THE USE OF PODCATS-BASED EDUCATIONAL SOCIAL MEDIA IN TEACING FIQH THAHARAH AT ISLAMIC BOARDING SCHOOLS

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Abstract

The development of digital technology has influenced various aspects of education, including Islamic education in Islamic boarding schools. One of the challenges faced by Islamic boarding schools is adapting teaching methods to the characteristics of students in the digital age without losing traditional values. This educational service activity aims to utilize educational social media based on podcasts to support Fiqh learning, particularly thaharah material, in Islamic boarding schools. The method used is a participatory educational service approach with an implementative model that actively involves students and educators in the planning, implementation, and evaluation stages. Data collection techniques include observation, questionnaires, and interviews, which are analyzed descriptively. The results of the activity show that the use of podcasts contributes positively to improving students' understanding of Fiqh thaharah and increasing their involvement in the learning process. Thus, educational podcasts can be an effective supporting medium for Fiqh learning in Islamic boarding schools.

Keywords: educational media, Fiqh learning, Islamic boarding school, podcast, thaharah

INTRODUCTION

The development of digital media and social media has changed the way individuals obtain information, communicate, and learn. This transformation has also affected the world of education, including Islamic education in Islamic boarding schools. On the one hand, Islamic boarding schools have a strong tradition of scholarship, but on the other hand, they face the challenge of adapting to the characteristics of the digital generation of students who are familiar with technology, audio-visuals, and online content (Surya Eka Priyatna et al., 2024). The mismatch between conventional learning methods and the learning styles of students is one of the issues that affects the effectiveness of learning, especially in Fiqh subjects. Fiqh thaharah is a basic subject that plays a crucial role in shaping the worship practices of Islamic boarding school students (Ghafira et al., 2025). A misunderstanding of the concept of purification can have direct implications on the validity of worship. However, the reality in many Islamic boarding schools shows that the teaching of Fiqh thaharah is still dominated by lectures and book readings, which are often one-sided (Surya Eka Priyatna et al., 2024). This condition causes some students to lack an optimal understanding of the practical aspects of thaharah, especially in relating the concept of fiqh to their daily situations.

The limitations of this one-way learning method have implications for the low level of active involvement of santri in the learning process (Febri Hasan, 2025) . Santri tend to play the role of passive listeners without sufficient space to ask questions, discuss, or reflect on the material studied in the context of daily practice. As a result, understanding of Fiqh thaharah often remains at a theoretical level, while students' ability to apply the concept of purification correctly and in accordance with real-world conditions has not developed optimally. This situation highlights the need for educational innovation that is not only focused on mastering texts but also capable of fostering applied and reflective understanding of Fiqh teachings in students' lives. The need for alternative learning media development is growing stronger along with the increasing intensity of social media use among Islamic boarding school students. Social media is now not only used as a means of entertainment, but also has great potential to be developed as an effective learning medium if managed properly (Ainiyah, 2018). One medium that suits the characteristics and habits of Islamic boarding school students is podcasts. As an audio-based medium, podcasts offer flexibility in terms of time and place of learning, while also enabling the delivery of material in a communicative, dialogical, and contextual manner (Ervina et al., 2025). These characteristics make podcasts highly promising as a

medium to support Fiqh learning in Islamic boarding schools. A number of studies show that the use of digital media in religious learning can increase learning interest, conceptual understanding, and student engagement (Sagala, 2025) . Audio media such as podcasts are considered effective in delivering conceptual and reflective material, especially when combined with a narrative approach and discussion (Khoiruddin, 2025) . In addition, podcasts in learning can increase student engagement, both cognitively and affectively (Navila et al., 2025) . Students not only act as recipients of information, but are also encouraged to think critically, ask questions, and relate learning material to their daily experiences. This makes podcasts a potential medium for use in Fiqh learning, which requires both conceptual understanding and practical application in life. However, the use of podcasts as a medium for Fiqh learning in Islamic boarding schools is still relatively limited and has not been systematically studied, especially in the context of educational services aimed at improving the quality of student learning.

Based on the results of an analysis of the existing learning conditions, this service activity was developed as a strategy to overcome the problems of learning Fiqh thaharah in Islamic boarding schools through the use of educational social media based on podcasts. The rationale for this activity is based on the need for a learning medium that is flexible, easily accessible, and in line with the learning patterns of students in the digital age, without neglecting the depth and accuracy of Fiqh scientific substance. In this case, podcasts are positioned as a supporting medium that complements conventional learning, not as a substitute for existing learning methods. The objective of this activity is to improve students' understanding of Fiqh thaharah material through the use of educational podcasts integrated with social media. In addition, this activity aims to encourage learning innovation in Islamic boarding schools and positively improve students' digital literacy. The problem-solving plan is carried out through the design of Fiqh thaharah podcast content, assistance in the use of social media as a means of distribution, and evaluation of students' understanding of the material presented. Thus, this activity is expected to become a model of relevant, effective, and sustainable educational services in the context of Fiqh learning in Islamic boarding schools.

