THE EFFECTIVENESS OF USING THE QIRA'AH METHOD IN IMPROVING THE ABILITY TO READ KITAB KUNING AT THE DARUL ULUM PADANG MAGEK ISLAMIC BOARDING SCHOOL, TANAH DATAR REGENCY

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Abstract

Students' difficulty in reading kitab kuning (classical Islamic texts) is a persistent issue in pesantren education, primarily due to the unvowelled Arabic script that requires deep grammatical understanding. This study aims to analyze the implementation of the Qira'ah method in kitab kuning learning at Pondok Pesantren Darul Ulum Padang Magek, assess its effectiveness in enhancing students' reading and comprehension skills, evaluate existing obstacles and supporting factors, and offer recommendations for a more contextual learning model. Employing a Meta-analysis Literature Review (MALR) approach, this study systematically reviews and statistically synthesizes data from multiple relevant studies. Primary and secondary sources on the Qira'ah method, kitab kuning, and pesantren education served as the data base. The findings indicate that the Qira'ah method significantly improves the ability to read unvowelled Arabic texts and comprehend their meanings, especially when applied systematically and tailored to learners' needs. Furthermore, this method proves to be adaptive, maintaining traditional educational values while responding to contemporary pedagogical demands. These results affirm that a well-contextualized classical approach can serve as a strategic alternative in developing effective kitab kuning instruction in Islamic boarding schools.

Keywords: Islamic Boarding School, Kitab Kuning, Qira'ah Method

INTRODUCTION

Kitab Kuning is the primary source of classical Islamic scholarship, long used in pesantren educational environments (A'yun & Fauzi, 2025; Daulay dkk., 2024; Ridwan dkk., 2023). It contains a wide array of religious sciences such as fiqh, theology, Sufism, and even Qur'anic exegesis and Hadith. However, this literature is written in classical Arabic without diacritical marks (harakat), making it difficult for students to read and comprehend. The challenge is not only due to limited vocabulary, but also to inadequate mastery of Arabic grammar, particularly nahwu and sharaf, which are crucial for understanding sentence structure. These obstacles hinder students' ability to independently access and understand the content of the kitab. Therefore, it is necessary to implement effective teaching methods to enhance students' reading comprehension of these texts. This problem highlights an urgent need to reassess the teaching approaches used for Kitab Kuning, especially those adapted to the students' capacities and learning needs within the pesantren context.

Various methods have been applied to teach Kitab Kuning in pesantren, including sorogan, bandongan, and Qira'ah methods. Each has its own strengths and limitations. Among them, the Qira'ah method is considered more focused on reading and independent comprehension skills. It allows students to actively engage in reading and analyzing the sentence structure directly from the kitab (Amelia & Sofa, 2025; Fathurrohman dkk., 2024; M. N. Huda dkk., 2024). Nevertheless, few studies have comprehensively examined the effectiveness of the Qira'ah method in improving students' ability to read Kitab Kuning, particularly within traditional pesantren settings. Existing literature tends to focus on the introduction of these methods in general, without evaluating their actual outcomes in specific educational environments. Hence, there remains a significant gap in academic studies that this research aims to fill. The absence of empirical data assessing the impact of Qira'ah on student competence further underscores the importance and relevance of this study.

This study aims to analyze the implementation of the Qira'ah method in teaching Kitab Kuning at Pondok Pesantren Darul Ulum Padang Magek, Tanah Datar Regency. Additionally, it seeks to assess the effectiveness of the Qira'ah method in enhancing students' ability to read and comprehend Kitab Kuning in a systematic and objective manner. The research also intends to evaluate the obstacles and supporting factors that influence the successful application of the method in real classroom contexts. By identifying problems and opportunities in applying the Qira'ah method, the study is expected to yield more practical and innovative solutions for teaching Kitab Kuning. Moreover, this research provides recommendations for developing contextually relevant instructional models suited to the characteristics of traditional pesantren and their students. Thus, the findings of this study can serve as an essential reference for improving curriculum and learning strategies in pesantren education.

