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The Impact of Knowledge Acquisition and Information Technology on Fiqh Learning

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Abstract: *Technological advancements have significantly impacted various sectors, particularly education, where the integration of Information Technology (IT) is transforming traditional learning methods. In the context of Islamic education, specifically fiqh (Islamic jurisprudence) learning in pesantren (Islamic boarding schools), the role of IT is crucial yet underexplored. This study investigates the influence of knowledge acquisition on the perceived ease of use and perceived usefulness of IT, and their subsequent effects on students' intention and actual use of IT for fiqh learning at Pesantren Al-Hidayah and Pesantren Mahasiswa An Najah in Banyumas Regency. Using a quantitative approach and the Technology Acceptance Model (TAM), this study examines the causal relationships between knowledge acquisition, IT usability, perceived usefulness, behavioral intention, and actual IT usage. The findings reveal that knowledge acquisition significantly enhances the perceived ease of use and perceived usefulness of IT. However, the perceived ease of use did not significantly influence students' intention to use IT. In contrast, the perceived usefulness of IT had a significant positive effect on the behavioral intention to use IT. Finally, IT usage intention was found to significantly affect the actual use of IT in fiqh learning. This research provides valuable insights into the adoption of IT in pesantren, contributing to the development of more effective IT integration strategies for religious education.*
Keywords: *knowledge acquisition, IT adoption, technology acceptance model, Islamic education, fiqh learning.*

INTRODUCTION

Technological advancements have influenced the way humans acquire knowledge. Although initially evolving gradually, technology has developed rapidly alongside human civilization and culture. Culture itself has advanced significantly due to technology (Pacey, 2000; Slack & Wise, 2005; Ngafifi, 2014; Rais & Dien, 2018).

In the era of globalization, IT advancements have increasingly impacted the education sector. Continuous changes are required to enhance education quality, particularly in integrating IT into the learning process (Naismith, Lonsdale, Vavoula & Sharples, 2004; Bates, 2005; Rivana, 2008; Budiman, 2017; Salsabila & Habibah, 2020).

In the current digital era, access to information has been revolutionized by rapid advancements in information technology (IT). Particularly, the internet has become a powerful tool for knowledge acquisition, providing users with unrestricted access to a vast pool of data and resources. This transformation has also had significant implications on the education sector, where traditional methods of learning are increasingly complemented or even replaced by digital resources. In the context of Islamic education, the use of IT in learning fiqh (Islamic jurisprudence) has gained traction, especially among younger generations, such as Generation Z, who are accustomed to digital platforms for educational purposes (Desai &

Lele, 2017; Fitriani & Putra, 2019). However, despite the positive potential of IT integration, challenges persist in ensuring its effective use, particularly in religious institutions like pesantren (Islamic boarding schools). While the digital divide still exists in some areas, the COVID-19 pandemic accelerated the adoption of online learning tools in many educational contexts, including Islamic schools (Syafirin & Muslimah, 2021; Mansir, 2021). The role of IT in enhancing the fiqh learning process remains a subject of debate, with some arguing that its integration can improve access to knowledge, while others worry about the quality and authenticity of the information accessed outside traditional academic settings.

One of the strongest pieces of evidence demonstrating the impact of information technology (IT) within the field of education is the massive use of the internet by Generation Z in learning. Generation Z, commonly called Gen Z, is a cohort born and raised in the digital era. Unlike previous generations, Gen Z utilizes the internet to access information, data, and knowledge to fulfill learning needs and stay updated with trends to avoid being perceived as outdated. The primary device used by Gen Z to access information, data, and knowledge via the internet is the smartphone. Beyond serving educational purposes, smartphone usage has become integral to Gen Z's lifestyle. The most significant impact of this trend is their dependency on the internet and smartphones due to the convenience of accessing external resources (Desai & Lele, 2017; Fitriani & Putra, 2019; Firamadhina, 2020; Szymkowiak, Melović, Dabić & Jeganathan, 2021).

In the Islamic context, the story of Prophet Solomon (Nabi Sulaiman) and Queen Balqis illustrates the use of advanced technology in disseminating information. Prophet Solomon sent a letter to Queen Balqis via a hoopoe bird (Hud-Hud) to ensure the message was delivered effectively and achieved its intended purpose. As mentioned in Surah An-Naml, verse 44, Prophet Solomon possessed advanced technology in his palace:

اِنَّهٗ قَالَ ۗ سَاقَيْهَا عَنْ وَّكَشَفَتْ لُـجَّةً حَسِبَـتْهُ رَاَتْهُ فَلَمَّا الصَّرْحَ ادْخُلِى لَهَا لَ
الْعٰلَمِيْنَ رَبِّ لِلّٰهِ سُلَيْمٰنَ مَعَ اَسْلَمْتُ وَ نَـفْسِىْ ظَلَمْتُ اِنِّىْ رَبِّ قَالَتْ ؕقَوَارِيْرَ مِّنْ مُّمَرَّدٌ صَرْحٌ

"It was said to her, 'Enter the palace.' But when she saw the floor, she thought it was a deep pool, so she uncovered her shins. Solomon said, 'Indeed, it is a palace made of smooth glass.' She said, 'My Lord, indeed I have wronged myself, and I submit with Solomon to Allah, Lord of the worlds.'"