LITERATURE REVIEW
Fiqih Thaharah Learning in Islamic Boarding Schools
Fiqh is one of the core disciplines in the pesantren curriculum, which aims to shape students' understanding of Islamic law and their ability to apply it in daily life (Nafis et al., 2025) . The subject of thaharah occupies a fundamental position because it is a prerequisite for the validity of various mahdhah worship practices. The teaching of Fiqh thaharah in Islamic boarding schools is generally based on classical fiqh books using the bandongan, sorogan, and lecture approaches. These approaches have advantages in terms of knowledge transmission, but in practice, they often lack space for contextual exploration and strengthening the students' practical understanding. On the other hand, the characteristics of santri in the digital era show changes in learning patterns and ways of understanding information. Today's santri are more accustomed to information that is presented concisely, contextually, and flexibly accessible through digital devices (Muid et al., 2024) . When Fiqh thaharah is taught in a monotonous manner and is not related to everyday reality, some santri find it difficult to understand the practical meaning of the legal provisions they are learning. This has the potential to result in a purely theoretical understanding of Fiqh, without any awareness of its practical application in daily worship.

Previous research shows that textual Fiqh learning can create a gap between normative understanding and students' worship practices (Vera Novitasari, 2024) . Students are often able to explain legal provisions theoretically, but do not fully understand the rationality of the law and its application in the real situations they face every day. This condition results in an understanding of Fiqh that stops at the cognitive level, while the affective and psychomotor aspects that should be formed through worship practices have not developed optimally (Restu et al., 2026) . In fact, Fiqh learning should ideally not only instill legal knowledge but also shape religious awareness and practical skills in practicing Islam. Therefore, learning innovations are needed that do not eliminate the traditional values of Islamic boarding schools but are able to strengthen students' understanding of the implementation of Fiqh law in everyday life. These innovations need to be designed contextually, taking into account the characteristics of the students, the pesantren environment, and technological developments that are increasingly close to their lives. An adaptive learning approach is expected to help students relate Fiqh texts to concrete experiences, so that their understanding of thaharah law is not only normative but also reflective and applicable in daily worship practices.

Digital Learning Media in Islamic Education
Digital learning media are learning tools or devices that utilize digital-based technology to deliver learning materials in a systematic, interactive, and flexible manner (Lovandri Dwanda Putra & Suci Zhinta Ananda Pratama, 2023) . These media use electronic devices such as computers, smartphones, and the internet as the main media,

enabling the learning process to take place without being limited by space and time. Through digital learning media, information can be presented in various formats, such as text, audio, visual, and audiovisual, which are designed to support the effective achievement of learning objectives. Digital learning media has been extensively studied as a learning support tool capable of enhancing the effectiveness and appeal of the learning process. In the context of Islamic education, the use of digital media is seen as a strategy to bridge Islamic values with the reality of technological developments (Lestari et al., 2023) . Digital media allows for a more varied, interactive, and flexible presentation of religious material, so that it can be adapted to the learning styles of students. The integration of digital media in Islamic religious education has shown an increase in learning motivation and strengthened conceptual understanding. Digital media also provides opportunities for independent and continuous learning, as materials can be accessed repeatedly according to the needs of students (Anhusadar & Machmud, 2025) . However, the use of digital media in Islamic boarding schools still faces challenges in the form of limited implementation models that are in line with the culture and values of Islamic boarding schools.

Podcasts as Educational Social Media

Podcasts are a form of audio-based social media that has grown rapidly in recent years (Zellatifanny, 2020) . The flexible, time- and place-independent, and personal nature of podcasts makes them an effective medium for learning. Podcasts allow for the delivery of material in a narrative, dialogic, and reflective manner, making them suitable for material that requires conceptual explanation and deep understanding, such as Fiqh. In addition to these advantages, podcasts also have the potential to increase student engagement in the learning process through the presentation of communicative and easily accessible content. Students can use podcasts as an additional learning resource outside of formal class hours, either independently or in groups. The use of podcasts in learning allows for the repetition of material as needed, thereby helping to reinforce the understanding of abstract concepts (Rasmin, Rachmawati, 2024) . In the context of Fiqh learning, podcasts can be an effective means of explaining legal provisions accompanied by case studies relevant to the lives of students, so that the material is not only understood theoretically but also applied in daily worship practices. In the context of religious education, podcasts can function as an educational means of da'wah that not only conveys information but also builds religious awareness and attitudes. The use of podcasts through social media expands the reach of learning and opens up a wider space for interaction between educators and students (Indriastuti & Tri, 2014) .

