Learning the *Kitab 'Uqūdullujain* with the Zoom Application

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Informasi Artikel	**Abstract**
	The high divorce rate in East Java, especially in Jember, requires a study of science that can mitigate divorce in the household. This research, which was carried out at the Al-Khozini Student Dormitory, aims to determine the objectives, materials, methods and media used in studying the book 'Uqūdullujain using the Zoom application among students in Kaliwates Jember. This article uses a qualitative research approach with a case study type of research. The collection technique uses structured interviews, non-participatory observation, and documentation. There are two types of data validity in this research, namely source triangulation and technical triangulation. Data analysis in the research used the Milles and Huberman model. 'Uqūdullujain's research learning with Zoom at the Al-Khozini Kaliwates School in Jember revealed harmony with Islamic boarding school regulations, emphasis on marital obligations. Overall, this research highlights effective methods and media for conveying important knowledge about marital responsibilities. These findings reflect Hamzah B. Uno's cognitive domain theory for establishing goals and Reigeluth's categorization for cognitive material. The method (bandongan and lecture) is in line with Akhiruddin and Zainal Aqib's theory, while the use of media (books, notes, Zoom) is in accordance with Hujair AH Sanaky's classification.

Tingginya angka perceraian di Jawa Timur, khususnya di Jember, memerlukan adanya kajian terhadap ilmu pengetahuan yang dapat memitigasi perceraian dalam rumah tangga. Penelitian yang dilaksanakan di Asrama

Mahasiswa Al-Khozini ini bertujuan untuk mengetahui tujuan, bahan, metode, dan media yang digunakan dalam mempelajari *kitab 'Uqūdullujain* menggunakan aplikasi Zoom di kalangan santri di Kaliwates Jember. Artikel ini menggunakan pendekatan penelitian kualitatif dengan jenis penelitian studi kasus. Teknik pengumpulannya menggunakan wawancara dengan struktur, observasi non partisipatif, dan dokumentasi. Keabsahan data dalam penelitian ini ada dua yaitu triangulasi sumber dan triangulasi teknis. Analisis data pada penelitian menggunakan model Milles dan Huberman. Penelitian pembelajaran *'Uqūdullujain* dengan Zoom di Sekolah Al-Khozini Kaliwates Jember mengungkapkan keselarasan dengan peraturan pesantren, menekankan pada kewajiban perkawinan. Secara keseluruhan, penelitian ini menyoroti metode dan media yang efektif untuk menyampaikan pengetahuan penting tentang tanggung jawab perkawinan. Temuan ini mencerminkan teori domain kognitif Hamzah B. Uno untuk menetapkan tujuan dan kategorisasi Reigeluth untuk materi kognitif. Metode (*bandongan dan* ceramah) selaras dengan Teori Akhiruddin dan Zainal Aqib, sedangkan penggunaan media (buku, catatan, Zoom) sesuai dengan klasifikasi Hujair AH Sanaky.

I.   INTRODUCTION

Problems in marriage cannot be denied, ranging from mild to severe problems. According to those who cannot overcome these problems, divorce is the best solution. According to Andriyanto, Head of the East Java Office of Women's Empowerment, Child Protection and Population, the divorce rate in East Java has increased during the pandemic, with 55,747 cases recorded, which is higher than the previous year by around 8,300 until September 2020 based on data from the Religious High Court (Permani, 2020). Jember even ranks as the third-highest divorce rate in Indonesia (Suaraindonesia, 2019). Among the causes of these problems is the lack of knowledge. This knowledge can be obtained, among others, through the *kitab 'Uqūdullujain*.

`Uqūdullujain* is a *kitab kuning* by Sheikh Muhammad Nawawi Bin Umar Al-Jawi. Studying the book before marriage is a kind of preparation for raising a family, so based on the data above, studying the *kitab 'Uqūdullujain* can minimize

divorce in the family. Therefore, studying the book is very important. This 23-page book discusses the ethics of husband and wife. A happy family that follows Islamic law creates a harmonious family and does not disobey Allah Swt.

This is also related to the words of Allah in QS. At-Tahrīm verse 6: O you who believe! Protect yourselves and your families from the Fire, whose fuel is man and stone; its guardians are angels, harsh and hard, who do not disobey Allah in what He commands them and always do what is commanded (Suryadin et al., 2021).

Islamic boarding school is a community-based institution for individuals who instil faith and devotion to Allah Swt, spread noble morals and uphold the noble, tolerant and balanced teachings of *Islam rahmatan lil'alamin*, foundations, Islamic social organizations or established by the community (Riyadi & Akhmadi, 2022). In the framework of the Republic of Indonesia's unitary state, the Indonesian nation's sustainability is based on exemplary and other noble values through Islamic conversion education, education, Islamic conversion, exemplary and empowerment of Indonesian society, and other noble values (Rahman, 2020).

