KITABUTTURAS LEARNING SYSTEM AT BAITUSSABRI SALAFI DAYAH LAMBRO DEYAH VILLAGE, SUB DISTRICT KUTA BARO ACEH BESAR DISTRICT

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Abstract: The Kitabutturas learning system at Dayah Salafi Baitussabri is running well thanks to strong support from the quality of the teachers, the motivation of the students, and the religious environment of the Islamic boarding school. However, there are several obstacles that need to be overcome, such as language difficulty, limited facilities, and differences in the educational background of the students. The method in this research is to use qualitative research with a field research approach. The results of the study showed that 1). The Kitabutturas learning system applied at Dayah Salafi Baitussabri, Lambro Deyah Village, Kuta Baro Sub District, Aceh Besar District is implemented through the traditional bandongan and sorogan methods, which are effective in teaching in-depth understanding of various Islamic disciplines, such as fiqh, tauhid, and tasawuf. Learning takes place intensively every day with a tight schedule. Although this method is successful in improving students' understanding of religion, the challenges faced include difficulty in understanding classical Arabic and limited facilities that support the learning process. 2). Supporting and inhibiting factors in the Kitabutturas learning system at Dayah Salafi Baitussabri, Lambro Deyah Village, Kuta Baro Sub District, Aceh Besar District are supporting factors in the Kitabutturas learning system at Dayah Salafi Baitussabri include the quality and commitment of teachers, motivation and discipline of students, and a religious pesantren environment. The bandongan and sorogan methods have proven effective in guiding students to understand religious texts. However, the challenges faced include difficulties in understanding classical Arabic, limited educational facilities, and differences in the educational backgrounds of the students. Despite these obstacles, the strong commitment of the teachers and students ensures that the learning process continues to run well.
Keywords: Learning, Kitabutturas, Salafi Dayah

Introduction

The Kitabutturas learning system at Dayah Salafi in Aceh is an important aspect of Islamic education which has unique and diverse characteristics. Kitabutturass, known as traditional books, contain various Islamic disciplines, including nahwu, shorof, 'ulumul Qur'an, hadith, aqidah, tasawuf, tafsir, and fiqh, as well as social and community sciences (Hudawi et al., 2021). In the context of education at Dayah Salafi, learning Kitabutturass not only functions as a transfer of knowledge, but also as a means to shape the character and religiosity of students (Jufrizal, 2023). This learning process involves a unique method, where students are taught to understand Arabic

texts that do not have harakat, so it takes more time and effort to be able to read and understand in depth (Hudawi et al., 2021; S et al., 2020).

In Dayah Salafi, learning the Kitabutturas begins with an introduction to the science of tools, such as nahwu and shorof, which are the basis for understanding the texts in the Kitabutturas (S et al., 2020). The teaching methods applied often involve explanations from ustaz or teungku, where they provide the meaning and context of the text being read. Students who are just starting out will usually be taught in a slower and more detailed way, while more advanced students will be given more complex challenges (Jufrizal, 2023; Hidayati, 2017). This shows that learning at Dayah Salafi is inclusive, where each student gets attention according to their level of ability.

Linguistic and sociolinguistic aspects also play an important role in maintaining the teaching of Kitabutturass at Salafi Dayah. In some Islamic boarding schools, such as the Darussalam Islamic Boarding School in Martapura, the teaching of the Kitabutturas is maintained through an approach that takes into account the local social and cultural context (Hidayati, 2017). This shows that the teaching of the Kitabutturas is not only a transfer of knowledge, but also a process that involves social interaction and strengthening the cultural identity of students. In this context, the Kitabutturas functions as a bridge between tradition and modernity, where students are taught to understand and apply religious knowledge in their daily lives (Hidayati, 2017; Nurainiah, 2021).

