



IMPLEMENTATION OF LEARNING THE SAFINATUN NAJAH BOOK TOWARDS IMPROVING WOMEN'S UNDERSTANDING OF FIQH AT THE AL-INTIQOL ISLAMIC BOARDING SCHOOL IN CIANJUR

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ABSTRACT

This study aims to determine the implementation of learning the book Safinatun Najah in improving women's understanding of Islamic jurisprudence at the Al Intiqol Islamic Boarding School in Cianjur. This study used a qualitative approach with a case study design, involving 10 female students as participants. Data collection was carried out through participatory observation, in-depth interviews, questionnaires, cognitive tests, and documentation. The learning process was carried out using the bandongan method in general religious studies and the sorogan method in supervised group study sessions. The learning material focused on women's Islamic jurisprudence, specifically menstruation, postpartum bleeding, istihadhah, and thaharah. The results showed that learning the book Safinatun Najah had a positive impact on improving the understanding of female students, as evidenced by the ability to distinguish blood types and a better understanding of the laws of purification. The results of the cognitive test showed that 8 out of 10 female students scored above 80, and interviews confirmed their increased understanding. In conclusion, the implementation of learning the book Safinatun Najah plays an important role in shaping women's understanding of Islamic jurisprudence in the Islamic boarding school environment.

Keywords: Safinatun Najah; women's jurisprudence; Islamic boarding school; learning yellow books.

INTRODUCTION

Islamic boarding schools (pesantren) are among the oldest Islamic educational institutions in Indonesia, playing a crucial role in shaping the community's religious understanding, particularly in the field of Islamic jurisprudence (fiqh). Despite modernization, pesantren maintain the classical learning methods known as bandongan and sorogan, which have proven effective in transmitting religious knowledge from generation to generation. One of the books taught in pesantren is Safinatun Najah, by Sheikh Salim bin Sumair Al-Hadhrami, which discusses the main points of worship in a concise yet systematic manner.

The book Safinatun Najah occupies a strategic position in teaching basic jurisprudence, especially among female students. This is because this book contains explanations about the procedures for purification, prayer, fasting, zakat, hajj, and

various other laws of worship which are the obligations of every Muslim. For women, understanding women's jurisprudence - including menstruation, childbirth, istihadhah, and purification - is very important because it is directly related to the validity of worship.

Various previous studies have shown that female students' understanding of women's jurisprudence (fiqh) in several Islamic boarding schools (pesantren) varies. Most students do not accurately understand the timing of menstruation and postpartum bleeding, leading to frequent errors in determining the period of purity and performing religious duties. This situation indicates a gap between the fiqh material taught and the students' understanding.

Al Intiqol Islamic Boarding School in Cianjur is one of the Islamic boarding schools that consistently teaches the book Safinatun Najah in its curriculum. In its teaching, this boarding school combines the bandongan method, which provides general explanations, with the sorogan method, which encourages students to actively read and understand the book independently. This approach is expected to address the gap in women's understanding of Islamic jurisprudence.

Theoretically, learning Islamic jurisprudence (fiqh) using a yellow book like Safinatun Najah requires a teaching method that not only explains the text but also relates it to everyday life. According to constructivist theory, the learning process will be more effective if students actively construct their knowledge through discussions, questions and answers, and practice applying Islamic jurisprudence to real-life situations.

In-depth studies on the effectiveness of the yellow book learning method in understanding women's fiqh are still rare. Most studies focus solely on teaching methods or general learning outcomes without specifically examining laws relevant to women. Therefore, this study fills this gap by specifically examining the implementation of the Safinatun Najah learning method on women's understanding of fiqh.

This study aims to: (1) Describe the implementation of learning the book Safinatun Najah in women's jurisprudence at the Al Intiqol Cianjur Islamic Boarding School; (2) Explain the learning methods used; and (3) Identify the impact of learning on increasing the understanding of female students.

Research methods

This research uses a qualitative approach with a case study design. This approach was chosen because the focus of the research is to understand the phenomenon in depth: how implementing the Safinatun Najah book can improve women's understanding of Islamic jurisprudence among female students at the Al Intiqol Islamic Boarding School in Cianjur.

1. Research Location and Subjects

The research was conducted at the Al Intiqol Islamic Boarding School in Cianjur, which has approximately 40 female students. Ten female students who actively participated in the Safinatun Najah study group were selected purposively.