Integration of Podcasts in Fiqh Learning

The integration of podcasts in Fiqh learning is a form of innovation that combines digital media with Islamic scientific substance. Podcasts allow Fiqh thaharah material to be presented in the form of practical explanations, case studies, and dialogues that are close to the reality of students' lives. This is in line with the needs of Fiqh learning, which emphasizes not only legal aspects but also contextual and applicative understanding. Through communicative audio presentations, students can grasp the teacher's explanations in a more relaxed yet profound manner, facilitating the internalization of Fiqh legal concepts into daily worship practices. In addition, the use of podcasts in Fiqh learning provides space for strengthening students' religious reflection. The material presented through podcasts can be packaged thematically and continuously, encouraging students to think critically and reflectively about the practices of thaharah they perform. This integration also allows learning to take place continuously outside of formal classes, without eliminating the role of the teacher as the main guide. Thus, podcasts serve as a supporting medium ( ) that enriches the Fiqh learning process and makes it more relevant to the times and the needs of students in the pesantren environment.

However, empirical studies on the use of podcasts as a medium for learning Fiqh in pesantren environments are still limited. Most studies focus more on the use of digital media in general or in the context of non-pesantren formal education. This indicates a gap in research as well as an opportunity for educational services oriented towards the development of podcast-based Fiqh learning media in pesantren. Based on a literature review, learning Fiqh thaharah requires an innovative approach that is adaptive to technological developments and the characteristics of students. Educational social media based on podcasts has great potential as a medium to support Fiqh learning, but its use in Islamic boarding schools is still limited. Therefore, this service activity is directed at the development and implementation of educational podcasts to improve the quality of Fiqh thaharah learning in Islamic boarding schools.

METHOD

The method applied in this study uses a participatory educational service approach with an implementative model. This approach is designed not only as a form of learning intervention but also to encourage the active

involvement of students and educators in all stages of the activity, from planning and implementation to evaluation of the use of learning media. The participatory service approach is considered effective because it allows programs to be designed and implemented in accordance with the actual needs and characteristics of the target activity (Sugiyono., 2019).

Subjects and Location of Activities

The subjects in this service activity are Islamic boarding school students who are studying Fiqh, specifically the material on thaharah. The selection of students as the target of the activity was based on the consideration that they are active users of social media and have learning needs that are practical in nature. The activity was carried out in an Islamic boarding school environment that already had basic technological facilities, such as mobile devices and limited internet access, making it possible to use social media as a learning tool.

Research Activity Design

The service activity design was arranged in several stages, namely: (1) needs analysis, (2) podcast content design, (3) implementation of podcasts in Fiqh thaharah learning, and (4) evaluation of activity results. These stages were designed systematically so that the implementation of activities would be focused and sustainable. Needs analysis was conducted to identify problems in learning Fiqh thaharah faced by students and the readiness to use digital media in Islamic boarding schools (Arsyad, 2020) . In the design stage, the podcast content was compiled based on Fiqh thaharah material referring to the reference books used in the pesantren. The material was presented in the form of narrative and dialogical explanations to make it easy for santri to understand. This approach is in line with the characteristics of podcasts as an effective educational audio medium for conceptual learning.

Media and Tools Used

The main media used in this activity is educational podcasts distributed through social media. Podcasts were chosen as the learning medium due to their advantages in terms of flexibility of access and ease of distribution. Social media was used as a platform for disseminating podcasts so that the material could be accessed by students widely and continuously. The supporting devices used included gadgets, audio recording applications, and social media applications commonly used by students.

Data Collection Techniques

Data collection techniques in this service activity include observation, interviews, and questionnaires. Observations were conducted to see the involvement of students during the process of utilizing podcasts in learning. Interviews were used to explore the responses of students and educators to the use of podcasts as a medium for learning Fiqih thaharah. Meanwhile, questionnaires were used to measure the students' level of understanding of thaharah material after participating in podcast-based learning (Sugiyono., 2019).

Data Analysis Techniques

The data obtained was analyzed using qualitative descriptive analysis techniques. This analysis was carried out by grouping the data from observations, interviews, and questionnaires, then interpreting it to obtain an overview of the effectiveness of podcast utilization in Fiqh thaharah learning. The descriptive analysis approach was chosen because it is suitable for explaining the phenomena and processes of educational services in depth (Miles, M. B., Huberman, A. M., & Saldaña, J., 2014).