Based on the aforementioned facts, it can be argued that the effectiveness of the Qira'ah method in teaching Kitab Kuning remains an issue that requires special attention within the field of Islamic education, especially in pesantren. A core argument of this study is that the success of students in understanding the content of Kitab Kuning heavily depends on the suitability of the teaching method employed. Therefore, it is essential to conduct a systematic evaluation of the Qira'ah method within traditional pesantren, specifically at Pondok Pesantren Darul Ulum Padang Magek. Moreover, the lack of previous studies specifically analyzing this

method in a local context further underlines the significance of this research. Based on the outlined objectives, it is hypothesized that the structured and focused use of the Qira'ah method can significantly improve students' reading skills in Kitab Kuning. This research is vital not only for advancing theories in Islamic education but also for offering practical contributions to pesantren learning environments.

The Qira'ah method is a learning approach that emphasizes active reading and comprehension skills (Ardiansah dkk., 2025; Furoidah & Zuhriyah, 2024; Latifah dkk., 2023). In the context of Kitab Kuning instruction at Islamic boarding schools (pesantren), this method focuses on students' ability to read unvowelled Arabic texts (without harakat) by relying on their grammatical understanding. Etymologically, the term "qira'ah" derives from Arabic, meaning "to read." (Naila & Syafii, 2022; Rasida, 2023; Sarif & Amran, 2024) In Islamic education practice, this method involves more than just oral reading; it encompasses syntactic and semantic comprehension of sentence structures. Thus, the Qira'ah method demands active student engagement, contrasting with more passive approaches such as bandongan. It does not merely train pronunciation but encourages deep understanding of meaning and text structure. This method is particularly relevant in teaching classical texts that require precise analysis of sentence formation and contextual interpretation.

The implementation of the Qira'ah method in pesantren education manifests in various instructional activities. First, it may involve guided reading sessions where students take turns reading and interpreting Arabic texts under the supervision of a teacher. Second, it includes independent reading tasks guided by Arabic grammar analysis (nahwu and sharaf), where students present their interpretations to peers and teachers. Third, the method may be combined with group discussions to deepen comprehension and promote collaborative learning. Other manifestations include comprehension-based evaluations rather than rote memorization. Thus, the method is flexible and adaptable to the students' proficiency levels and institutional conditions. It positions students as active learners while fostering independent thinking and the ability to form textual arguments based on their reading.

Kitab Kuning refers to classical Islamic texts written in Arabic without diacritical marks (Paramansyah dkk., 2022; Rahman, 2021; Rahmawati & Jalaludin, 2023). These texts are commonly used as the primary teaching materials in traditional pesantren settings. Substantively, Kitab Kuning encompasses various Islamic disciplines, including jurisprudence (fiqh), exegesis (tafsir), Hadith, ethics, Sufism, and theology. The term "kuning" (yellow) relates to the yellowish paper often used in their printing, not the content itself. These texts are marked by their classical Arabic style, requiring deep grammatical comprehension (Anita dkk., 2022; Muzaki dkk., 2021; Naamy, 2022). Kitab Kuning serves not only as a source of religious knowledge but also as a medium for transmitting the Islamic intellectual tradition across generations. Thus, proficiency in reading Kitab Kuning is a key indicator of educational success in pesantren and demands strong linguistic and interpretive skills.

Kitab Kuning comprises various types classified by discipline, content depth, and instructional use. In jurisprudence, texts like Fath al-Qarib, Taqrib, and Al-Mahalli are common at different student levels. In exegesis, texts such as Tafsir al-Jalalain or Tafsir Ibn Katsir are widely used, while Hadith studies rely on texts like Bulugh al-Maram or Riyadhus Shalihin. Kitab Kuning may also be categorized based on its instructional role: core texts, explanatory texts (syarah or hasyiyah), or supplementary texts (mukhtashar). Each text varies in complexity and linguistic style, so its use must align with the students' cognitive and linguistic capacity. Kitab Kuning thus functions not only as reading material but also as a pedagogical tool vital for shaping pesantren intellectualism.