According to Tafsir Jalalain (Asy-Syuyuthi, 2009), *"It was said to her, 'Enter the palace!' The floor was made of clear glass with fresh water flowing underneath."* Upon hearing that Queen Balqis had feet and shins resembling those of a donkey, Prophet Solomon deliberately designed the floor this way. When Queen Balqis saw it, she assumed it was a pool of water and lifted her dress to cross it, inadvertently revealing her shins. Seeing this, Prophet Solomon then clarified, "*Indeed, this palace is smooth and made of glass.*"

In the context of this study, IT usage during that time is exemplified by Prophet Solomon's use of the hoopoe bird to send messages to Queen Balqis. This phenomenon

illustrates the transition of information transmission technology, from using birds to employing human communication for more effective information delivery.

Although considerable research has been conducted on the integration of IT in educational practices, especially in Western contexts, there is a notable gap in studies focusing on its role in Islamic educational settings like pesantren. Previous studies have explored the general impact of technology on learning, such as the work of Davis (1989) on the Technology Acceptance Model (TAM) and the use of IT in general education (Al-Emran et al., 2021). However, specific studies examining how knowledge acquisition through IT influences fiqh learning in pesantren are limited. Additionally, while existing literature suggests that perceived ease of use and perceived usefulness are critical factors in technology adoption (Davis, 1989; Al-Emran et al., 2018), there is insufficient exploration of how these factors specifically influence the adoption of IT for fiqh learning, particularly in religious institutions. This research aims to fill this gap by examining how knowledge acquisition through social media and other IT tools influences the adoption of IT for fiqh learning in pesantren, specifically at Pesantren Al-Hidayah and An Najah. Furthermore, while prior research focuses on the theoretical framework of IT adoption, there is limited empirical evidence on its actual use in specific learning contexts, particularly in Islamic education. Therefore, this study seeks to provide valuable insights into the integration of IT in fiqh education and its potential to transform traditional learning practices in pesantren.

The use of IT in education has become an inevitable necessity. The COVID-19 pandemic accelerated the integration of IT into educational practices, including the study of Islamic jurisprudence (fiqh) in Islamic boarding schools (pesantren) (Syafirin & Muslimah, 2021; Mansir, 2021; Hidayah, Utami, Al Zukri, 2022). During initial observations in July 2023 and January 2024, researchers identified a phenomenon at Pesantren Al-Hidayah and An Najah, where students used internet technologies such as YouTube, WhatsApp, Instagram, and TikTok to seek knowledge on fiqh. Notably, students did not exclusively refer to sources from the same school of thought (mazhab). This phenomenon raises several research questions: (1) Does knowledge acquisition significantly influence the ease of IT use? (2) Does knowledge acquisition significantly impact the perceived usefulness of IT use? (3) Does ease of IT use in fiqh learning affect students' interest in using IT? (4) Do the benefits of IT use significantly influence students' interest in using IT? (5) Ultimately, does interest in IT usage significantly impact the actual use of IT in fiqh learning at Pesantren Al-Hidayah and An Najah?

To answer these questions, this study seeks to: (1) examine and evaluate the influence of knowledge acquisition on the ease of IT use in fiqh learning at Pesantren Al-Hidayah and An Najah; (2) analyze and test the influence of knowledge acquisition on the benefits of IT use in fiqh learning; (3) analyze and test the relationship between IT usability and students' interest in IT use in fiqh learning; (4) analyze and test the impact of IT benefits on students' interest in IT use in fiqh learning; and (5) analyze and test the effect of interest in IT use on actual IT usage.

Ultimately, this study finds that knowledge acquisition, as an independent variable, influences both the ease and benefits of IT use as dependent variables. In contrast, the

usability of IT, as an independent variable, does not significantly affect students' interest in IT use. Unlike the ease of IT use, the perceived Usefulness of IT usage significantly influence students' interest in IT use. Finally, the study confirms the hypothesis that students' interest in IT use significantly affects actual IT usage. These findings apply to fiqh learning at Pesantren Al-Hidayah and An Najah in Banyumas Regency.

METHOD

The target population for this research includes all student-*santri* studying at Pesantren Al-Hidayah and An Najah, totaling approximately 750 individuals, with a minimum required sample of 261 respondents. The minimum sample size was calculated using Slovin's formula with a significance level of 0.05. This study employs a quantitative research method to examine and measure the impact of knowledge acquisition and information technology (IT) usage in fiqh learning at Pesantren Al-Hidayah and Pesantren Mahasiswa An Najah. By adopting a quantitative approach, the findings of this study are expected to represent all pesantren in Banyumas Regency.

Drawing upon the Technology Acceptance Model (TAM) introduced by Davis (1989), this research utilizes the following conceptual framework to analyze the causal relationships among the variables of knowledge acquisition, ease of use IT, perceived usefulness IT, behavioral intention of using IT, and its actual use of IT in fiqh learning.

