Problems of Students Understanding of Zakat Material in The Digital Era Case Study of Al Mukhlisin Islamic Boarding School

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ABSTRACT

This article examines santri's understanding of zakat in the digital era as well as the problems they face at Pondok Pesantren Al-Mukhlisin DDI Paria, Majauleng District, Wajo Regency. The main focus of this study is to answer three important questions: (1) How is the santri's understanding of zakat material in the digital era? (2) How is the problematic understanding faced by santri about zakat material in the digital era? (3) How is the strategy to overcome the problematic understanding of santri about zakat material in the digital era case study at Al-Mukhlisin DDI Paria Islamic Boarding School, Majauleng District, Wajo Regency? The type of research used is qualitative. The research location was at the Al-Mukhlisin DDI Paria Islamic Boarding School, Majauleng District, Wajo Regency, which was carried out for approximately 3 months. The approaches used are phenomenological, participatory, case study and educational. Methods in collecting data through observation, interviews and documentation. The research instruments used were human instruments, interview guidelines, observation guidelines and documentation record formats. After the data is collected, it is then analyzed through 3 stages, namely: data reduction, data presentation and data verification or conclusion drawing. For the validity of the research, credibility, defendability, confirmability and transperebility tests were carried out. The results showed that (1) santri understanding of zakat material in the digital era varies, some have a good understanding while others experience confusion due to lack of digital literacy and learning practices. (2) Problems in students' understanding of zakat material include difficulties in understanding zakat material, as well as limitations in the learning process meeting. (3) The strategy to overcome the problems of students' understanding, teachers are expected to not only provide basic knowledge about zakat material but also teach in the form of practice and the digital era to get information about zakat material, and guide students in dealing with changes caused in the digital era.

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1. INTRODUCTION

One of the oldest educational institutions in Indonesia is the boarding school, which plays an urgent role in shaping the behavioral character of students. Pesantren is also an organization that observes and understands the social changes and challenges faced by society. Islamic boarding schools teach religious principles, so they are different from other educational institutions. Since their inception, pesantren were not established to form skilled workers in the field of business or companies, like other formal educational institutions in

general. Rather, pesantren aim to educate their students to understand, live, and practice the teachings of Islam effectively, as well as to cadre ulama.

Islamic boarding schools are required to be able to adapt to the times, without abandoning religious values and traditions. Therefore, it is important to understand how santri understand in this digital era in accessing material, as well as what problems they face and how to overcome the problems that arise. In addition to having a unique cultural wealth of Indonesian Muslims, pesantren is also an educational and social religious institution. Where people become more modern thanks to pesantren culture that emphasizes equality, populism, and justice. However, they remain loyal to tradition and morality.

The digital era marked by the emergence of technology now provides easy access to information, but there is still limited access to information, one of which is related to zakat in the digital era for santri in Islamic boarding schools. Some factors that influence this limited access include limited technological infrastructure, limited understanding of santri technology, and limited human resources capable of providing accurate and reliable information about zakat in the digital era. Meanwhile, zakat is one of the pillars of Islam that has an important social and economic role. Issuing zakat is one of the state revenues that can function to prosper the people. In addition, zakat is one of the pillars of Islam which is considered part of the Islamic socio-economic system, therefore zakat is discussed in books on Islamic legal and economic strategies.

A good understanding of the concepts and procedures of zakat in the digital era, students can take advantage of technology in knowing and implementing zakat effectively and efficiently. Education about zakat in the digital era can also help students in understanding and overcoming problems faced in the collection and distribution of zakat.

It is important in the perspective of Islamic education to study the understanding of santri related to zakat. Because the development of digital technology may affect the way students understand the context of zakat and the emergence of obstacles faced by students in the future. Therefore, it is important to understand the role of Islamic religious education to support in facing the current digital era where there are many sources that students can access widely related to being a solution to the problems of students in understanding material about zakat.