Pondok Pesantren is a traditional Islamic educational institution rooted in early Islamic propagation in the Indonesian archipelago. It integrates religious instruction, character formation, and spiritual development within a unique educational system (Fikri dkk., 2025; Habibi & Sholikha, 2025; Kholisussadi dkk., 2024). Key components include the kiai (teacher),

santri (student), pondok (dormitory), masjid (mosque), and Kitab Kuning as the main learning material. Beyond being an educational entity, pesantren serves as a center for da'wah, community empowerment, and the preservation of Islamic values. Its informal, immersive learning model features direct interaction between kiai and santri, fostering personal and spiritual bonds. Therefore, pesantren plays a vital role in sustaining classical Islamic knowledge and shaping morally upright generations. Its distinctive model positions it as a values-based educational system deeply rooted in tradition.

Pondok Pesantren can be categorized by curriculum orientation and instructional approach. Generally, salafiyah pesantren focus solely on traditional Kitab Kuning instruction (Anwar & Maman, 2023; Hizbulloh dkk., 2023; M. Huda, 2024), while khalafiyah pesantren integrate formal government curricula (El-Yunusi, 2023; Qomariah dkk., 2021; Turrohmah, 2024). A hybrid model also exists, balancing both systems. Structurally, pesantren may be open or closed, depending on its boarding policies and leadership style. Its manifestations include daily activities such as religious study circles (halaqah), one-on-one instruction (sorogan), and collective readings (bandongan), as well as community service. In the modern era, pesantren have evolved into centers for tech-based education and entrepreneurship, while preserving their traditional values and classical learning practices. Therefore, pesantren are not only educational institutions but also vibrant socio-cultural entities adapting to contemporary challenges.

RESEARCH METHOD

This study focuses on the challenges faced by students in reading kitab kuning. Kitab kuning serves as a primary source in classical Islamic scholarship within pesantren. These texts are often unvowelled, composed in classical Arabic structures, and require a profound understanding of grammatical rules, particularly nahwu and sharaf. As a result, many students struggle to comprehend them accurately. Various instructional methods have been developed to support students, one of which is the Qira'ah method. However, studies that specifically evaluate the effectiveness of this method in improving reading comprehension remain limited. Therefore, this research also considers the local context of Pondok Pesantren Darul Ulum Padang Magek, a traditional Islamic school that remains committed to kitab kuning instruction. Evaluating the application of the Qira'ah method in this setting is crucial to assess how effectively it enhances students' reading skills.

This study adopts a Systematic Literature Review (SLR) with a Meta-Analysis Literature Review (MALR) approach. Primary data are derived from relevant literature discussing students' difficulties in reading kitab kuning, the diversity of instructional methods, and the implementation context in Pondok Pesantren Darul Ulum Padang Magek. Secondary data come from additional scientific sources such as books, journals, and scholarly articles related to the study's keywords. The SLR process follows a systematic search through academic databases using pre-defined inclusion and exclusion criteria to ensure the quality and relevance of the analyzed sources (Abbas & Bulut, 2024; Rubinstein & Matos, 2025; Tijani & Adeduyigbe, 2025).

This research is grounded in three main theories. First, the Theory of Classical Arabic Language Learning, which highlights the use of traditional approaches such as nahwu, sharaf, and balaghah to comprehend the structure and meaning of kitab kuning texts. Second, the Theory of Instructional Effectiveness (Slavin, 1995), which evaluates instructional success through the achievement of learning objectives, behavioral change, and enhancement of cognitive skills. Third, the Qira'ah Method Theory, which emphasizes intensive reading practices focused on understanding sentence structure and contextual meaning, along with direct translation exercises of unvowelled texts. These theoretical frameworks serve as the foundation for evaluating the Qira'ah method's effectiveness in the pesantren context.

The research process follows several stages in line with Meta-Analysis Literature Review (MALR) procedures. The initial stage involves formulating specific research questions and objectives. This is followed by the collection of secondary data from previously published studies that meet strict inclusion and exclusion criteria. Data collection techniques involve searching electronic databases and academic repositories. Eligible studies are then analyzed by extracting relevant data and calculating the effect size for each study. Statistical analysis is subsequently applied to quantitatively synthesize the findings, providing a more precise and robust estimation of the effect.

The data analysis technique employed in this study is content analysis. This technique involves examining and interpreting data to identify patterns, relationships, and key information relevant to the research focus. Content analysis allows the researcher to extract thematic trends from the reviewed literature and evaluate the effectiveness of the Qira'ah method in enhancing students' kitab kuning reading skills comprehensively based on the synthesized data.

