

FAKTOR PENDORONG DAN TANTANGAN ADOPSI AI DALAM PENGAJARAN FIQIH DI MADRASAH TSANAWIYAH: KAJIAN PUSTAKA SISTEMATIS

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Abstract

Advances in artificial intelligence (AI) present both opportunities and challenges for the development of Fiqh teaching in Madrasah Tsanawiyah. This study aims to analyse the driving factors and challenges faced in the adoption of AI in Fiqh teaching through a systematic literature review. The findings indicate that the driving factors for AI adoption include the ability to personalise learning, increased interactivity, expanded access to learning resources, greater efficiency in teachers' tasks, the provision of rapid feedback, the development of adaptive assessment, and enhanced student motivation and engagement. Meanwhile, the challenges identified include infrastructure limitations, the digital divide, low AI literacy among teachers and students, potential inaccuracies in religious content, algorithmic bias, data privacy issues, plagiarism, over-reliance on technology, and a reduction in humanistic interaction. The adoption of AI in the teaching of Fiqh must be carried out selectively, ethically, and contextually, whilst remaining under the supervision of teachers. AI should be positioned as a learning aid, whilst teachers remain the pedagogical guides, moral mentors, and primary validators of religious material.

Keywords: *artificial intelligence; Fiqh learning; Madrasah Tsanawiyah; Islamic education; technology adoption; digital literacy; systematic literature review.*

Abstrak

Perkembangan kecerdasan artifisial (Artificial Intelligence/AI) menghadirkan peluang sekaligus tantangan bagi pengembangan pembelajaran Fiqih di Madrasah Tsanawiyah. Penelitian ini bertujuan menganalisis faktor-faktor yang mendorong dan tantangan yang dihadapi dalam adopsi AI pada pengajaran Fiqih melalui kajian pustaka sistematis. Hasil kajian menunjukkan bahwa faktor pendorong adopsi AI meliputi kemampuan personalisasi pembelajaran, peningkatan interaktivitas, perluasan akses terhadap sumber belajar, efisiensi tugas guru, pemberian umpan balik secara cepat, pengembangan asesmen adaptif, serta peningkatan motivasi dan keterlibatan siswa. Sementara itu, tantangan yang ditemukan mencakup keterbatasan infrastruktur, kesenjangan akses digital, rendahnya literasi AI guru dan siswa, potensi ketidakakuratan materi keagamaan, bias algoritmik, persoalan privasi data, plagiarisme, ketergantungan teknologi, dan berkurangnya interaksi humanistik. Adopsi AI dalam pengajaran Fiqih perlu dilakukan secara selektif, etis, kontekstual, dan tetap berada di bawah pengawasan guru. AI sebaiknya diposisikan sebagai alat bantu pembelajaran, sedangkan guru tetap menjadi pengarah pedagogis, pembimbing moral, dan validator utama materi keagamaan.

Kata kunci: kecerdasan artifisial; pembelajaran Fiqih; Madrasah Tsanawiyah; pendidikan Islam; adopsi teknologi; literasi digital; kajian pustaka sistematis.

Pendahuluan