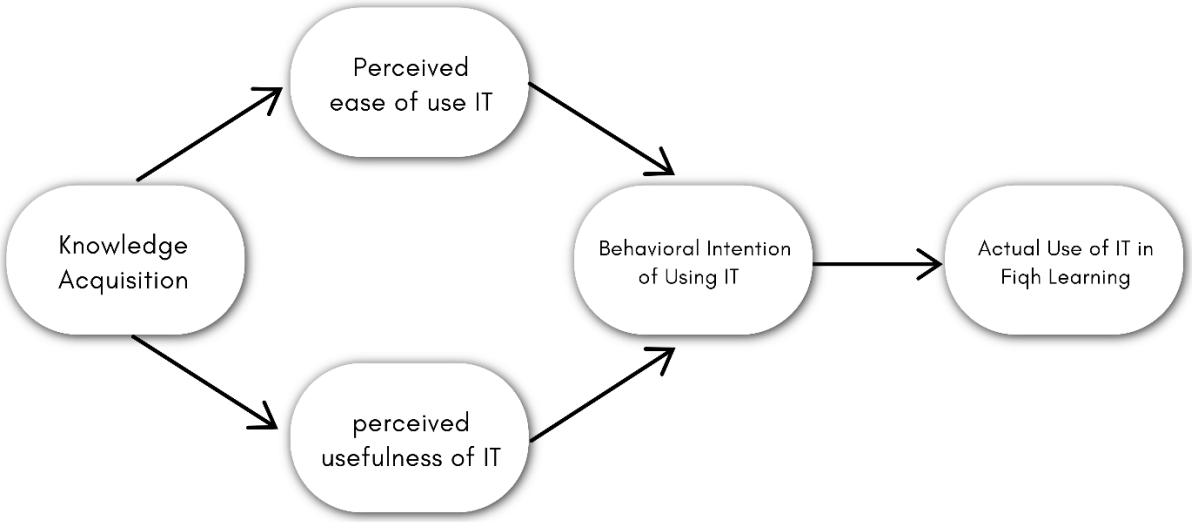

Figure 1. Conceptual Framework of the Study

The framework is a modified version of the TAM model initially proposed by Davis (1989). Previous studies on TAM have identified key variables such as Perceived Effectiveness, which pertains to the belief that utilizing a specific system enhances performance (Davis, 1989: 320 in Hamari & Keronen, 2017: 130). Additionally, earlier research has established Perceived Ease of Use, described as the belief that the ease of operating a system influences its adoption intensity (Davis, 1989: 320 in Hamari & Keronen, 2017: 130). Another key variable is Behavioral Intention, which reflects an individual's level of awareness in planning future activities (Bala, Venkatesh, & Brown, 2017: 624; Warshaw & Davis, 1985: 214 in Maruping).

Lastly, Actual System Use refers to the objective behavior measured by the amount of time a user spends interacting with a computer-based system (Sykes, Venkatesh, & Gosain, 2009: 380).

To strengthen the analysis, this study formulates the following hypotheses:

H1 : Knowledge acquisition exerts a substantial positive effect on the usability of IT.
H2 : Knowledge acquisition significantly influences the benefits of IT use.
H3 : The usability of IT considerably affects wilingness to adopt IT.
H4 : The effectiveness of IT significantly affects the behavioral intention of using IT.
H5 : The intention to use IT for fiqh learning significantly affects the actual use of IT in fiqh learning at Pesantren Al-Hidayah and An Najah in Banyumas Regency.

RESULTS AND DISCUSSION

The processed data was collected from the research subjects at Al-Hidayah and An Najah Islamic Boarding Schools in Banyumas Regency. After configuring the model comprehensively and selecting the appropriate input—either correlation or covariance—covariance was chosen, as it is the recommended input for testing causal relationships. Given that this study aims to examine causal relationships, the covariance matrix was used as input in the operation of the Structural Equation Model (SEM). Data processing using AMOS 24.0 yielded a covariance of 0. This study seeks to analyze and test the causal relationship between knowledge acquisition and the ease of IT use and the benefits of IT use, as well as the relationship between the ease of IT use and the benefits of IT use on the interest in using IT for fiqh learning. Additionally, it simultaneously examines the impact of interest in using IT for fiqh learning on the actual use of IT in fiqh learning at Al-Hidayah and An Najah Islamic Boarding Schools. Therefore, as per Hair et al. (2014), the appropriate analytical technique is Structural Equation Modeling (SEM). The Maximum Likelihood Estimation (MLE) method, which is the default estimation technique in AMOS software, was used to process the research data. This study did not conduct an instrument validity and reliability test or undergo Confirmatory Factor Analysis, as it utilized secondary data; therefore, estimation was performed directly using the Full Structural Equation Model technique.

Structural Equation Model

A comprehensive structural equation model (SEM) analysis was subsequently conducted based on the path diagram framework. The AMOS processing results are presented in Figure 5.1. Two types of tests were employed to examine the structural equation model: the model fit assesment and the causality impact test using regression coefficients. A Goodness-of-Fit assesment was performed to assess the model's validity. The formulated fit hypotheses are as follows:

The null hypothesis posits that the sample covariance matrix is identical to the estimated population covariance matrix, whereas the alternative hypothesis states that that these matrices differ.