Al-Khozini student boarding school is one of the boarding schools currently implementing the learning of *'Uqūdullujain*. This boarding school is located not far from the UIN KHAS Jember campus, in Pesona Surya Milenia Housing Block C3 Number 1 Kaliwates Jember. The learning here emphasizes salaf books, from fiqh, namely *fathul qarībil mujīb* hadith using the *kitab riyadlus sholihīn* then tasawwuf using the *kitab nashoihul 'ibād*, and this kitab *'Uqūdullujain*. This boarding school's students are all female UIN KHAS Jember students. Therefore, it is appropriate to study the *kitab 'Uqūdullujain* to provide provisions for female students so that they can prepare their home life according to the Qur'an and Sunnah.

Zoom is a popular application used during the Covid-19 pandemic. Zoom is a learning media that uses video. The founder of the Zoom app is Eric Yuan. It started in 2011 and is headquartered in San Jose, CA. Since the platform is free, the time limit is 40 minutes, while the paid one has no time limit and can be used

by anyone. This Zoom app allows anyone to communicate directly with anyone, making it a great learning medium (Haqien & Rahman, 2020).

According to the results of pre-field observations conducted by researchers at the Al-Khozini student boarding school, it is stated that this boarding school implements the learning of the *kitab 'Uqūdullujain* for students which is not studied in student boarding schools around the UIN KHAS Jember campus, this is unique, especially the implementation of learning the *kitab 'Uqūdullujain* at the boarding school which was originally carried out face-to-face but has now switched to using the zoom application as a form of adaptation to the current covid-19 conditions so that learning continues (Huda et al., 2020).

The focus of research in this study is how the purpose of the implementation of learning the *kitab 'Uqūdullujain* with the zoom application at the Al-Khozini Kaliwates Jember student boarding school, how is the material, what is the method, what is the media of implementation of learning the *kitab 'Uqūdullujain* with Zoom application in Al-Khozini Kaliwates Jember student boarding school.

II.   METHODS

This research uses a qualitative approach with descriptive type (Sugiyono, 2019). The research location is located at the Al-Khozini Student Boarding School, Perumahan Pesona Surya Milenia Blok C3 Number 1 Kaliwates District, Jember Regency. The researchers took this location because boarding school is specifically for students who, after graduating from undergraduate, generally will settle down and, during the learning pandemic takes place use the Zoom application. Then, for the research subjects, the purposive sampling technique was used. The research subjects are the caregiver of Al-Khozini student boarding school, *ustadz* who teaches the *kitab 'Uqūdullujain* of Al-Khozini Student Boarding School, and Al-Khozini Student Boarding School students. The research conducted qualitatively at Al-Khozini student boarding school in Kaliwates Jember focused on learning the *kitab 'Uqūdullujain* with the Zoom application. The subjects included the caregiver, *ustadz*, and boarding school students (Ikhwan, 2021).

Data collection involved non-participatory observation, planned-unstructured interviews, and documentation. For observation, we used non-participatory

observation to obtain the information needed easily, including confidential ones. We used planned-unstructured interviews to make the interview process flexible; perhaps during the interview process, we got data outside the plan but needed. Furthermore, the last is documentation, digging up the data needed such as *santri* data, activities of learning the *kitab 'Uqūdullujain* with the Zoom application, management structure, and teacher data. This research uses the Miles and Huberman data analysis model after revision: data condensation, data presentation, and conclusions or verification. While data validity uses triangulation. The types of triangulation used in this research are source triangulation and technique/method triangulation (Miles & Huberman, 2014).

III. FINDINGS AND DISCUSSION

Learning Objectives of the *Kitab 'UqūDullujain*

Learning is a process of organizing the environment around students so that it can cause and encourage students to carry out the learning process (Pane & Dasopang, 2017). According to UU No. 20 of 2003 concerning National Education System article 1, paragraph 20, learning is the process of interaction between educators and students and learning resources that take place in a learning environment (Mustakim, 2020). Learning is a process of interaction between teachers and students, both directly, such as face-to-face activities and indirectly, namely by using various learning media (Rusman, 2018). According to Chauhan, quoted by Sunhaji, said that learning is an effort to provide stimulus, guidance, direction, and encouragement to students so that the learning process occurs; Chauhan further revealed that "learning is the process by which behaviour is or changed through practice or training" (Sunhaji, 2014).