The presence of Dayah Salafi in Aceh also contributes to the development of the character of students through various extracurricular activities based on soft skills (Kahar, 2022). This activity not only focuses on academic aspects, but also on developing social and leadership skills. In this way, students are not only equipped with religious knowledge, but also the skills needed to interact with the wider community. This is in line with the educational goals of Dayah, which are not only to produce religious individuals, but also to contribute positively to society (Kahar, 2022; Sanusi et al., 2021).

In addition, learning the Kitabutturass at Dayah Salafi also plays a role in building national values and national identity among students. In a historical context, Islamic boarding schools have become centers of resistance against colonialism and contributed to the fight for Indonesian independence (Subair, 2019). Learning the Kitabutturas at Dayah Salafi not only teaches religious knowledge, but also instills a spirit of nationalism and social awareness among students, which is an integral part of Islamic education in Indonesia (Subair, 2019).

In the modern era, even though many general educational institutions have emerged, Dayah Salafi still maintains its relevance as a unique center of Islamic education. Learning Kitabutturass at Dayah Salafi not only functions as formal education, but also as a forum for building communities and strengthening social networks among students (Ibda, 2023; Sanusi et al., 2023). Thus, the Kitabutturas learning system at Dayah Salafi in Aceh does not only focus on academic aspects, but also on developing the character, identity, and social skills of the students.

This learning system also faces various challenges, including differences in intelligence levels and educational backgrounds of students. Some students may come from a general educational background that does not have a strong foundation in reading the Qur'an or Kitabutturass, so a more specific approach is needed to help them (Hamid, 2020). Therefore, it is important for Dayah managers to develop teaching strategies that can accommodate these differences, so that all students can gain maximum benefits from learning the Kitabutturass.

In the context of management, Dayah Salafi also needs to pay attention to aspects of effective management to improve the quality of education. This includes the development of relevant curricula, training for teachers, and the use of technology in the learning process (Sanusi et al., 2023;

Almuhajir, 2013). Thus, Dayah Salafi can continue to adapt to the times while maintaining the traditional values that are its characteristics.

Overall, the Kitabutturas learning system at Dayah Salafi in Aceh is a combination of tradition, innovation, and response to community needs. This learning not only focuses on academic aspects, but also on developing the character, identity, and social skills of students. With an inclusive and adaptive approach, Dayah Salafi can continue to contribute to producing a generation that is not only academically intelligent, but also has integrity and commitment to religious and national values.

Methods

This study uses a qualitative approach with field research methods . This approach aims to gain an in-depth understanding of the process of learning the Kitabutturas at Dayah Salafi Baitussabri through direct observation and interaction with research subjects. Data Sources consist of 1). Teachers (Tgk) who teach the Kitabutturas, as a primary data source that provides in-depth insight into the teaching methods and content of the Kitabutturas. 2). Students who participate in the Kitabutturas learning, to provide data on their learning experiences and the challenges faced during the learning process.

Data Collection Techniques consist of 1). In-depth interviews: Interviews were conducted with teachers and students to gather information about the Kitabutturas teaching system, the effectiveness of the methods used, and the challenges faced. Interviews were semi-structured to allow flexibility in exploring relevant issues. 2). Direct observation: Researchers observed the learning process, especially the bandongan and sorogan methods applied in the classroom. This observation aims to see the interaction between teachers and students and the way the material is delivered in practice. 3). Documentation: Collection of related documents, such as teaching schedules, learning materials, and student attendance records, to enrich the data obtained from interviews and observations.

The data analysis technique used is qualitative thematic analysis, which involves several stages: 1). Data reduction: Filtering and simplifying the collected data to focus on information relevant to the research objectives. 2). Data presentation: The reduced data is presented in the form of a narrative or diagram that describes the main patterns and themes found in the study. 3). Drawing conclusions: From the data that has been analyzed, the researcher draws conclusions regarding the effectiveness of the Kitabutturas learning system as well as supporting and inhibiting factors in the learning process.

