

Motivation of Santri to Study the Kitab Kuning at Islamic Boarding Schools

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Abstract

Every individual has internal conditions, where these internal conditions play a role in their daily activities. One of these internal conditions is motivation. In learning activities, motivation can be said to be the overall driving force within students which provides direction to learning activities, so that learning goals can be achieved. This research aims to analyze the motivation of students to study the Kitab Kuning at Islamic boarding schools. This research uses a qualitative method with a case study approach, data sources were taken through individual interviews with fifteen informants consisting of Islamic boarding school leaders, teachers and students. All data was analyzed using the Miles and Huberman technique. The results of the research obtained data and facts that the motivational conditions of students studying the Kitab Kuning at the Syekh Adimin Ar-Radji Taram Islamic boarding school varied greatly. These include, i) wanting to deepen religious knowledge, ii) making it easier to understand the science of aqidah, worship and morals, iii) there are also those whose motivation is wanting to become a scholar, iv) being able to read prayers for parents when both of them are gone and v) wanting to learn science religion and general science.

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INTRODUCTION

Motivation is a state within a person that encourages him to carry out certain activities to achieve a goal (Emda, 2018; Masni, 2017; Oktiani, 2017; Ernata, 2017). Meanwhile, according to Rahmadania & Aly, (2023); Kadir, (2018); Noho & Arvyaty, (2016) motivation is a physiological and psychological condition found in a person that regulates his actions in a certain way. Meanwhile, according to Widiutama et al., (2021) motivation is the process of generating, directing and stabilizing behavior towards a goal. From these three definitions it can be concluded that motivation is a physiological and psychological condition that exists within a person which encourages him to carry out certain activities in order to achieve a goal (need).

Motivation can also be said to be a series of efforts to provide certain conditions, so that someone is willing and willing to do something, and if they don't like it, they will try to eliminate or avoid the feeling of dislike (Lase, 2018; Indriani et al., 2023; Zanthly, 2016; Rahmawati et al., 2020). So motivation can be stimulated by external factors, but motivation grows within a person. In learning activities, motivation can be said to be the overall driving force within students which gives rise

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to learning activities, which ensures the continuity of learning activities and which provides direction to learning activities, so that the goals desired by the learning subject can be achieved (Hima, 2017; Matondang, 2018; Fiteriani, 2017).

According to Dahry, (2020); Annisa & Marlina, (2019) learning is modifying or strengthening behavior through experience. A process of changing individual behavior with its environment. Changes in behavior expressed in the form of mastery, use and assessment, or regarding attitudes and values of basic knowledge and skills, found in various fields of study, or more broadly in various aspects of life or organized experience. Learning always shows a process of changing someone's behavior or personality based on certain practices or experiences. He further explained that learning is a process of effort carried out by an individual to obtain a change in overall behavior as a result of the individual's own experience in interaction with his environment (Lestari, 2017).

Motivation and learning are two things that influence each other (Mulyaningsih, 2014). Learning is a relatively permanent change in behavior and potentially occurs as a result of practice or reinforcement (reinforced practice) which is based on the aim of achieving certain goals (Asmawati et al., 2020). Motivation to learn can arise due to intrinsic factors, in the form of desire and desire to succeed and encouragement of the need to learn, hope for ideals. Meanwhile, the extrinsic factors are awards, a conducive learning environment, and interesting learning activities. But it must be remembered, these two factors are caused by certain stimuli, so that a person wants to carry out learning activities that are more active and enthusiastic. The essence of learning motivation is internal and external encouragement for students who are studying to make changes in behavior, generally with several indicators or supporting elements. This has a big role in a person's success in learning (Sarnoto & Romli, 2019; Jumarniati & Anas, 2019).