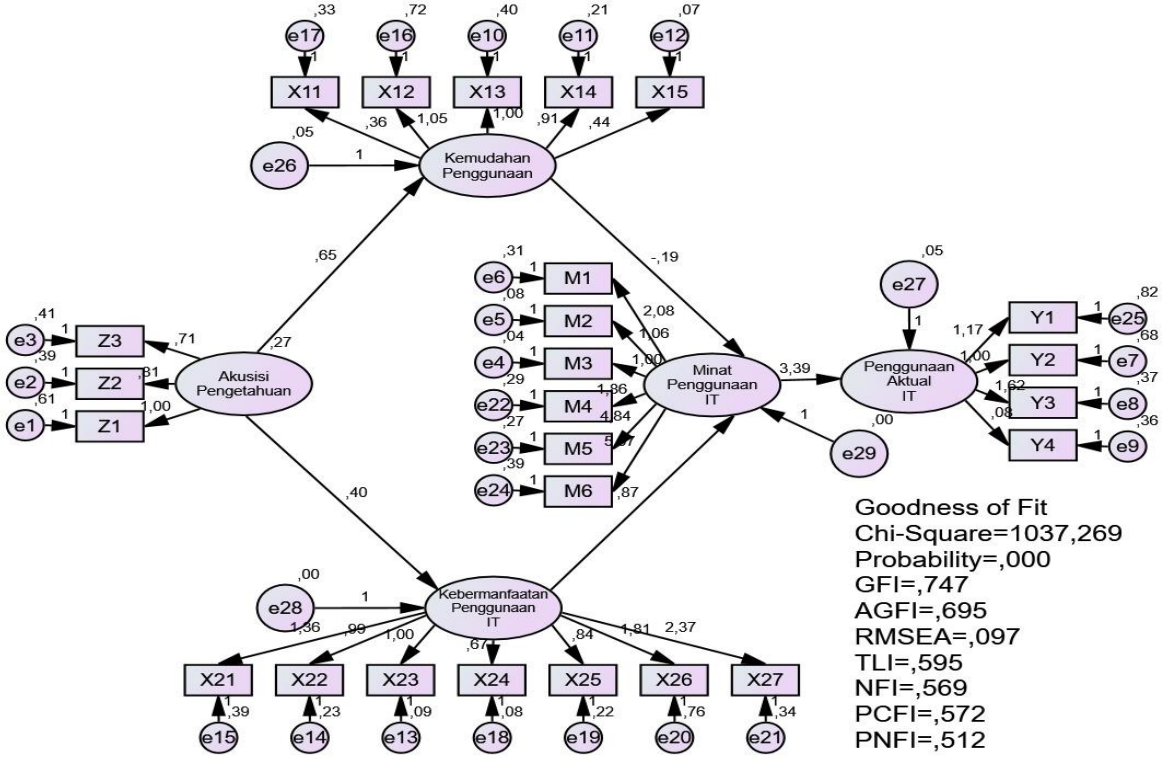

Figure 2. Path Diagram Model

The AMOS analysis produced a probability value smaller than 0.05, specifically 0.000, indicating that the model needed modification. Below is the modified path diagram model with a probability $\geq$ 0.05.