The learning process is an effort to make students learn so that the situation is to make students learn so that the situation is a learning situation (event of learning), namely an effort to change students' behaviour. behaviour change of students (Putro et al., 2020). Learning is an educator's effort to realize the process of process of acquiring knowledge, mastering skills, and shaping learners' character and beliefs (Dewi & Alam, 2020). So, it can be concluded that learning is an interaction process. So, it can be concluded that learning is a process of

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interaction with students and learning components to realize the learning objectives that have been set.

The benefits of compiling learning objectives are: (1) making it easier to communicate the purpose of teaching and learning activities to students so that students can carry out their learning activities more independently; (2) making it easier for educators to determine and compile teaching materials; (3) making it easier for educators to determine learning activities and learning media; (4) making it easier for educators to conduct assessments (Iriani & Ramadhan, 2019).

Learning objectives are the first component that must be compiled before conducting learning (Adri et al., 2021). The purpose of learning the *kitab 'Uqūdullujain* with the Zoom application at the Al-Khozini student boarding school is to follow boarding school regulations and provide an understanding of the obligations of husbands towards wives, the obligations of wives towards husbands, prayer at home for women, and the prohibition of seeing the opposite sex to students so that they can be their provision when they are married.

The findings are in accordance with the theory put forward by Hamzah B. Uno, where the classification of learning objectives is divided into three domains, namely first, the cognitive domain, which includes the level of knowledge, the level of understanding, and the level of application, the level of analysis, the level of synthesis, the level of evaluation. Second, the affective domain includes acceptance, responsiveness, confidence, application of work, perseverance and rigour. Third, the psychomotor domain includes perception, readiness to perform activities, mechanisms, directed reactions, adaptability, and origination (Uno, 2023). The cognitive area has levels, one of which is the level of understanding per the findings.

Research from Rosyid describes the steps, effectiveness and obstacles in using the Zoom Cloud Meeting Application in Educational Statistics Lectures. This research uses qualitative research. From the research results it can be concluded that in using the Zoom Cloud Meetings application there are steps in using the Zoom application as an online lecture medium; In terms of effectiveness, this application is quite effective for online lecture media (Rosyid et al., 2020).

Research from Nurmainiati & Ghina on Santri's response to online learning in Grampose lessons aims to determine the response of santri to online learning in grampose learning during the Covid-19 pandemic (Nurmainiati & Ghina, 2021).

Study Materials for the *Kitab 'UqūDullujain*

Learning material is the substance that will be delivered in the teaching and learning process. Without learning material, the teaching and learning process will not run. Therefore, teachers who will teach must have and master the subject matter that will be delivered to students (Hamdayama, 2022). In general, the types of learning materials consist of knowledge (cognitive), skills (psychomotor), and attitudes (affective) (Nafiati, 2021). Meanwhile, according to Reigeluth, quoted by Arbain Nurdin, the type of cognitive learning material consists of facts, concepts, principles, and procedures (Nurdin, 2019). This cognitive material has five levels, from the simplest to the most complex, namely the level of knowledge, the level of understanding, the level of application, the level of analysis, the level of synthesis, and the level of evaluation (Uno, 2023). The following is a description of the types of subject matter:

1. Factual material, which is everything that is in the form of reality and truth. This includes names of objects, places, people, symbols, historical events, parts or components of an object, and so on (Iriani & Ramadhan, 2019). For example, in the lesson on the practice of caring for the dead, there are shrouds, water, fragrant objects, and so on.

2. Concept material, which is anything in the form of a new understanding that is generated as a result of thinking. This includes understanding, definition, meaning, and essence (Imam, 2016). Example: a learner is someone who is gaining knowledge from people who are qualified in their field.

3. Principle material is in the form of main things, principal, and has the most important position. Includes postulates, formulas, postulates adages, paradigms, and theorems (Alwi et al., 2020). Example: the argument about adultery is found in Surah Al-Isra verse 32.

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4. Procedural material, namely systematic or sequential steps in doing an activity and chronology of a system. for example, the steps of performing prayers, ways to learn the Koran or ways to memorize hadiths.

5. Affective material, including responding, acceptance (appreciation), internalization, and assessment (Nurdin, 2019). This affective includes the willingness to accept, respond, belief, application of work, and perseverance and thoroughness.

6. Motor material consists of initial movements, semi-routine, and routine (Uno, 2023).

The learning material of the *kitab 'Uqūdullujain* discusses knowledge that will be useful if you are married later. As a Muslim, you should learn this knowledge because it is in accordance with the recommendations of Islam to form a *sakinah mawaddah warahmah* family and also carry out orders to protect the family from hellfire. This is in accordance with the material of the *kitab 'Uqūdullujain*, which contains the obligations of husbands towards wives, the obligations of wives towards husbands, prayer at home for women, and the prohibition of seeing the opposite sex.