Islamic boarding schools are Islamic educational institutions whose existence is very important in the history of the development of the Islamic religion and also the development of Islamic education in Indonesia (Ps, 2019; Mansyuri et al., 2023; Hidayat et al., 2018). Basically, Islamic boarding schools stand firmly, through five very determining elements, namely: kyai, santri, mosque, boarding school and teaching of classical Islamic books (Fahmi, 2015). Islamic boarding schools are tasked with producing people who are truly experts in the fields of religion and social sciences and have noble morals. To achieve this, Islamic boarding schools teach mandatory books as textbooks known as the Kitab Kuning. The Kitab Kuning is one of the scientists for studying the teachings of the Islamic religion. The Kitab Kuning is generally studied in Islamic boarding school environments and is always used as a reference by kyai and ulama, both in terms of quantity and quality (Aliyah, 2018).

Kitab kuning is a book that contains Islamic sciences, especially jurisprudence, written or printed with Arabic letters in Arabic or Malay, Javanese, etc. (Siswanto, 2018). The book is called the "Kitab Kuning" because it is generally printed on low-quality yellow paper. Sometimes the sheets come unbound so that the necessary parts are easily taken. Usually, when studying, the santri only bring the sheets to be studied and do not bring a whole book (Mujizatullah, 2018).

The Kitab Kuning was written without using the pronoun or *syakl* (punctuation marks/lines) so that the book is also called the "bald book". Because the letters are bald, the book is not easy to read, let alone understand, for those who do not master Arabic grammar (*nahu and sharaf*) (Hasan & Anshory, 2024). However, recently these characteristics have changed. Newly printed Kitab Kunings often use white paper which is commonly used in the printing world. There are also many who are no longer 'bald' because they have been given it *syakl* (punctuation mark/line) to make it easier for students to read. Most of the Kitab Kunings are bound. Thus, its physical appearance is no longer easy to distinguish from the so-called new books

"*al-kutub al-'asriyah*" (modern books). The differences lie in the content, systematics, methodology, language and author, however, the nickname "Kitab Kuning" remains attached to it (Mustofa, 2019).

The Kitab Kuning studied in Islamic boarding schools focuses more on aspects of deepening and enriching the material, very little is directed at aspects of deepening theory and methodology as well as insights that are of a renewal nature, even though all of them are the main elements of science that will be developed. Here it can be understood that Islamic boarding school society is richer in material, but poor in theory and neglected methodology, material wealth is difficult to develop. The Kitab Kuning as a characteristic of Islamic boarding schools which is based on the Quran and Sunnah has its own difficulties in studying it. Students are considered successful in studying the Kitab Kuning if they can read or give harakat, translate, *accept* (determine the position of the sentence), and understand the meaning contained in the Kitab Kuning, in this way it can be useful for them in life in society.

Islamic boarding schools generally try to fully integrate the classical and school systems into the Islamic boarding school system. All students who enter Islamic boarding schools are divided into class levels (Tsanawiyah and Aliyah). This is also the case at the Syekh Adimin Ar-Radji Taram Islamic Boarding School currently. At the Syekh Adimin Ar-Radji Taram Islamic Boarding School, currently implementing two curricula, namely, the special boarding school curriculum (religious lessons) and the general curriculum (Ministry of National Education/Ministry of Religion) from the government.

The implementation of learning the Kitab Kuning at the Syekh Adimin Ar-Radji Taram Islamic Boarding School currently uses the classical system. To produce students who are capable and able to master religious sciences, the teaching of the Kitab Kuning at the Syekh Adimin Ar-Radji Taram Islamic Boarding School is handed over to Kitab Kuning teachers who have experience and ability in their field.

Based on the description above, the author is interested in conducting research to analyze the motivational conditions of students studying the Kitab Kuning at the Syekh Adimin Ar-Radji Taram Islamic Boarding School.

METHODS

The aim of this research is to determine the condition of students' motivation in studying the Kitab Kuning. This research uses a qualitative method with a case study approach, data sources were taken through individual interviews with thirteen informants consisting of Islamic boarding school leaders, teachers and students. The selection of informants is determined based on four categories, namely first, still active in the field being researched, second having competence related to the problem being researched, third having time to provide data (interviews), fourth being honest in providing information according to the facts that occur in the field (Engkizar et al., 2018; Febriani et al., 2022; Sabrina et al., 2022). The five types of informants that the author determined were related to this research were in accordance with the criteria as stated in the opinion of the research experts above. In addition, the author used a purposive sampling technique to determine all informants. All data was analyzed using the Miles and Huberman technique (Zafirah et al., 2018; Arifin et al., 2023).

