. Santri progressed from merely understanding formal definitions toward grasping substantive legal reasoning and ethical rationales. They increasingly discussed contemporary mu‘āmalāt issues—such as digital transactions and online trade—using fiqh principles acquired through podcast learning.

Pedagogically, this improvement was facilitated by the podcast's flexible, narrative, and contextual nature, enabling repeated access and deeper legal analysis. These findings indicate that podcast-based learning strengthens critical and reflective Islamic literacy, transforming fiqh learning into a dynamic and socially relevant knowledge system. This supports prior research highlighting digital audio learning's capacity to counteract degradation of fiqh understanding (Aly & Thoyibi, 2020; Warsah et al., 2021).

Improvement of Learning Outcomes in Fiqh Mu‘āmalāt

The Santri Fiqh Podcast positively impacted santri learning outcomes in Fiqh Mu‘āmalāt. Santri demonstrated improved mastery of foundational concepts such as contracts, transaction conditions, and principles of justice and public benefit. Their explanations became more systematic and argumentative, reflecting strengthened fiqh reasoning abilities.

These outcomes indicate that podcast integration represents an effective educational management strategy responding to digital-era learning challenges without undermining classical scholarship (Jazilurrahman, Zaenol, & Munir, 2023). Importantly, learning improvements extended beyond cognitive domains to include contextual and applicative understanding (Khalijah et al., 2023; Hasbullah, Juhji, & Maksum, 2019).

Enhancement of Learning Motivation

Podcast-based learning significantly enhanced santri motivation to study Fiqh Mu‘āmalāt. Santri expressed increased enthusiasm and reflective engagement due to the contextual and communicative presentation of podcast materials. Flexible access enabled personalized learning experiences aligned with digital-native learning preferences (Reval Mhaulana Aminullah, 2025; Saugi, Suratman, & Fauziah, 2022).

From a theoretical perspective, these findings align with constructivist learning theory, emphasizing contextual experience and intrinsic motivation (Sahidah Ahmad & Khoir Ilzamul Muhammad, 2024; Jafar & Aisyah, 2022). Increased motivation served as a foundational factor strengthening sustained fiqh understanding and ethical application in daily life.

Discussion Synthesis

Overall, the findings demonstrate that the Santri Fiqh Podcast constitutes a strategically managed PAI learning innovation integrating digital technology, pesantren tradition, and educational management principles. Through effective planning, implementation, and evaluation, podcast-based learning enhances engagement, literacy, learning outcomes, and motivation, reinforcing pesantren relevance as adaptive Islamic educational institutions in the digital transformation era.

CONCLUSION

This study demonstrates that the Santri Fiqh Podcast represents an effective and meaningful innovation in Islamic Religious Education (PAI) management for enhancing santri's understanding of Fiqh Mu‘āmalāt in the digital transformation era. The most important finding reveals that podcast-

based learning, when systematically planned, implemented, and evaluated, is not merely a technological supplement but a pedagogical strategy capable of revitalizing fiqh learning by bridging classical Islamic jurisprudence with contemporary socio-economic realities. The study highlights a key lesson that the integration of audio-narrative media within pesantren learning ecosystems can strengthen student engagement, deepen contextual fiqh reasoning, foster value internalization, and sustain learning motivation without diminishing the authority of traditional Islamic scholarship.

In terms of scholarly contribution, this research enriches the discourse on Islamic education management by providing empirical evidence of how podcast-based learning can function as a managed instructional innovation in pesantren contexts. It contributes theoretically by integrating digital pedagogy with fiqh education and practically by offering a replicable model for pesantren-based learning management. However, this study is limited to a single case and relies primarily on qualitative data, which may restrict generalizability. Future research is recommended to employ comparative or mixed-method designs across multiple pesantren, explore long-term learning outcomes, and examine the scalability and institutionalization of podcast-based learning within broader Islamic education systems.

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