Data Validity Checking Techniques consist of 1). Source triangulation: Comparing data obtained from interviews with teachers and students and observation results to ensure consistency and validity of information. 2). Technique triangulation: Using various data collection techniques (interviews, observations, and documentation) to ensure that the results obtained are more accurate and comprehensive. 3). Member check: The results of the study, especially from interviews, were reconfirmed to the respondents to ensure that the researcher's interpretation was in accordance with their intentions.

Result and Discussion

A. The Kitabutturas Learning System is Implemented at the Baitussabri Salafi Dayah, Lambro Deyah Village, Kuta Baro Sub District, Aceh Besar District

The Kitabutturas Learning System implemented at Dayah Salafi Baitussabri, Lambro Deyah Village, Kuta Baro Sub District, Aceh Besar District, shows that the teaching method used refers to the classical religious study tradition that focuses on a deep understanding of the Kitabutturas as the main source of Islamic teachings. This learning system still maintains a traditional approach that emphasizes the importance of understanding the text (tafaqquh) through the bandongan and sorogan methods.

1. Teaching Methods
   a. Bandongan: In this method, the teacher or kyai reads and explains the Kitabutturas in front of the students. The students listen carefully while taking notes and following the teacher's explanation. The teacher often clarifies difficult

words and the meaning of sentences, so that the students can understand the contents of the book well.

b. Sorogan: Students study the book individually in front of the teacher. In this method, students read the book directly in front of the kyai or ustadz, and then their understanding will be evaluated. This method is more personal and allows the teacher to provide direct guidance to each student according to their understanding needs.

2. Learning materials

The books taught at Dayah Salafi Baitussabri cover various Islamic disciplines such as fiqh, tauhid, nahwu, shorof, and Sufism. Among the books taught are the Books of Safinatun Najah, Alfiyah Ibn Malik, and Taqrib, which are classic Arabic texts and are the main references in teaching Islamic law and Arabic.

3. Learning Schedule

Learning the Kitabutturas takes place every day, starting from dawn until night. The students follow the religious studies intensively, with special time for general religious study sessions (bandongan) and time for individual sessions (sorogan). This busy schedule provides enough space for students to study various aspects of Islamic teachings contained in the Kitabutturas.

4. Supporting Factors

a. Discipline and Obedience of Students: The high discipline of students towards the rules of the Islamic boarding school and their love for religious knowledge are important supporting factors. Students follow the learning process with enthusiasm and determination to understand the contents of the book in depth.

b. Teacher Quality: Teachers at Dayah Baitussabri are scholars who have a deep understanding of the Kitabutturas. This plays a major role in maintaining the quality of learning, where the explanations given by the teachers are very detailed and in-depth.

5. Learning Effectiveness

Overall, the Kitabutturas learning system at Dayah Salafi Baitussabri runs effectively in shaping students' understanding of Islamic teachings. Traditional methods such as bandongan and sorogan have proven to still be relevant and successful in instilling deep understanding in students. However, additional approaches are needed such as enrichment of materials through modern references and improvement of learning facilities so that learning can be more optimal. The results of this study indicate that the Kitabutturas learning system at Dayah Salafi Baitussabri has succeeded in maintaining the tradition of classical Islamic teaching and continues to develop well, although there are still some challenges that need to be overcome.

The Kitabutturas learning system at Dayah Salafi Baitussabri, Lambro Deyah Village, Kuta Baro Sub District, Aceh Besar District, is an integral part of Islamic education in Aceh. The Kitabutturas, which is a term for classical books in the Islamic tradition, has unique characteristics that distinguish it from learning methods in other educational institutions. In Islamic boarding schools, learning Kitabutturass not only includes mastery of the text, but also an in-depth understanding of the science of tools such as nahwu and shorof, which are essential for reading and understanding these books accurately (S et al., 2020; Hudawi et al., 2021).

The process of learning the Kitabutturas at Dayah Salafi Baitussabri follows a proven traditional method. The ustaz or teungku usually start by explaining the meaning of the Arabic text, where students are asked to write down the Indonesian translation below the text. This method is very helpful for students who are still beginners, because they can understand each word more easily (Hudawi et al., 2021; Jufrizal, 2023). In addition, learning Kitabutturass also involves repetition and

emphasis on mastery of reading, which allows students to build a strong foundation in religious knowledge (Hudawi et al., 2021).