This finding is the same as Reigeluth's theory quoted by Arbain Nurdin, where cognitive material consists of facts, concepts, principles and procedures (Nurdin, 2019). The results of these findings are grouped based on the type of material from cognitive abilities, including factual material. Factual material includes stories of previous prophets and pious people. The concept includes an explanation regarding the QS. An-Nisa' verse 19, the principle includes propositions such as QS. An-Nisa' verse 19, and the procedures contain procedures for resolving disputes or conflicts between husband and wife (Akhirudin, 2015).

Sahab's research shows that the family is an interaction between husband and wife, wife and husband, children and parents, and parents and children. According to Sheikh Muhammad Nawawi Al-Bantani, a husband must have a wise attitude towards his family and be able to provide for them. Then, according to him, husband and wife must also be polite and not do things that could hurt

feelings, both husband to wife and wife to husband. Then husband and wife are advised to take care of their make-up (decoration) because it is included in the path of *ma'ruf* (Sahab, 2019).

Method of Studying the *Kitab 'UqūDullujain*

Method comes from the Latin Meta, which means through, and hodos, which means way or. In Arabic, the method is called tharikoh, which means path, distance, system or order in teaching something. Meanwhile, according to the term method is a system that organizes an ideal (Firdaus & Fauzian, 2020). Learning methods in boarding schools are also called boarding school learning systems. According to several experts, the various systems or methods of boarding school learning are as follows.

According to Rusdi, there are seven pesantren learning systems, namely: *sorogan*, *wetonan/bandongan*, deliberation/*bahtsul masail* method, flash recitation method, memorization method (*muhafadhah*), class method, and evaluation method (Rusdi, 2018). Then, according to Arifatul Chusna and Ali Mohtarom, there are six pesantren learning systems, namely: *sorogan* method, *wetonan/bandongan* method, deliberation/*bahtsul masail* method, market study method, memorization/*muhafadhah* method, demonstration/practice of worship method (Chusna & Mohtarom, 2019). Meanwhile, according to Mustofa, the pesantren learning system is divided into two: individually called the *sorogan* method and in groups called *bandongan* (Mustofa, 2018). Furthermore, according to Mokhammad Miptakhul Ulum, there are differences in the *pesantren* learning system for santri and students, the pesantren learning system for *santri* is *wetonan, sorogan, mudzakarah /bahsul masail*, and *takhdim* while the methods for students are *qiro'ah, sima'ah, takallum*, and *kitabah* (Ulum, 2018). According to the journal by Idhoh Anas, the Islamic boarding school learning system carried out in Islamic boarding schools is more specific to teaching books; namely, there is the *sorogan, wetonan* or *bandongan* method and the rote method; Apart from that, there are also lightning/quick methods, deliberation methods, and *muthala'ah* methods (Anas, 2012).

Learning materials can be delivered well if the right method is used. In this study, the bandongan or its other name are the wetonan and lecture methods. So the ustadz and the students hold the same book; the ustadz teaching the *kitab 'Uqu dullujain* reads the meaning of the words of the book, and then the students listen and write what the ustadz reads (Abdullah, 2016).

This finding is the same as the theory put forward by Km. Akhiruddin who stated that wetonan is a method in which in its application the ustad reads the book in front of the students who also hold and pay attention to the same book (Akhirudin, 2015). Then to explain the contents of the book 'uqu dullujain, the ustadz uses the lecture method, so after the ustadz reads the word-for-word meaning of the contents of the book 'uqu dullujain then the ustadz explains the meaning of the contents of the book. This result aligns with the theory put forward by Zainal Aqib and Ali Murtadlo in his book Collection of Creative and Innovative Learning Methods. The book explains that the lecture method is a teaching method used by educators in a monologue and one-way communication (Aqib & Murtadlo, 2016).

Research from Rohana on various media used for online learning, such as WhatsApp, Google Meet, Zoom, Google Classroom, and other e-learning platforms. However, among all these media, WhatsApp seems to be the simplest and most accessible media at all levels of education. Online learning has now become an effective medium for carrying out the teaching and learning process at all levels of education. To make the online teaching and learning process more effective during the Covid-19 pandemic, experts recommend several learning models such as distance learning, face-to-face learning, e-learning, project-based learning, and blended learning (Rohana, 2019).