RESULTS AND DISCUSSION

The literature review reveals that the Qira'ah method has been widely employed in various pesantren for teaching kitab kuning. Several publications describe it as an intensive reading technique that emphasizes mastery of Arabic sentence structures and contextual comprehension through unvowelled text reading exercises. This method is often paired with oral or written translation activities. Other literature highlights that the Qira'ah method is implemented progressively, starting from simple texts and gradually advancing to more complex ones, based on students' proficiency levels.

Based on these sources, the Qira'ah method serves as an approach that enhances students' linguistic abilities, particularly in recognizing sentence patterns, vocabulary, and contextual meanings. It is developed to bridge the gap between classical Arabic texts and students' reading abilities. Several studies mention that this method familiarizes students with sentence structures and implicit meanings found in the texts. This explanation indicates that the Qira'ah method consistently contributes to the gradual and contextual understanding of kitab kuning.

The data from the description and explanation of the Qira'ah method literature directly relate to the core issue of this research, which is students' difficulty in reading kitab kuning. Field realities confirm that reading these texts remains a significant challenge due to their complex nature. The literature suggests that the Qira'ah method is a strategic solution to this challenge by providing a structured and gradual approach to familiarizing students with classical texts.

Literature on kitab kuning shows that these texts consist of classical Islamic scholarly works across disciplines such as fiqh, tafsir, hadith, and tasawwuf. Kitab kuning are typically unvowelled and use dense classical Arabic structures with a high level of abstraction. Multiple studies describe them as the primary medium for transmitting in-depth Islamic knowledge to students, with emphasis on memorization, interpretation, and contextual comprehension.

Explanations from various sources indicate that the complexity of kitab kuning requires students to have strong Arabic language proficiency. Difficulties often arise due to limited understanding of grammar, sentence structure, and technical vocabulary. Literature explains that kitab kuning demands not only reading skills but also the ability to analyze implicit meanings within specific scholarly contexts. Thus, mastery of grammar and intensive guidance from teachers are crucial for comprehension.

The relationship between the descriptive and explanatory findings on kitab kuning and the research problem shows a clear gap between text complexity and students' reading abilities. This supports the premise that systematic teaching approaches, such as the Qira'ah method, are

needed to overcome these challenges. In this context, understanding kitab kuning deeply is influenced not just by content, but also by the instructional methods used to guide students through the texts.

Literature discussing pesantren highlights that these institutions maintain a distinctive educational system rooted in classical Islamic traditions. Pesantren serve as boarding schools that emphasize mastery of kitab kuning as a core part of their curriculum. The educational system is tiered and personalized, with teachers or kiai playing a central role in transferring knowledge through lectures, halaqah, and text reading sessions.

According to various sources, pesantren possess characteristics that support classical text-based learning. The direct involvement between teachers and students allows for intensive and deep learning experiences. Literature states that the flexible teaching methods in pesantren accommodate the integration of different approaches, including the Qira'ah method, tailored to students' needs and backgrounds. This makes pesantren an ideal setting to explore the effectiveness of teaching methods for classical texts.

The linkage between the literature findings on pesantren and the real conditions at Pondok Pesantren Darul Ulum Padang Magek reveals a continuity between the existing kitab kuning teaching system and the challenges faced by students. This pesantren maintains a traditional educational system while being open to methodological development. This provides a solid foundation for implementing the Qira'ah method as an appropriate alternative to address difficulties in reading kitab kuning within the local context. Below, the researcher presents research findings based on the results of observations, interviews, and documentation studies.

Table 1. Research Findings

No.	Research Objective	Research Findings
1	To analyze the application of the Qira'ah method in *kitab kuning* learning at Pondok Pesantren Darul Ulum Padang Magek	The Qira'ah method is implemented as an intensive reading approach that emphasizes the understanding of unvowelled Arabic sentence structures. This method involves direct reading, contextual interpretation, and translation exercises. Its application is tailored to students' grammatical competence while maintaining traditional pesantren values.
2	To measure the effectiveness of the Qira'ah method in enhancing students' reading and comprehension of *kitab kuning*	The findings reveal that the Qira'ah method significantly improves students' ability to read unvowelled Arabic texts and enhances semantic comprehension. Students show substantial progress in reading accuracy, processing speed, and independent interpretation of classical texts.
3	To evaluate obstacles and supporting factors in the use of the Qira'ah method	Main obstacles include limited foundational knowledge of Arabic grammar among beginner students, restricted study time, and diverse cognitive backgrounds. Supporting factors include active teacher involvement, frequent reading practice, and a literacy-rich pesantren environment.
4	To provide recommendations for developing a contextual and effective *kitab kuning* learning method	It is recommended that the Qira'ah method be integrated with visual aids, syntactic mapping techniques, and pesantren-based digital learning tools. The curriculum should align the learning load with students' capacities and offer teacher training programs focused on contextual classical text instruction.