RESULT AND DISCUSSION

Based on the results of research conducted by the author, five themes were found related to the motivation of students to study the Kitab Kuning, namely: i) wanting to deepen their knowledge of religion, ii) making it easier to understand the science of aqidah, worship and morals, iii) there are also those whose motivation is wanting to become scholars, iv) can read prayers for parents when both of them are

gone and v) want to study religious knowledge and general knowledge. To make it clearer, the five student motivations can be seen in the following picture.

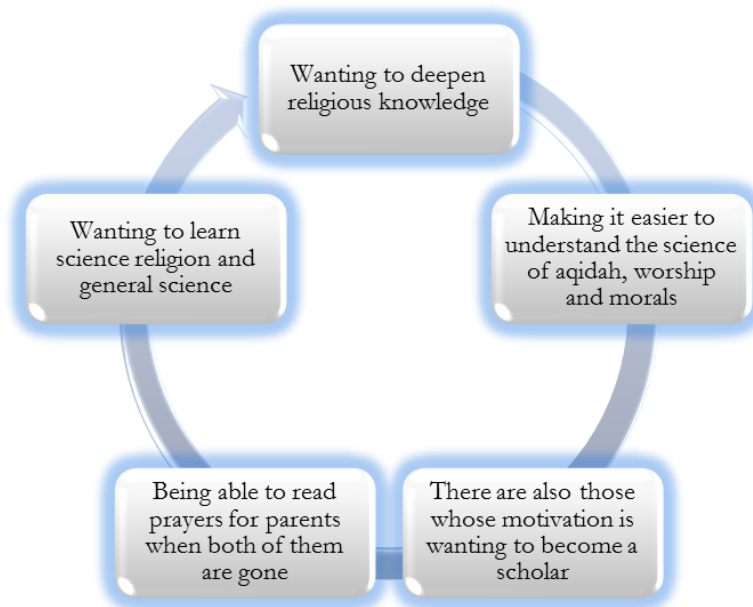


Fig 1. Motivation of students studying the Kitab Kuning

Based on the results of interviews that the author conducted with teachers and students at Islamic boarding schools, there are five things that encourage students to study the Kitab Kuning at Islamic boarding schools. The author will present these five motivations in the form of excerpts from interviews and based on the theories of experts in the field.

First, motivation to deepen religious knowledge. This motivation is the strongest motivation for students in studying the Kitab Kuning. Based on the results of interviews the author conducted with the students, it was explained that one of the reasons they studied at the Islamic boarding school was to deepen their knowledge of religion. This was conveyed by several students as quoted from the following interview.

For me, studying the Kitab Kuning can increase my knowledge of religious knowledge (I-1); by studying the Kitab Kuning, Daya becomes able to understand reading books related to religion so that understanding related to religious knowledge also increases (I-2); study the Kitab Kuning to increase knowledge about religion (I-3); At least they can gain knowledge about religious matters, especially for themselves. Among them there is a desire to know and study religion in depth (I-4).

Based on the results of the interview above, it can be concluded that studying the Kitab Kuning for some students can increase their knowledge and insight into religious matters. So that this knowledge can be useful, especially for themselves. Then also from the results of the interview above it can be understood that there are some students who have a desire to deepen religious knowledge.

Second, motivation makes it easier to understand the science of Aqidah, Worship and Morals. Motivation becomes a reinforcement for students in studying the Kitab Kuning at Islamic boarding schools. Based on the results of interviews the author conducted with students as follows in the interview excerpt.