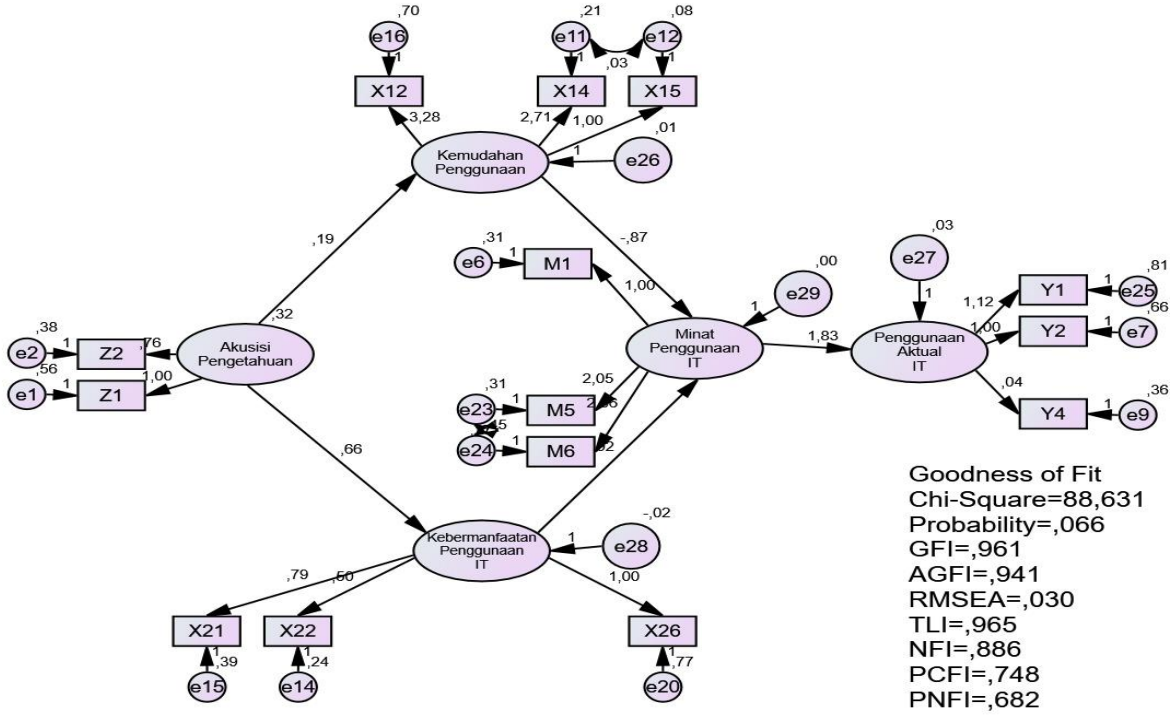

Figure 3. Modified Path Diagram Model

As depicted in Figure 3, the hypothesis test results show a value of $\chi 2 = 88.631$ with a probability of 0.066. These results indicate that the null hypothesis is accepted because it cannot be rejected, and the estimated sample and population covariance matrices do not differ. Thus, this model is accepted or cannot be rejected. Additionally, other model fit indices, such as GFI (0.961), AGFI (0.941), CMIN/DF (1.256), RMSEA (0.030), TLI (0.965), NFI (0.886), PCFI (0.748), and PNFI (0.682), fall within the expected ranges, confirming that the model is acceptable.

The most commonly used test in regression models is the causality test, also known as the regression weight test. The proposed causality hypotheses are as follows:

The null hypothesis posits that the regression coefficient of the relationship is zero;

The alternative hypothesis states that the regression coefficient of the relationship is nonzero.

Table 1 presents the AMOS processing results: the C.R. values, equivalent to t-tests in regression, indicate that all regression coefficients are substantially deviates from zero. The null hypothesis, which states that the regression coefficient equals zero, is rejected, implying that the causal relationships shown in the modified model are acceptable.

Analysis of Goodness-of-Fit Indicators

The evaluation of Goodness-of-Fit includes assessing the fulfillment of normality assumptions in the data, identifying outliers, analyzing multicollinearity and singularity, and examining direct, indirect, and total effects.

Evaluation of Normality Assumption Testing

Structural Equation Modeling (SEM) primarily requires the fulfillment of normality assumptions when estimated using the Maximum Likelihood Estimation technique. This normality assumption can be easily observed using the normality test feature available in AMOS.

The skewness value is calculated using the formula:

$$Zskewness = \frac{Skewness}{\frac{\sqrt{6}}{N}}$$

Where:

N = sample size.

The kurtosis value is calculated using the formula:

$$Zkurtosis = \frac{kurtosis}{\frac{\sqrt{24}}{N}}$$

A non-normal data distribution is indicated by a z-value greater than the critical value. The chosen significance level determines the critical value. For instance, a critical value greater than ±2.58 rejects the normality assumption at a 0.01 or 1% significance level. This means that the normality assumption can be rejected at a 0.05 or 5% significance level. The critical value of ±1.96 is also commonly used (Hair et al., 2014:82). This research used a critical value of ±2.58, rejecting the normality assumption at a 0.01 or 1% significance level. AMOS 24 was used to test univariate and multivariate normality by executing the "Test for Normality and Outliers" command. The results are shown in Table 5.1, based on the C.R. (Critical Ratio) criteria. Table 1 demonstrates that no values exceed ±2.58 in the C.R. column, confirming evidence of a non-normal data distribution.

Table 1. Assessment of Data Normality

Variable	min	max	skew	c.r.	kurtosis	c.r.
Y1	1.000	5.000	-.227	-1.612	-.463	-1.648
M6	1.000	5.000	-.309	-2.202	.687	2.445
M5	1.000	5.000	.104	.740	.654	2.329
X26	2.000	4.000	-.712	-5.071	-1.493	-5.312
X12	1.000	5.000	-1.468	-10.448	2.058	7.325
X21	2.000	5.000	-.292	-2.081	-.595	-2.116
X22	2.000	4.000	-3.301	-23.496	8.896	31.662
X15	2.000	4.000	-5.918	-42.127	33.027	117.544
X14	2.000	4.000	-2.755	-19.608	5.588	19.889
Y4	1.000	4.000	-.030	-.213	-.290	-1.032
Y2	1.000	5.000	.791	5.628	.236	.840

Variable	min	max	skew	c.r.	kurtosis	c.r.
M1	2.000	4.000	-2.691	-19.156	5.243	18.659
Z2	1.000	5.000	-.583	-4.150	.963	3.426
Z1	1.000	5.000	.249	1.774	-.465	-1.653
Multivariate					98.010	40.368