2. Data collection technique

- a. Participatory Observation – Researchers are directly involved in religious study activities to observe the learning process.
- b. In-depth Interviews – Conducted with ustadz, Islamic boarding school administrators, and female students to gather detailed information.
- c. Questionnaire and Cognitive Test – Used to measure the level of understanding of female students.
- d. Documentation – Collecting supporting data in the form of activity photos, study notes, and Islamic boarding school archives.

3. Data Analysis Techniques

Data were analyzed through the stages of data reduction, data presentation, and conclusion drawing. Data validity was tested using source and method triangulation.

RESULT

The results of the observation show that learning the book *Safinatun Najah* is carried out every night for 90 minutes, using the *bandongan* method for group learning and *sorogan* for individual learning.

From the results of the questionnaire:

Female students (90%) regularly attend lessons on the book *Safinatun Najah*.

Female students (80%) stated that they understood the law of menstruation according to the book *Safinatun Najah*.

85% feel more confident in determining these conditions, so they are no longer hesitant in deciding whether they can perform certain religious duties.

As many as 80% of female students felt that the female teacher's teaching method, especially the *bandongan* method, was easy for them to understand.

As many as 90% of female students felt that group learning activities were very helpful for them in understanding the material on women's jurisprudence.

90% of female students acknowledged an increase in their understanding of women's jurisprudence after studying the book *Safinatun Najah*.

The cognitive score of 8 out of 10 female students managed to get a score above 80, 80% showed a good understanding of the material. 2% of female students have not reached the graduation standard, especially not being able to distinguish *istihadhah* blood and explain the process of purification in detail.

DISCUSSION

1. Implementation of Learning the Book of *Safinatun Najah*

The research results show that at the Al-Intiqol Islamic Boarding School, the teaching of the *Safinatun Najah* book uses two main methods: *bandongan* and *sorogan*. In *bandongan*, the ustadz reads the text, provides a translation, and explains the meaning word by word. This method makes it easier for female students to understand classical Arabic sentence structure and the contextual meaning of fiqh terms. *Sorogan* is carried out in group study sessions supervised by the boarding school administrators. Female students read the text directly in front of a mentor or administrator, then receive pronunciation corrections and additional explanations.

This method aligns with Zamakhsyari Dhofier's opinion, which describes bandongan and sorogan as typical Islamic boarding school methods that effectively train the skill of reading yellow books without vowels and deepen understanding of the text's meaning. In the context of women's fiqh education, these two methods allow for more detailed explanations, particularly in distinguishing similar rulings, such as menstrual bleeding and istihadhah.

2. The Relationship of Material to the Needs of Female Students

The women's jurisprudence (fiqh) taught in the Safinatun Najah course at the Al Intiqol Islamic Boarding School covers menstruation, postpartum bleeding, istihadhah, and procedures for purification. This material was selected based on its high relevance to the needs and experiences of female students in their daily lives. A proper understanding of the minimum and maximum limits of menstruation, the signs of purity, and the laws related to istihadhah has direct implications for the validity of worship, particularly prayer, fasting, and other acts of worship that are closely related to the daily lives of female students.

In interviews, female students stated that before participating in the course, they often experienced confusion in determining the status of their blood loss, whether it was menstruation, postpartum bleeding, or istihadhah. This confusion often led to doubts about the validity of their religious practices. However, after participating in the Safinatun Najah course, they felt more confident and firm in determining the status of their religious practices. This demonstrates that the course not only enhances theoretical knowledge but also provides practical certainty that is very helpful in carrying out religious obligations.

This finding aligns with research by Humaidah Br Hasibuan et al., which found that the sorogan method encourages active student involvement in the learning process. Through sorogan, students not only listen to the teacher's explanations but also practice reading the text directly, receive corrections, and discuss unclear issues. This learning style deepens students' understanding and makes them more resilient.

Thus, women's Islamic jurisprudence (fiqh) learning through the book Safinatun Najah has proven not only relevant but also effective in addressing the practical needs of female students. This relevance is further demonstrated by the fact that the material truly addresses the real-life issues they face, while the methods used provide space for active participation and continuous strengthening of understanding.

3. Impact on Cognitive Understanding and Values

Questionnaire data and cognitive scores indicate an increase in the students' understanding after participating in the training. This improvement is evident not only in their ability to master theory but also in their skills in applying knowledge of women's fiqh to real-life situations.

For example, in the final test, female students were able to answer scenarios such as "What is the ruling on prayer if blood comes out on the 16th day after menstruation begins?" with the correct answer.

This finding aligns with research by Aan Herdiana et al., which states that the sorogan method not only improves reading skills in yellow books but also

strengthens understanding of the material. The novelty of this study is its specific focus on women's fiqh, while many previous studies have discussed yellow books in general.