The presence of the dayah education system in Aceh, including the Baitussabri Salafi Dayah, also reflects an effort to maintain the uniqueness of the teaching of Kitabutturass. Research shows that despite the challenges in understanding classical texts that often lack harakat, the teaching methods applied are still acceptable and maintained by the pesantren community (Hidayati, 2017; Nurainiah, 2021). This shows that the Kitabutturas is not only teaching material, but is also part of the cultural and religious identity of the Acehnese people (Nurainiah, 2021).

In a broader context, the Kitabutturas learning system in Aceh also functions as a means to strengthen the religiosity of students. This learning not only focuses on academic aspects, but also on the formation of character and morals of students, which is the main goal of education in Islamic boarding schools (Jufrizal, 2023). Thus, Dayah Salafi Baitussabri plays an important role in producing a generation that is not only intellectually intelligent, but also has a strong commitment to Islamic values.

Overall, the Kitabutturas learning system at Dayah Salafi Baitussabri reflects the rich Islamic education tradition that is deeply rooted in Acehnese society. Through proven methods and an emphasis on in-depth understanding, this dayah has contributed significantly to the development of Islamic education in the region (S et al., 2020; Nurainiah, 2021).

B. Supporting and Inhibiting Factors in the Kitabutturas Learning System at Dayah Salafi Baitussabri, Lambro Deyah Village, Kuta Baro Sub District, Aceh Besar District

Supporting and inhibiting factors in the Kitabutturas learning system at Dayah Salafi Baitussabri, Lambro Deyah Village, Kuta Baro Sub District, Aceh Besar District, identified several elements that influence the learning process. This learning system takes place in an atmosphere full of traditional values, which emphasizes a deep understanding of classical Islamic texts. However, there are various factors that support and inhibit the smoothness of the learning process.

Supporting factors consist of:

1. Teacher Commitment (Tgk) : One of the main factors that supports the success of learning the Kitabutturas at Dayah Salafi Baitussabri is the quality and commitment of the teachers . The teachers, especially the kyai and ustadz, have a deep understanding of the Kitabutturas and its teaching methods. They master classical Arabic and are able to explain the meaning and context of the book very clearly to the students. The active involvement of the kyai in the learning process, both through the bandongan method (collective study) and sorogan (individual learning), helps students understand the concepts in the Kitabutturas in depth.

2. Motivation and Discipline of Students : Students at Dayah Baitussabri show high motivation in learning. They are driven by a strong desire to understand Islamic teachings and achieve a high level of knowledge. Discipline in following a strict study schedule, from dawn to night, is also a very supportive factor. Students consistently follow the study process and are serious about memorizing and understanding the texts taught.

3. Religious Boarding School Environment: A conducive boarding school environment that is full of religious nuances is also an important factor. All student activities, from worship to daily activities, are centered on increasing religious understanding. This supportive environment creates a serious and focused learning atmosphere, where students can study with full concentration.

4. Traditional Learning Methods: Traditional teaching methods such as bandongan and sorogan have proven effective in improving students' understanding of the Kitabutturas. This approach allows students to receive direct guidance from the kyai,

both in groups and individually. Through this method, students learn gradually, starting from mastering vocabulary, grammar, to understanding the deep meaning of the text.

Inhibiting factors consist of:

1. Language Difficulty Level: The classical Arabic used in the Kitabutturas is a major challenge for most students, especially those who do not yet have a strong foundation in Arabic. The Kitabutturas is written in fushah Arabic (high Arabic), which is different from everyday modern Arabic. Difficulty in understanding the language structure and vocabulary often makes the learning process slower, especially for beginner students.