The last row in Table 5.1, labeled "Multivariate," represents Mardia's Multivariate Kurtosis Coefficient (Arbuckle, 1997). Assuming a normal data distribution, this coefficient has a mean of zero and a standard error of:

$$\sqrt{8p(p+2)}/N$$

Where p is the number of observed variables and N is the sample size. Using the data above, the required standard error to achieve multivariate normality is:

$$\sqrt{8}x\ 14\frac{14+2}{304} = 2.428$$

The Critical Ratio (C.R.) is calculated by computing the ratio of the sample coefficient to the standard error:

$$\frac{98{,}010}{2{,}428} = 40.368$$

The AMOS 24.0 results in Table 1 show that the C.R. value exceeds the critical threshold (±2.58), indicating evidence of a non-normal multivariate data distribution. To address this, the bootstrap procedure was used (West et al., 1995; Yung & Benter, 1996; Zhu, 1997). Although Bollen-Stine's bootstrap procedure (1993) is suggested for Structural Equation Modeling (SEM), an additional requirement is that the p-value must be > 0.05 to indicate that the bootstrap model aligns with the data. The Bollen-Stine bootstrap produced p = 0.425 > 0.05, validating the alignment of the bootstrap model with the data. Another requirement is that the model must meet the Goodness-of-Fit criteria.

Evaluation of Goodness-of-Fit Criteria

The AMOS 4.24 calculation for the structural equation model produced the indices depicted in Table 2.

Table 2. Goodness-of-Fit Indices

Goodness-of-fit Indices	Cut-off Value	Model Results	Description
Degrees of Freedom, DF		70	
χ^2-Chi-Square		88.631	With DF 70, the χ^2-Chi-Square value is relatively small (88.631)
Significance Probability	≥ 0.05	0.066	Good
RMSEA	≤ 0.08	0.030	Good
GFI	≥ 0.90	0.961	Good

Goodness-of-fit Indices	Cut-off Value	Model Results	Description
AGFI	≥ 0.90	0.941	Good
TLI	≥ 0.95	0.965	Good
CFI	≥ 0.94	0.973	Good

Table 2 demonstrates that all criteria meet the acceptable threshold, indicating that the model is valid. Therefore, the assesment outcome strongly confirm the variables' factor dimensions and causal relationships.

Hypothesis Testing Results

The findings from the hypothesis evaluation regarding the relationships between variables are depicted in Table 3.

Table 3. Hypothesis Evaluation Findings

Independent Variable	Dependent Variable	Path Coefficient	p-value (p)	Decision
Knowledge Acquisition	Perceived Ease of Use of IT	0.189	0.000	Significant
Knowledge Acquisition	Perceived Usefulness of IT	0.659	0.000	Significant
Perceived Ease of Use of IT	IT Usage Intention	-0.869	0.265	Not Significant
Perceived Usefulness of IT	IT Usage Intention	0.922	0.004	Significant
IT Usage Intention	Actual IT Usage	1.834	0.000	Significant

The hypothesis testing results in Table 3 can be interpreted as follows:

1. Confirmed: The proposed assumption that Knowledge Acquisition exerts a meaningful and substantial impact on the Perceived Ease of Use of IT is supported. The direct path coefficient analysis with standardized path coefficients confirms that Knowledge Acquisition, as an independent variable, has a notable and statistically significant impact on Perceived Ease of Use of IT, as a dependent variable, with a direct path coefficient of 0.189 and a p-value of 0.000.
2. Confirmed: The hypothesis stating that Knowledge Acquisition exerts a meaningful and substansial impact on the Perceived Usefulness of IT is supported. The direct path coefficient analysis with standardized path coefficients confirms that Knowledge Acquisition, as an independent variable, has a notable and statistically significant impact on Perceived Usefulness of IT, as a dependent variable, with a direct path coefficient of 0.659 and a p-value of 0.000.
3. Rejected: The hypothesis stating that Perceived Ease of Use of IT has a notable and statistically significant impact on IT Usage Intention is not supported. The path analysis with standardized path coefficients shows that Perceived Ease of Use of IT, as an independent variable, does not positively and significantly influence IT Usage Intention, as a dependent variable, with a direct path coefficient of -0.869 and a p-value of 0.265.

4. Confirmed: The hypothesis stating that Perceived Usefulness of IT positively and significantly affects IT Usage Intention is supported. The hypothesis test for the path coefficient using standardized path coefficients confirms that Perceived Usefulness of IT, as an independent variable, has a notable and statistically significant impact on IT Usage Intention, as a dependent variable, with a direct path coefficient of 0.922 and a p-value of 0.004.
5. Confirmed: The hypothesis stating that IT Usage Intention positively and significantly affects Actual IT Usage is supported. The hypothesis test for the path coefficient using standardized path coefficients confirms that IT Usage Intention, as an independent variable, positively and significantly influences Actual IT Usage, as a dependent variable, with a direct path coefficient of 1.834 and a p-value of 0.000.