4. Supporting Factors

The success of implementing the learning of the book *Safinatun Najah* to improve women's understanding of Islamic jurisprudence at the Al Intiqol Islamic Boarding School cannot be separated from the existence of several supporting factors.

First, the competence of the ustadz or teachers. The ustadz possess a good command of the material and are able to explain it in simple language, making it easy for the female students to understand. This competence encompasses not only mastery of the yellow book text but also the ability to provide contextual explanations relevant to the students' daily lives. Thus, the material on women's fiqh (Islamic jurisprudence) is not merely theoretical but can also be applied in everyday life.

Second, the discipline of female students. Attendance during learning activities is quite high, with an average of 90%. This high level of discipline contributes to the continuity of the learning process and facilitates mastery of the material. Disciplined attendance also reflects strong learning motivation, thus making the internalization of Islamic jurisprudence values more effective.

Third, a conducive Islamic boarding school environment. Islamic boarding schools are relatively free from external distractions, both physically and socially. This provides a calm and focused learning environment. The support of simple yet well-maintained facilities and infrastructure also contributes to a comfortable learning environment for female students.

Fourth, there is the habit of reviewing, or repeating, material. Female students are accustomed to reviewing material outside of formal learning hours, both independently and in groups. This activity helps them reinforce their memorization of fiqh terms, understand the structure of the text, and sharpen their analytical skills in solving legal problems. Through reviewing, understanding is not easily lost, and the students' retention of the material is better maintained.

With these four supporting factors, the process of learning the book *Safinatun Najah* runs more effectively, and has a real impact on increasing the understanding of women's jurisprudence among female students at the Al Intiqol Islamic Boarding School.

5. Inhibiting Factors

The obstacles faced include:

External disturbances, although the Islamic boarding school is relatively conducive, small disturbances such as noise from the surrounding area and drowsiness can also reduce concentration in studying.

Differences in initial abilities: new female students who are not used to reading books need more time to understand the material.

6. Comparison with Previous Research

Muhammad Solihin's (2022) research has quite significant differences with the author's research. Muhammad Solihin's research emphasizes learning strategies, namely the use of the sorogan method as the main tool in transferring fiqh material from the book *Safinatun Najah* to students. Meanwhile, the author's research focuses

on learning outcomes, namely increasing women's understanding of fiqh through the study of the book among female students. In addition, Muhammad Solihin's research was conducted at the Al-Bidayah Islamic boarding school in Jember with students as the subject in general, while the author's research was conducted at the Al Intiqol Islamic Boarding School in Cianjur with a specific focus on female students and fiqh material related to women. Thus, the main differences lie in the research objectives, research subjects, and fiqh material studied.

7. Research Implications

The results of this study indicate that learning the yellow books, particularly *Safinatun Najah*, remains highly relevant to the needs of Islamic students today if appropriately adapted. This relevance is evident in the female students' improved understanding of women's jurisprudence after participating in the *bandongan* and *sorogan* methods. This demonstrates that the tradition of teaching the yellow books not only holds historical and cultural value but also remains effective as a means of transferring religious knowledge.

For other Islamic boarding schools, the combination of the *bandongan* and *sorogan* methods can be used as a flexible learning model. The *bandongan* method is effective for delivering material broadly and evenly, while the *sorogan* method emphasizes in-depth study and individual correction. However, to increase its effectiveness, innovation is needed in the form of the use of visual media such as charts, diagrams, or illustrations to help students understand complex material, particularly those related to women's jurisprudence (fiqh) such as menstruation, postpartum bleeding, and *istihadhah*.

Furthermore, learning effectiveness can be enhanced by extending the allocated study time or adding dedicated sessions for structured review (*murojaah*). This approach will help students not only understand theory but also be better prepared to apply Islamic jurisprudence (fiqh) in their daily lives. Thus, the yellow book learning system can be maintained in modern Islamic boarding schools without losing traditional values, while simultaneously addressing the challenges of the times with a more contextual and applicable approach.

CONCLUSION

The teaching of the book *Safinatun Najah* at the Al Intiqol Islamic Boarding School in Cianjur uses a combination of the *bandongan* and *sorogan* methods, which have proven effective in improving women's understanding of Islamic jurisprudence. This success is supported by systematic delivery of the material, teacher mastery, and the active involvement of female students. The impact of the learning is evident in the students' improved ability to understand the timing of menstruation and postpartum bleeding, distinguish between *istihadhah* blood, and apply the correct procedures for purification.

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