RESULTS AND DISCUSSION
Results of the Implementation of Educational Podcasts in Fiqh Thaharah Learning

The implementation of podcast-based educational services was carried out during several Fiqh thaharah learning sessions. The podcasts developed contained basic material on thaharah, such as the meaning of purification, types of impurities, procedures for wudu, mandatory bathing, and tayamum. The podcast content was presented in the form of brief explanations, dialogues, and case studies that were relevant to the students' lives. The results of the observation showed that the students were able to follow the lessons with greater focus and showed more interest compared to conventional learning without supporting media. Based on the comprehension questionnaire results, the majority of students stated that the podcast helped them understand the thaharah material more clearly. As many as 78% of students stated that it was very helpful, 17% stated that it was quite helpful, and only 5% stated that it was

not very helpful. These findings show that podcasts as an audio medium have a positive contribution in clarifying conceptual and applicative Fiqh material.

Student Responses and Participation

Student participation during the activity showed a significant increase. Students not only acted as listeners but also actively asked questions and expressed opinions related to the material presented through the podcast. The interview results showed that the flexibility of podcast access allowed students to repeat the material independently outside of formal learning hours. This is in line with the characteristics of podcasts that support independent and continuous learning. In addition, the use of social media as a podcast distribution platform encourages student involvement in digital-based learning in a positive way. Students feel closer to the material because it is presented through media that is familiar to their daily lives. This condition reinforces the finding that educational social media can be used as an effective learning tool if it is designed in a targeted manner.

Improvement in Understanding of Thaharah Material

The results of the evaluation of students' understanding of thaharah material showed an increase after the implementation of educational podcasts. Based on a comparison of the results of the questionnaires before and after the activity, there was an increase in understanding of the basic concepts of thaharah and its application in daily life. Students showed a better understanding in distinguishing types of impurities and the procedures for purification in accordance with Fiqh provisions.

Table 1. Level of Student Understanding of Fiqh Thaharah Material after the Use of Educational Podcasts

Understanding Category	Number of Students	Percentage
Very Good	18	45
Good	13	33
Fair	7	17
Insufficient	2	5
Total	40	100

Based on Table 1, it can be seen that most students showed a good to very good level of understanding of Fiqh thaharah material after participating in podcast-based learning. A total of 45% of students were in the excellent category and 33% in the good category. This shows that the majority of students were able to understand the basic concepts of thaharah and its application in daily life. Meanwhile, only a small number of students were in the fair and poor categories, indicating the need for further assistance for certain students. These findings show that presenting material through podcasts can bridge the gap between theoretical understanding and the students' practice of worship. Podcasts allow for repeated and flexible delivery of material, giving students the opportunity to strengthen their understanding independently.

Discussion of Research Findings

The results of this research are in line with previous findings which state that digital audio media can increase student engagement and understanding (Hew, 2009; McClung & Johnson, 2010). In the context of learning Fiqih thaharah in Islamic boarding schools, podcasts serve as a supporting medium that complements traditional learning methods, rather than replacing them. This approach is important to maintain a balance between the scientific traditions of Islamic boarding schools and the demands of learning in the digital age. The increase in student participation and understanding also shows that the integration of podcast-based educational social media is able to meet the needs of the digital generation. This media provides a more contextual and relevant learning space for students, making the learning process more meaningful. The limitations of this study lie in the relatively short implementation period and dependence on the availability of devices and internet access.

Implications for Educational Services in Islamic Boarding Schools

Practically, the results of this activity imply that the use of educational podcasts can be an alternative medium for learning Fiqh in Islamic boarding schools. This medium can be further developed for other Fiqh materials and

other religious subjects. In addition, this activity encourages Islamic boarding schools to begin developing students' digital literacy in a positive and focused manner. From an educational service perspective, this activity demonstrates that a participatory approach utilizing educational social media can enhance the quality of learning without compromising the characteristics of Islamic boarding schools. With proper management, podcasts can become a sustainable and easily replicable medium in other Islamic boarding schools.

CONCLUSION

Based on the results of the educational service research activities that have been carried out, it can be concluded that the use of podcast-based educational social media contributes positively to the learning of Fiqh thaharah in Islamic boarding schools. Podcasts have been proven to improve students' understanding of the concepts and practices of thaharah, as well as encourage more active student involvement in the learning process. This medium is an effective supporting tool for bridging traditional Islamic boarding school learning methods with the characteristics of students in the digital era. The participatory education service approach with an implementative model allows students and educators to be actively involved in all stages of the activity, from planning to evaluation. This involvement plays an important role in adjusting the podcast content to the needs and context of Fiqh learning in Islamic boarding schools. The evaluation results show that the majority of students have a good to very good level of understanding after participating in podcast-based learning, especially on thaharah material that is applicable. However, this activity still has limitations, including the relatively short duration of implementation and dependence on the availability of devices and internet access. Therefore, further development is needed so that the use of podcasts can be applied sustainably and cover other Fiqh materials and different religious subjects. In the future, similar service activities are expected to be developed with a broader design and involve long-term evaluation to measure the impact of learning more comprehensively.

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