LITERATURE REVIEW
a. Problems of Santri's Understanding of Zakat Material in the Digital Era

The word "problem" comes from the word "issue", which according to the Big Indonesian Dictionary (KBBI) means "problem or issue". But the term is also used to refer to complex problems or issues that require deep understanding and often complex solutions. Digital problems are often used in the context of social science, digital policing, and culture to refer to issues related to society, economics, digital policing, and so on. The term problem is often explained as a condition that is out of certain rules. This is illustrated as in the digital era, the situation that should occur with the situation that occurs is contradictory to theory and practice, between methods and implementation, even when plans and implementation are not in line with expectations.

According to Abd. Muhith in his journal, digital problematics comes from the English "problematic" meaning problems or issues, and "problema" in the Indonesian dictionary means things that cannot be resolved, which causes problems. He also explained in his research that if digital problematics is related to the context

of education, then digital problematics refers to various problems or obstacles faced in the teaching and learning process. These problems can arise from various aspects.

The presence of digital era santri is a phenomenon that provides a reflection of adapting to the combination of traditional values with the development of technological potential. They have their own characteristics in interacting with technology. It is time for santri to utilize some of the facilities offered in the digital era. To help them to adjust the conditions on their understanding of religion and culture. Santri are expected to replace the role of the kyai in the future. Therefore, it is important for santri to get appropriate and appropriate education. So that the knowledge santri obtain is not far from that obtained at the boarding school and is further enhanced at the next level of education.

b. The Digital Era

The history of technology in human civilization was originally interpreted by the existence of tools or artifacts used for clothing, houses, agricultural tools and even weapons. Even technology can be digitized as building architecture until finally entering the modern era of technology starting to be digitized with the existence of industrial machines that can mass produce tools and the presence of transportation equipment. Until finally entering the contemporary era where there are digital tools or can be termed the digital era.

Etymologically, digital comes from the Greek Digitus, which means the fingers or toes of a human hand or foot numbering 10. The value of 10 consists of 2 radixes, namely 1 and 0. In the context of number systems, the "radix" or "base" is the number of symbols used to represent numbers in the system. The binary system, which has a radix of 2, uses only two symbols: 1 and 0. 1 indicates the presence of value (or "on"), while 0 indicates the absence of value (or "off").

The digital era marked by the development of Information and Communication Technology continues to take place and develop so fast and increasingly sophisticated. The sophistication of existing digital technology makes humans inseparable from life now. With the rapid advancement of information and communication technology, this era brings transformations in various fields, from the way we communicate, work, learn, to socialize. Technological developments are used to simplify some human lives. It is not uncommon for humans today to rely heavily on the presence of technology. The digital era has brought various good changes as a positive impact that can be used as well as possible. But at the same time, the digital era also brings many negative impacts, so it becomes a new challenge in human life in this Digital Age, especially in the world of education..

c. Zakat Material

Zakat is a digital act of worship where Muslims give 2.5% of their wealth to be donated to the needy. Currently, in most countries with a Muslim majority, people give their zakat voluntarily but there are also those who give their zakat through government channels.

Zakat has been practiced in Indonesia since the beginning of Islam. During social development, the implementation of zakat underwent various changes and

transformations. One example of such changes can be seen during the independence period, when the idea of zakat being managed by the state began to emerge. This concept was established gradually. In 1951, the Ministry of Religious Affairs issued Circular Letter No. A/ VII/ 17367, dated December 8, 1951, on the Implementation of Zakat Fitrah. The Ministry of Religious Affairs ensured that the use and distribution of money obtained from zakat was done in accordance with zakat guidelines.

The concept of zakat in simple terms is actually the provision of sustenance owned by each person. However, along with the development of the times, the implementation of zakat is managed by the government by establishing an institution known as BAZNAS (National Amil Zakat Agency). The enormous potential of zakat, reaching Rp 327 trillion per year (Ministry of Religion data 2023), has not been maximized. This is caused by several factors, including:

a) Lack of public understanding of the meaning and benefits of zakat. Many still consider zakat as a burden, not an obligation.
b) Public trust in zakat management institutions is still low. Many choose to manage zakat themselves or give it directly to known mustahik.
c) Lack of education and socialization about zakat from various parties.
d) The integrated and accountable zakat management system has not been optimized.

