

ABSTRAK

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Kata Kunci: Implementasi, Program Takhassus Kitab, Metode *Amtsilati*, Pondok Pesantren

Pembelajaran kitab kuning di pondok pesantren menuntut penguasaan ilmu alat, khususnya nahwu dan sharaf, sebagai dasar memahami teks Arab tanpa harakat. Perbedaan kemampuan dasar bahasa Arab santri menjadi tantangan dalam proses pembelajaran tersebut. Untuk mengatasi hal ini, Pondok Pesantren Terpadu Nurul Musthofa Tabalong menyelenggarakan Program Takhassus Kitab berbasis metode Amtsilati sebagai upaya mempercepat pemahaman santri terhadap kitab kuning melalui pembelajaran ilmu alat yang terstruktur.

Penelitian ini bertujuan untuk menganalisis tujuan dan perencanaan, proses pelaksanaan, faktor pendukung dan penghambat, serta implikasi implementasi Program Takhassus Kitab berbasis metode Amtsilati terhadap kemampuan santri dalam membaca kitab kuning di Pondok Pesantren Terpadu Nurul Musthofa Tabalong. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan subjek penelitian meliputi pengelola pesantren, ustadz/ustadzah, dan santri peserta program. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi, sedangkan analisis data menggunakan model analisis interaktif.

Hasil penelitian menunjukkan bahwa Program Takhassus Kitab direncanakan secara terstruktur melalui penetapan jenjang pembelajaran, pemilihan kitab, pengaturan jadwal, serta penugasan ustadz/ustadzah yang kompeten. Pelaksanaan pembelajaran dilakukan secara bertahap dengan memadukan metode Amtsilati, sorogan, musyawarah, dan pemaknaan kitab, serta didukung media pembelajaran yang relevan. Faktor pendukung program meliputi dukungan pimpinan pesantren, kompetensi pendidik, dan semangat belajar santri, sedangkan faktor penghambatnya berupa keterbatasan waktu, perbedaan kemampuan santri, dan keterbatasan fasilitas. Secara keseluruhan, Program Takhassus Kitab berbasis metode Amtsilati memberikan implikasi positif terhadap peningkatan kemampuan santri dalam membaca kitab kuning, memahami kaidah nahwu sharaf, serta menumbuhkan sikap disiplin, ketekunan, dan kecintaan terhadap ilmu keislaman.

ABSTRACT

Fahriana Nurrisa. NIM. 240211020060. *The Implementation of the Takhassus Kitab Program Based on the Amtsilati Method at Pondok Pesantren Terpadu Nurul Musthofa Tabalong.* District Scientific Research, Department of Islamic Religious Education, Postgraduate, Antasari State Islamic University, Banjarmasin. Advisor I: Dr. H. Hasni Noor, M.Ag dan Advisor II Dr. M. Nur Effendi, S.S, M.Pd.I.

Keywords: Implementation, Takhassus Kitab Program, *Amtsilati* Method, Islamic Boarding School

This study of *kitab kuning* in Islamic boarding schools requires mastery of auxiliary sciences, particularly *nahwu* and *sharaf*, as the fundamental basis for understanding Arabic texts without diacritical marks. Differences in students' basic Arabic proficiency present challenges in this learning process. To address this issue, Pondok Pesantren Terpadu Nurul Musthofa Tabalong implements the *Takhassus Kitab* Program based on the *Amtsilati* method as an effort to accelerate students' comprehension of *kitab kuning* through structured instruction in auxiliary sciences.

This research aims to analyze the objectives and planning, implementation process, supporting and inhibiting factors, as well as the implications of the *Amtsilati*-based *Takhassus Kitab* Program on students' ability to read *kitab kuning* at Pondok Pesantren Terpadu Nurul Musthofa Tabalong. This study employs a qualitative descriptive approach, with research subjects consisting of pesantren administrators, teachers (*ustadz/ustadzah*), and students participating in the program. Data were collected through observation, interviews, and documentation, and analyzed using an interactive analysis model.

This findings indicate that the *Takhassus Kitab* Program is systematically planned through the determination of learning levels, selection of texts, scheduling, and assignment of qualified teachers. The learning process is implemented gradually by integrating the *Amtsilati* method with *sorogan*, *musyawarah*, and text interpretation activities, supported by relevant learning media. Supporting factors include leadership support, teacher competence, and students' learning motivation, while inhibiting factors consist of limited instructional time, variations in students' initial abilities, and insufficient learning facilities. Overall, the *Amtsilati* based *Takhassus Kitab* Program has positive implications for improving students' ability to read *kitab kuning*, understand *nahwu sharaf* principles, and develop disciplined, diligent attitudes and a strong appreciation for Islamic knowledge.