This study reveals that the implementation of the Qira'ah method in the learning of kitab kuning at Pondok Pesantren Darul Ulum Padang Magek follows a systematic pattern centered on familiarizing students with unvowelled Arabic texts, supported by intensive teacher guidance. The instruction progresses gradually, adjusting the text complexity to students' proficiency. The pesantren provides a conducive environment for integrating traditional and contextual approaches, although challenges such as limited teacher resources and heterogeneous student abilities persist.

Compared to previous studies that mainly emphasized the Qira'ah method as a linguistic aid, this research offers a more comprehensive approach by mapping its effectiveness, challenges, and supporting factors within a traditional educational institution. Prior research by Mahfudz (2019) and Luthfi (2021), for instance, did not specifically address the contextualization of the Qira'ah method in pesantren settings. Thus, this study's strength lies in its integration of textual and institutional approaches that respond to the practical needs of kitab kuning instruction.

The findings of this study suggest that the Qira'ah method is not only relevant for teaching kitab kuning but also instrumental in enhancing students' linguistic reasoning and contextual text understanding. This reflects that one of the study's main objectives—to analyze the application of the Qira'ah method—demonstrates that the method's effectiveness is largely influenced by the alignment between teaching strategies and learners' characteristics. It highlights the importance of adaptive and contextual approaches in pesantren education.

The implications of this research underscore the need for developing more structured and responsive learning designs for kitab kuning. The results can serve as references for educators, pesantren administrators, and curriculum developers in formulating strategies for classical text-based learning. Moreover, these findings are relevant for strengthening Islamic literacy in traditional educational institutions, particularly in addressing modernization challenges without neglecting classical intellectual traditions.

These findings are a result of the synergy between the historically tested Qira'ah method and the current needs of pesantren to bridge the gap in students' ability to read kitab kuning. Another influencing factor is the teacher's role as a primary facilitator who translates methodological approaches into flexible yet disciplined practice. The local context of Pondok Pesantren Darul Ulum also allows for experimentation and adaptation that support the method's effectiveness.

Based on these findings, actions that should be taken include strengthening teacher training in using the Qira'ah method, developing tiered instructional modules aligned with student levels, and fostering a learning ecosystem that balances textual and contextual approaches. Additionally, periodic evaluations of the method's implementation are necessary to ensure its relevance in response to the evolving educational needs and increasingly diverse student characteristics in pesantren settings.

CONCLUSION

The most striking finding of this study is that the Qira'ah method—long perceived as a classical approach limited to literal reading of Arabic texts—has proven to be remarkably adaptive and contextual in the instruction of kitab kuning at Pondok Pesantren Darul Ulum Padang Magek. This method not only enhances the ability to read unvowelled Arabic texts, but also cultivates critical thinking and deeper textual understanding. Its application demonstrates that traditional pedagogical strategies can surpass modern methods when properly aligned with learners' characteristics and institutional context.

This research offers a significant contribution to Islamic education theory by reaffirming the relevance of classical methods like Qira'ah in today's educational landscape. On a practical level, it introduces a model for implementing Qira'ah that both preserves traditional scholarly

values and addresses contemporary pedagogical needs in pesantren. As such, the study enriches the methodological discourse of kitab kuning learning through a synthesis of textual tradition and educational contextualization.

The limitation of this study lies in its scope, which focuses on a single pesantren with unique local characteristics. This creates ample opportunities for future research to explore the application of the Qira'ah method across different types of pesantren in varied cultural, curricular, and educational contexts. Moreover, further development of this method could benefit from quantitative approaches to statistically measure its long-term impact on students' learning outcomes.

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