2. METHOD

This type of research is descriptive qualitative research, because this research aims to examine the phenomena that occur in the Problems of Santri's Understanding of Zakat Material in the Digital Age Case Study at Pondok Pesantren AlMukhlisin DDI Paria District Majauleng Wajo Regency South Sulawesi Province (Qualitative Case Study of Islamic Religious Education Perspective). Kirk and Miller in Lexy J. Moleong define that qualitative research is research that relies on human mentality as the key research instrument. This means that the researcher is the main instrument in carrying out the research. However, researchers are not justified in manipulating social situations based on their will and directing informants in data collection based on the theory that researchers have in connection with the focus of the problem under study.

3. RESULTS AND DISCUSSION

a. Santri's Understanding of Zakat Material in the Digital Age at Pondok Pesantren Al-Mukhlisin DDI Paria, Majauleng District, Wajo Regency.

Students' understanding of zakat in the context of the digital era shows significant development. Santri at Pondok Pesantren Al-Mukhlisin DDI Paria show a good level of understanding of zakat but still need guidance in applying it in the digital era. teachers are able to understand the importance of zakat as a religious obligation.

In addition, the results also show that the adoption of technology in zakat management at the boarding school has a positive impact on the understanding of

santri. teachers more easily access information related to zakat, calculate zakat accurately, and contribute to the distribution of zakat through the digital platform provided. However, they still need assistance so that they do not make mistakes in taking advantage of existing internet technology.

b. **Problems of Santri's Understanding of Zakat Material in the Digital Age at Al-Mukhlisin DDI Paria Islamic Boarding School, Majauleng District, Wajo Regency.**

One of the problems regarding zakat faced by students lies in the role of the fiqh teacher. The absence of the fiqh teacher on a regular basis can cause disruptions in the continuity of learning. Students may face difficulties in following a systematic and comprehensive flow of material if fiqh classes are not held regularly.

Continuity is key in understanding complex concepts such as zakat, which require gradual and structured explanations. Instability in the teaching schedule can result in ignorance and confusion among santri about the obligation of zakat and how it is implemented.

Students need sufficient time and guidance to truly understand the law of zakat and its practical application. The absence of the fiqh teacher means that santri do not have the opportunity to explore the material in depth and thoroughly. Without consistent guidance, santri may only gain a superficial understanding of zakat, which could result in sub-optimal implementation of the teacher's obligations.

Zakat becomes one of the problems for one of the students because talking about calculations, this actually provides a new challenge for students to know the formula for calculating zakat. The method of calculating zakat can vary depending on the type of property and the school of fiqh adopted, it could be that when opens the internet, students are more focused on the formula without knowing the madzab about zakat

c. **Strategies for Overcoming Problems in Santri's Understanding of Zakat Material in the Digital Age Case Study at Pondok Pesantren Al-Mukhlisin DDI Paria, Majauleng District, Wajo Regency**

By adopting digital technology in learning, teachers provide santri with wider and faster access to various sources of information. This allows santri to search for additional materials, keep up with the latest developments, and learn in a more interactive and varied way. In addition, digital technology makes learning more interesting by using various media that can help explain complex concepts in a more visual and understandable way.

Moreover, the integration of technology in learning also helps students develop important digital skills. These skills include the ability to search for information, evaluate the credibility of sources, and use digital tools effectively. These skills are not only beneficial in an educational context but also in daily life and future careers..

4.   CONCLUSION

Students' understanding of zakat material in the digital era at Pondok Pesantren Al-Mukhlisin DDI Paria shows that students still need intensive guidance related to zakat. Although they understand the importance of zakat, many have not been able to distinguish the types of zakat such as zakat fitrah and zakat maal. Digital technology helps access information and calculate zakat, but in-depth understanding is still a challenge.

Problems in understanding zakat material are: limited understanding of zakat, uninteresting teaching, problems with discipline and teacher attendance, and lack of motivation of students. Therefore, efforts to improve the quality of teaching and more intensive support are needed to overcome these challenges.

The strategy to overcome the problem of understanding zakat material requires delivering zakat material in an interesting and easy-to-understand way, as well as conducting periodic evaluations to ensure that students understand and can apply zakat knowledge correctly. In addition, teachers also need to utilize digital technology to support learning, such as providing relevant information sources and conducting simulations or practical activities related to zakat management.

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