

ABSTRAK

Fadilah, Nur Siti. 2025. *Kontribusi Kurikulum Pondok Pesantren Abdul Hadi dalam Menanamkan Adab Santri Putri di Era Digital*. Skripsi, Pendidikan Agama Islam, Sekolah Tinggi Ilmu Tarbiyah Al-Urwatul Wutsqo Jombang, Beny Sinta Sari, S.Pd.I., M.Pd.

Kata Kunci : Kurikulum Pondok Pesantren, Menanamkan Adab Santri Putri

Kurikulum pesantren merupakan serangkaian rencana dan panduan yang mengatur proses pembelajaran di lembaga pendidikan pesantren. Ini meliputi berbagai elemen, seperti materi pelajaran di pesantren biasa diambil dari kitab-kitab kuno yang berbahasa arab, metode pengajaran berupa sorogan, bandongan, halaqoh, hafalan, dan bathsul masail. Dipesantren juga tak luput dari kurikulum yang memfokuskan pada peningkatan kualitas para tahfidz Qur'an. Pondok Pesantren Abdul Hadi sebagai institusi pendidikan Islam yang berkomitmen untuk membangun karakter para santri. Dalam mencapai tujuan pesantren, Pondok Abdul Hadi menerapkan kurikulum Modern yang telah dijalankannya yakni kurikulum salaf dan Al-Qur'an. Penelitian ini bertujuan untuk mendeskripsikan kontribusi kurikulum di pondok pesantren Abdul Hadi dan bagaimana metode penanaman adab di Pondok Pesantren Abdul Hadi pada santri putri. Penelitian ini menggunakan pendekatan kualitatif dengan metode wawancara, observasi dan dokumentasi terhadap pengasuh, ustadz, ustadzah, pengurus serta santri putri di bidang tahfidz dan salaf/kitab yang terlibat dalam pelaksanaan kurikulum di pondok pesantren Abdul Hadi. Penelitian ini menunjukkan hasil bahwa kontribusi kurikulum di pondok pesantren Abdul Hadi dicapai melalui pembagian materi sesuai tingkatan, metode sorogan dan lalaran untuk santri putri salaf dan metode setoran binnadhor dan bilghoib serta takrir untuk satri putri tahfidz dan mengevaluasi dengan 2 cara yaitu lisan dan praktik. Di Pesantren Abdul Hadi adab akan semakin baik dan terkontrol melalui pembiasaan salat berjama'ah, muraja'ah, membaca doa sebelum belajar, duduk dengan rapi ketika sorogan, keteladanannya dalam bentuk ustadzah membiasakan bertutur kata yang sopan dan baik, menghormati waktu, ustadz datang tepat waktu saat kegiatan sorogan dan sikap tawadhu' ketika menjelaskan kitab, pengawasan dalam bentuk pemantauan penambahan hafalan setiap hari dan pemantauan ketika santri putri kurang fokus atau mengantuk ketika dikelas, dan hukuman dalam bentuk pengulangan hafalan untuk setor malam lebih banyak, berdiri 2 jam dengan membaca Al-Quran dan pembacaan kitab secara berulang di depan teman-temannya.

ABSTRACT

Fadilah, Nur Siti. 2025. *The Contribution of the Abdul Hadi Islamic Boarding School Curriculum in Instilling Female Students' Manners in the Digital Era*. Undergraduate Thesis, Islamic Education, Sekolah Tinggi Ilmu Tarbiyah Al-Urwatul Wutsqo Jombang, Supervisor: Beny Sinta Sari, S.Pd.I., M.Pd.

Keywords: Islamic Boarding School Curriculum, Instilling Female Students' Manners

The pesantren curriculum is a structured set of plans and guidelines that regulates the learning process within Islamic boarding schools. It encompasses various elements, including instructional materials typically derived from classical Arabic texts (kutub al-turath), and traditional teaching methods such as sorogan, bandongan, halaqah, memorization, and bahtsul masail (collaborative Islamic jurisprudence discussions). Additionally, pesantren curricula often place significant emphasis on improving the quality of Qur'anic memorization (tahfidz al-Qur'an). Pondok Pesantren Abdul Hadi, as an Islamic educational institution, is committed to building the character of its students. In pursuit of its educational goals, the pesantren implements a modern curriculum that integrates both the traditional (salaf) curriculum and Qur'anic studies. This study aims to describe the contributions of the curriculum at Pondok Pesantren Abdul Hadi and to examine the methods used in instilling moral and ethical conduct (adab) among female students. A qualitative approach was employed in this research, utilizing interviews, observations, and documentation involving caregivers, male and female teachers, administrators, and female students engaged in the tahfidz and salaf/kitab programs at the pesantren. The findings reveal that the curriculum at Pondok Pesantren Abdul Hadi contributes significantly to the educational process through the structuring of content based on student levels. Teaching methods such as sorogan and lalaran are applied to salaf students, while tahfidz students engage in recitation with reference, recitation from memory, and repetition. Student evaluations are conducted using two methods: oral assessment and practical performance. Moral and behavioral discipline at Pondok Pesantren Abdul Hadi is cultivated and maintained through various habitual practices, such as performing congregational prayers, reviewing memorization, reciting supplications before lessons, maintaining proper sitting posture during sorogan, and role modeling by the ustadzah through polite and respectful speech. Additional reinforcement includes respecting time, punctual attendance by teachers during sorogan, and demonstrating humility when explaining texts. Monitoring is conducted daily, focusing on the progress of Qur'anic memorization and student attentiveness in class. When a student is found to be inattentive or drowsy during lessons, corrective measures are taken. Disciplinary actions include repeating the memorized portion for the evening session, standing for two hours while reciting the Qur'an, and repeatedly reading classical texts aloud in front of their peers.