2. Limited Educational Facilities: Limited facilities and infrastructure are also significant obstacles in the learning system at Dayah Baitussabri. Learning facilities such as adequate classrooms, a library with complete Kitabutturas references, and access to modern technology to support learning are still limited. Students must study in less than ideal places, which sometimes affects their comfort and concentration in learning.

3. Differences in Student Backgrounds: The diverse educational backgrounds of students are also an obstacle. Students who come from schools with a good Arabic language background can more easily adapt to learning the Kitabutturas, while students who do not have such a background need more time to understand the material. This difference requires teachers to adjust their teaching approaches to meet the needs of various levels of ability.

4. Time Limitations: A tight learning schedule, although it supports discipline, is also a challenge in itself. Limited time to deepen the material of the Kitabutturas in the midst of other activities, such as worship activities, social work, and daily tasks, makes students have to be good at dividing their time in order to complete learning tasks well.

In the context of the Kitabutturas learning system at Dayah Salafi Baitussabri, Lambro Deyah Village, Kuta Baro Sub District, Aceh Besar District, there are various supporting and inhibiting factors that affect the effectiveness of learning. Learning Kitabutturass, which are an integral part of traditional Islamic education, is often faced with complex challenges, especially in diverse environments.

The main supporting factors in learning the Kitabutturas at this dayah include support from the dayah administrators and the surrounding community. Competent dayah administrators who have a good understanding of Kitabutturass can create a conducive learning environment. In addition, community involvement in supporting learning activities, both through providing facilities and moral support, also plays an important role (Jabir, 2023). Research shows that the existence of a supportive environment, such as adequate facilities and innovative teaching methods, can improve the quality of learning (Fauziah & Ghazal, 2022).

However, there are also various significant inhibiting factors. One of the main challenges is limited resources, both in terms of physical facilities and teaching materials. Many dayahs do not have adequate access to relevant books and teaching materials, which can hinder the learning process (Rohmah et al., 2021). In addition, external factors such as the socio-economic conditions of the students' families also have an influence. For example, students who come from families with low economic backgrounds may have difficulty in participating in learning optimally, either due to lack of material support or time available for learning (Syafa'ati et al., 2021).

Another obstacle that is often faced is the lack of training and professional development for teachers. Many teachers in dayah do not have formal training in effective teaching methods, which can result in the use of monotonous and less interesting methods for

students (Hidayat et al., 2023). This has the potential to reduce students' motivation to learn, which is an important factor in educational success (Syafi'i et al., 2018). In order to increase the effectiveness of learning Kitabutturass at Dayah Salafi Baitussabri, it is important to identify and overcome these inhibiting factors. Efforts to improve the quality of education must involve all stakeholders, including dayah administrators, the community, and the government, to create a better and more supportive learning environment for students (Syafei, 2017).

Conclusion

The Kitabutturas learning system at the Baitussabri Salafi Dayah in Lambro Deyah Village, Kuta Baro Sub District, Aceh Besar District, is implemented through the traditional bandongan and sorogan methods. In the bandongan method, the kyai reads and explains the contents of the Kitabutturas to the students collectively, while sorogan allows the students to study individually in front of the kyai. The books taught cover a wide range of Islamic disciplines, such as fiqh, tauhid, and tasawwuf, written in classical Arabic. Learning takes place intensively every day, with a tight schedule and a focus on developing a deep understanding of religious texts. Although this method is effective in teaching a deep understanding of religion, challenges include language difficulties and limited supporting facilities.

Supporting factors in the Kitabutturas learning system at Dayah Salafi Baitussabri include the quality and commitment of teachers who are experienced in teaching the Kitabutturas, high motivation and discipline of students, and a religious pesantren environment that supports in-depth learning. Traditional methods such as bandongan and sorogan have also proven effective in guiding students to understand religious texts. However, there are several inhibiting factors, such as the difficulty of classical Arabic used in the Kitabutturas, which is difficult for novice students to understand. Limited educational facilities, such as study rooms and library references, as well as differences in the educational backgrounds of students are also challenges in the learning process. However, with a strong commitment from teachers and students, the learning process continues to run well.

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