The Impact of Knowledge Acquisition on the Perceived Ease of Use of IT

The hypothesis stating that Knowledge Acquisition exerts a meaningful and substantial impact on the Perceived Ease of Use of IT has been confirmed and accepted. This conclusion is based on the findings of the direct path coefficient (path coefficient) hypothesis analysis using scaled path coefficients, which demonstrate that Knowledge Acquisition, as an independent variable, has a statistically significant impact on the Perceived Ease of Use of IT, as a dependent variable, with a direct path coefficient of 0.189 and a p-value of 0.000. This finding indicates that a higher level of Knowledge Acquisition enhances the Perceived Ease of Use of IT at Pesantren Al Hidayah and An Najah in Banyumas Regency.

This study aligns with the findings of Mostafa Al-Emran, Vitaliy Mezhuyev, and Adzhar Kamaludin (2021), who demonstrated that knowledge acquisition exerts a significant positive impact on how individual perceive the ease of using M-learning. Furthermore, this result supports the concept of knowledge acquisition, defined as the process of seeking, identifying, selecting, and processing information from external sources to enhance existing knowledge. The findings reinforce Davis's (1989) Technology Acceptance Model (TAM), which posits that an individual's acceptance of IT is influenced by their perception of its ease of use and benefits. In this research context, knowledge acquisition has been proven to affect the ease of IT significantly use, in line with TAM's fundamental principles.

Additionally, this study is correspond with those of Al-Emran et al. (2018), who demonstrated that knowledge acquisition positively influences both the usability and perceived benefits in the study of fiqh (Islamic jurisprudence). These findings further support the argument that the more effective the knowledge acquisition process, the easier it is for individuals to use IT in a learning context.

Conversely, the conclusions of this study differ from those presented by Cukurova et al. (2018), who found that self-directed learning without guidance could lead to misconceptions among students. In the context of pesantren, students (*santri*) who actively acquire knowledge through various digital platforms such as YouTube, WhatsApp, Instagram, and TikTok tend to perceive IT as easier to use in their learning process. However, despite students' access to diverse sources of knowledge through IT, religious teachers (*kyai* and

ustadz) remain crucial in guiding the knowledge acquisition procedure to prevent misunderstandings.

The Impact of Knowledge Acquisition on the Perceived Usefulness of IT

The hypothesis that Knowledge Acquisition exerts a meaningful and substantial impact on the Perceived Usefulness of IT is confirmed and accepted. This conclusion is based on the findings of the direct path coefficient hypothesis analysis using scaled path coefficients, which provide evidence that Knowledge Acquisition, as an independent variable, has a statistically significant impact on the Perceived Usefulness of IT, as a dependent variable, with a direct path coefficient of 0.659 and a p-value of 0.000. This finding implies that a higher level of Knowledge Acquisition contributes to an improvement in the Perceived Usefulness of IT at Pesantren Al Hidayah and An Najah.

To understand this relationship, it is essential to consider the indicators of Knowledge Acquisition. Knowledge Access and Engagement in Knowledge Seeking determine Effective Knowledge Acquisition. Knowledge Access pertains to the extent to which individuals access knowledge to acquire new information. In contrast, Engagement in Knowledge Seeking refers to the level of activity involved in searching for knowledge. The greater the level of access and engagement in knowledge seeking, the higher the degree of Knowledge Acquisition.

The results of this study align with the work of Mostafa Al-Emran, Vitaliy Mezhuyev, and Adzhar Kamaludin (2018), which demonstrated that knowledge acquisition has a statistically significant impact on individuals' perceptions of the benefits of M-learning. Furthermore, this study supports the theory proposed by Gaines (2013), which states that technology facilitates knowledge acquisition by providing easier access to information and enabling knowledge sharing.

This study confirms that Knowledge Acquisition significantly positively affects the Perceived Usefulness of IT, aligning with Gaines' perspective. These findings align with those of Al-Emran et al. (2021), which suggest integrating knowledge management processes into mobile learning models to enhance student academic achievements.

In the context of *pesantren*, integrating IT in the fiqh knowledge acquisition process has been proven to improve students' recognition of the benefits of IT. Conversely, these findings differ from those of Lawless et al. (2007), who emphasized the importance of domain-specific knowledge before engaging in online learning. While foundational knowledge remains crucial, this study demonstrates that knowledge acquisition through IT can improve the perception of its benefits, even for students who may not yet possess deep domain knowledge.

These findings further reinforce Gaines' (2013) argument that technology facilitates knowledge acquisition by providing easier access to information and enabling knowledge sharing. Additionally, this research aligns with the conclusions of Al-Emran et al. (2018), which recommend integrating knowledge management processes into mobile learning systems to enhance student learning outcomes.

The Impact of Perceived Ease of Use of IT on IT Usage Intention

The hypothesis stating that the degree of Perceived Ease of Use of IT significantly influences IT Usage Intention is rejected or unproven. The path analysis using standardized

path coefficients provides evidence that Perceived Ease of Use of IT does not exhibit a substantial effect on IT Usage Intention, with a direct path coefficient of -0.869 and a p-value of 0.265. This finding indicates that Perceived Ease of Use of IT has no discernible impact on IT Usage Intention at Pesantren Al Hidayah and An Najah.