In the Kitab Kuning, there is a lot of knowledge that can be obtained. The issues of faith, worship and morals are all discussed quite completely in the Kitab Kuning. Therefore, the Kitab Kuning is very necessary and very important to study and know. So that later the knowledge we learn from the Kitab Kuning can be useful, especially for ourselves and others (I-5); by studying the Kitab Kuning, I find it easy to understand books related to the science of faith and morals in studying (I-6); Among the students there are those whose motivation to learn is indeed high. This is due to his high interest, attention and willingness to learn the

Kitab Kuning. Because in the Kitab Kuning everything is studied, both matters of faith, worship, and morals (I-7).

From the results of the interview, it can be seen that studying the Kitab Kuning is very important according to some students. Because there is a lot of knowledge that can be obtained through the Kitab Kuning. Both regarding issues of worship, muamalah and moral issues.

Third, the motivation of students in studying the Kitab Kuning is that they want to become scholars. Based on the results of interviews conducted by the author with Islamic students and Ustadzah, one of their motivations for studying the Kitab Kuning is the desire to become Islamic scholars, as conveyed by the informant in the following interview excerpt.

Some students have high motivation to learn. This is due to his high interest, attention and willingness to learn the Kitab Kuning. Plus, they do have the talent to become an ustadz or buya. This can be seen when they learn muhadaroh practice, they are already good at delivering lectures without looking at the concepts, but there are not quite a few of them in one class (I-8); the strongest thing that makes me enthusiastic about studying the Kitab Kuning is that I want to become a scholar who understands religious knowledge and can preach it to the people (I-9)

Fourth, the motivation of students in studying the Kitab Kuning is to be able to pray to Allah for their parents. Based on the results of interviews conducted by the author with female students and Ustadzah, he explains that one of the strongest motivations for studying the Kitab Kuning is to be able to pray for one's parents. As in the following interview excerpt.

Studying the Kitab Kuning at this Islamic boarding school is also a bit difficult for me. But I was told and advised to enter this Islamic boarding school by my parents. With the hope he said that I could pray for them after they died (I-10); by studying the Kitab Kuning, I feel more meaning in every prayer I pray for my parents and I feel closer to Allah (I-11).

From the results of the interview, it can be understood that there are some students who enter and study at Islamic boarding schools, with the hope that at least they will be able to read prayers for their parents, when they die. On the one hand, they study at Islamic boarding schools not because of their own interests and desires, but on the other hand, they also do not want to disappoint their parents' expectations.

Fifth, motivation for the desire to study religion and general affairs. Based on the results of interviews the author conducted with female students and Ustad, among them there were students who studied the Kitab Kuning because they wanted to balance general knowledge and the religious knowledge they studied. This was expressed by the informant as in the following interview excerpt.

I went to school at this Islamic boarding school of my own free will, without any coercion or orders from other people. By entering an Islamic boarding school we can learn more about religious studies, compared to going to a public school which has minimal religious studies, so by studying the Kitab Kuning, I want to understand and deepen general knowledge and religious knowledge in depth (I-12); Studying at this Islamic boarding school we will get two kinds of knowledge, religious knowledge and general knowledge. By studying religious knowledge I can understand religious issues, and by studying general matters I am not left behind in general issues (I-13).

From this interview, it can be understood that when they entered the Islamic boarding school it was their desire and conscience to know and understand religious issues in depth. And they also compare studying at Islamic boarding schools with many areas of religious studies, with studying in public schools where religious studies are very minimal. From the results of the interview it can also be concluded that they have the perception that studying at an Islamic boarding school will result

in mastering two sciences, namely religious knowledge and general knowledge. This means being an expert in religious matters and not lagging behind in general matters.

CONCLUSION

From the results of the research and discussion that the author has described above, the conclusion of the research is that the motivational conditions of students studying the Kitab Kuning at the Syekh Adimin Ar-Radji Taram Islamic boarding school vary greatly. The results of this research found five themes related to the motivation of students in studying the Kitab Kuning, namely wanting to deepen their knowledge of religion, making it easier to understand the science of aqidah, worship and morals, there are also those whose motivation is wanting to become scholars, being able to read prayers for their parents when both of them are gone and wanting to study religious knowledge and general science. This research could be mandatory reading for students who want to study the Kitab Kuning at Islamic boarding schools.

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