Research from Rajab on problems that occur in Islamic boarding schools include the learning process in the classroom still being centered on the teacher, the main source of knowledge still coming from the teacher, and developing literacy still listed (reading, writing and arithmetic). The research results include that Islamic boarding school leaders can carry out information technology-based learning using a Learning Management System (LMS), such as Google Classroom,

Zoom Clouds Meeting, Schoology and other LMS. So the learning process is not only centered on the teacher but also on the students, and the literacies used are data literacy, human literacy and technological literacy (Rajab et al., 2020).

Learning Media for the *Kitab 'Uqū̄Dullujain*

Learning media is an intermediary whose function is to convey messages (Winarto et al., 2020). Media and learning tools are basically different because learning devices include hardware, and learning media include software. Basically, media and learning tools are different because learning tools are hardware while learning media is software (Abdullah, 2016). There are many types of media that can be used to support the implementation of successful learning. Classification of types of learning media according to Kemp and Dayton, quoted by Iriani and Ramadhan, as follows: print media, displayed media, overhead transparency, sound recordings, sound slides and film strips, multi-image presentations, videos and films, computer-based instruction (Iriani & Ramadhan, 2019).

While Oemar Hamalik, quoted by Umar, defines media as a technique used in order to further streamline communication between educators and students in the teaching process at school. Meanwhile, learning is a communication process between educators and students to convey learning materials. So, learning media is a tool that serves to facilitate the learning process to achieve predetermined learning goals (Umar, 2014).

The Zoom application is a cloud computing-based video communication application made in the United States. This application provides remote conferencing services by combining video conferencing, online meetings, and chat with mobile collaboration. This application can be accessed through Windows, Linux, iOS, OS, Mac, website, and Android (Kelana et al., 2021).

In the Al-Khozini student boarding school for learning the *kitab 'Uqu ̄dullujain* uses various media as mentioned in the theoretical study, one of which is for printed media in the form of the *kitab 'Uqu ̄dullujain*, as a complement there are also those who use notebooks and stationery, due to pandemic conditions so that learning can be carried out remotely, the boarding school chooses to use the zoom application.

The results of these findings are in line with the theory put forward by Hujair AH Sanaky in his book Interactive-Innovative Learning Media, which states that there are six types of learning media, namely print media, exhibition media, projection media, audio, video, VCD recordings, and computers (Sanaky, 2013).

Rajab's research on the use of the Zoom and Google Meet applications as optimization media aims to provide training on the use of the Zoom and Google Meet applications. The training approach used is interactive, involving live demonstrations to demonstrate the use of key features and question and answer sessions to ensure participant understanding. Expected outcomes include improved technical skills, where participants can use basic and advanced features in Zoom Meeting and Google Meet smoothly. The positive impact of this activity is an increase in team performance so that the team can work more efficiently and effectively in virtual meetings, resulting in an increase in overall performance. Apart from that, this activity is also expected to increase the ability of team members to work flexibly from different locations and times, strengthening flexibility and collaboration between team members who may be in different geographical locations (Rofiqah et al., 2023).

Puspitasari's research on this community service activity aims to provide training to students at the Mizanul Ulum Islamic Boarding School, Sanrobone, Takalar Regency in the use of online learning so that they can develop information and technology in the learning process. The implementation method for online learning training is carried out in several stages, namely location surveys and collaboration with partners at schools, conducting outreach about online learning in schools, implementing online learning training, and evaluation. As for the results achieved, participants understood the importance of applying IT in the learning process, participants were able to use online learning media such as the Zoom and Google Meet applications, participants were able to carry out online learning activities using the Zoom and Google Meet applications (Puspitasari et al., 2023).

IV. CONCLUSION

Based on the analysis of the data obtained in the field about the learning of the *kitab 'Uqu̅dullujain* with the zoom application at Al-Khozini Kaliwates Jember student boarding school, the following conclusions are obtained: The purpose of the implementation of learning the *kitab 'Uqu̅dullujain* with the zoom application at the Al-Khozini student boarding school is to follow *pesantren* regulations and provide an understanding of the obligations of husbands towards wives, the obligations of wives towards husbands, prayer at home for women, and the prohibition of seeing the opposite sex, to students so that they can be their provision when they are married. The material of the *kitab 'Uqu̅dullujain* by Sheikh Muhammad Nawawi Bin Umar Al-Jawi contains the obligations of husbands towards wives, the obligations of wives towards husbands, prayer at home for women, and the prohibition of seeing the opposite sex. The method used in learning the *kitab 'Uqu̅dullujain* uses the bandongan and lecture methods. The media used in learning the *kitab 'Uqu̅dullujain* with the Zoom application at the Al-Khozini student boarding school uses the media *kitab 'Uqu̅dullujain*, notebooks, stationery, and the Zoom application.

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