This study's findings contrast with common literature on the Technology Acceptance Model (TAM), which typically suggests that ease of use positively influences usage intention. This discrepancy may be attributed to the unique context of *pesantren*, where other factors, such as the Perceived Usefulness of IT or its alignment with religious values, may have a greater impact on technology adoption. These findings also suggest that in the *pesantren* education system, the usability of technology is not the primary factor driving IT usage intention. This could be due to the *pesantren*'s focus on traditional and spiritual values, which may place more importance on the benefits and relevance of technology in religious education rather than on its ease of use.

The findings of this study contradict previous research that generally identifies a a favorable association between ease of use and technology adoption intention. In the *pesantren* context, Perceived Ease of Use of IT has not significantly influenced IT Usage Intention. This finding also differs from Davis (1989), who proposed in the foundational TAM model that the usability of technology is a key determinant of IT usage intention (behavioral intention). These findings suggest that other factors may hold greater significance in influencing IT adoption intentions in the *pesantren* education system.

The Impact of the Perceived Usefulness of IT on IT Usage Intention

The hypothesis stating that the perceived usefulness of IT exerts a meaningful and substantial impact on IT usage intention has been accepted and proven. This acceptance is derived from the findings of the direct path coefficient hypothesis test, which demonstrates that the perceived usefulness of IT significantly affects IT usage intention, with a direct path coefficient of 0.922 and a p-value of 0.004. This finding implies that a higher level of perceived usefulness of IT leads to an increase in IT usage intention at Pesantren Al Hidayah and An Najah.

This study aligns with the findings of Areti Valasidou (2012), who discovered that IT usage assists students in their studies in various ways. The results reinforce the Technology Acceptance Model (TAM), which emphasize the essential role of perceived usefulness in technology adoption. Moreover, this study supports the theory introduced by Davis (1989) in TAM, emphasizing the significance of perceived usefulness in influencing IT adoption. The findings suggest that the perceived usefulness of exerts a meaningful and substantial impact on students' behavioral intention of using IT in Fiqh learning at *pesantren*. Similarly, Valasidou (2012) found that IT utilization supports students' learning processes in multiple ways. In the *pesantren* context, the perceived usefulness of IT has been proven to be a key factor driving students' interest in adopting technology for Fiqh learning. Both students and teachers are more inclined to adopt IT when they recognize its tangible benefits in enhancing the Fiqh learning process.

The Impact of IT Usage Intention on Actual IT Usage in Fiqh Learning

The hypothesis stating that IT usage intention significantly influences actual IT usage has been accepted and proven. The direct path coefficient hypothesis test results confirm that an individual's behavioral intention of using IT significantly influences actual IT usage, with a direct path coefficient of 1.834 and a p-value of 0.000. This finding suggests that a higher level of IT usage intention leads to an increased intensity of actual IT usage in Fiqh learning at Pesantren Al Hidayah and An Najah.

These findings align with the study by Nicholas Ude Eze, Peter Uzochukwu Obichukwu, and Subodh Kesharwani (2021), which identified a significant positive relationship between ICT support and ICT usage, along with the predictive role of teachers' attitudes toward ICT acceptance and use on actual ICT usage. The findings further strengthen the theories of TAM and the Theory of Reasoned Action (TRA) introduced by Davis (1989), which posit that behavioral intention is a strong predictor of actual behavior. This study validates the hypothesis that IT usage intention significantly and positively influences the intensity of actual IT usage in Fiqh learning.

Furthermore, these results align with Eze, Obichukwu, and Kesharwani (2021) findings, who concluded that ICT support has a significant positive relationship with ICT usage, and that teachers' attitudes toward ICT acceptance and use predict actual usage.

These findings contribute to the literature on TAM implementation in traditional Islamic education, demonstrating that while certain fundamental TAM principles apply, unique adoption patterns exist within *pesantren* settings. In conclusion, this study offers significant perspectives on the impact of knowledge acquisition in shaping perceptions and IT usage in *pesantren*. These findings can assist stakeholders, particularly in the education sector, in formulating strategies to enhance IT utilization for Fiqh learning in *pesantren*. While some findings align with established theories and previous studies, discrepancies exist—particularly regarding the influence of ease of use on IT usage intention. This indicates the need for a tailored approach in integrating IT into Fiqh learning within *pesantren*, considering the prevailing cultural and traditional values.

CONCLUSION

In conclusion, the study found that a higher level of knowledge acquisition increases the perceived ease of use of IT at Pondok Pesantren Al Hidayah and Pesantren Mahasiswa An Najah in Banyumas Regency, whereas a lower level of knowledge acquisition decreases the perceived ease of use. Additionally, a higher level of knowledge acquisition enhances the perceived usefulness of IT, while a lower level reduces its perceived usefulness. Despite this, the level of perceived ease of use of IT did not significantly impact the intention to use IT in Fiqh learning at these institutions. On the other hand, a greater perceived usefulness of IT significantly increased the behavioral intention to use IT for Fiqh learning, while a lower level of perceived usefulness decreased the intention. Lastly, a higher level of IT usage intention resulted in an increase in the actual use of IT in Fiqh learning, while a lower level of IT usage intention led to a reduction in its actual use at Pondok Pesantren Al Hidayah and Pesantren Mahasiswa An Najah.

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