

The Tradition of Reading Surat Al Kahfi at The Al Qur'an Islamic Boarding School Gumawang Wiradesa Pekalongan

Tradisi Pembacaan Surat Al Kahfi di Pondok Boarding School Al Qur'an Gumawang Wiradesa Pekalongan



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Abstract

Background and Objectives: The integration of Quranic practices into daily life, and their influence on society and individuals. One of them is the recitation of Surat al-Kahf at the Quranic Boarding School, Gumawang, Wiradesa, Pekalongan. The tradition of reciting Surat al-Kahf at Pondok Pesantren Al-Qur'an Gumawang every Friday is not only a religious obligation, but also an important part of the spiritual and moral development of the students. The purpose of this article is to understand the phenomenon of reciting Surah al-Kahf at the Qur'anic Boarding School, Gumawang, Wiradesa. **Method:** The research method that will be conducted is the Living Quran method which interprets the Qur'an as a valuable entity in life. The research data will be collected through interviews and literature study, which will then be analysed using descriptive analytical method. The author will describe the data findings systematically and factually based on the data collected.

Main findings: This study found that the tradition of reciting Surah Al-Kahf at the Gumawang Qur'anic Boarding School is not only a routine worship practice, but also part of the Living Qur'an approach which emphasises understanding and internalising Qur'anic values in daily life. **The main contribution** of this research is to provide insight into a model of Qur'anic education that is not only oriented towards intellectual aspects, but also includes character building and the practice of Islamic values in social life.

Conclusion: the study of the recitation of Surah Al-Kahf in Pondok Boarding school Al-Qur'an Gumawang, Wiradesa, Pekalongan which has become a tradition developed and embedded through reading, reflection and discussion. This tradition becomes a tool for developing a deep understanding of the values contained.

Keywords: Functional Reception, Reading Tradition, Surah Al-Kahfi, Islamic Boarding School, Living Qur'an

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DOI : <https://doi.org/10.28918/aqwal.v5i2.8680>**Abstrak**

Background dan Tujuan: Integrasi praktik-praktik Alquran ke dalam kehidupan sehari-hari, dan pengaruhnya terhadap masyarakat dan individu. Salah satunya pembacaan Surat al-Kahfi di Pondok Pesantren al-Quran, Gumawang, Wiradesa, Pekalongan. Tradisi pembacaan Surat Al-Kahfi di Pondok Pesantren Al-Qur'an Gumawang setiap hari Jumat tidak hanya sekedar kewajiban agama, tetapi juga menjadi bagian penting dari pengembangan spiritual dan moral para santri. Tujuan artikel ini adalah untuk memahami fenomena pembacaan Surat al-Kahfi di Pondok Pesantren al-Quran, Gumawang, Wiradesa. **Metode:** Metode penelitian yang akan dilakukan adalah metode Living Quran yang menginterpretasikan Al-Qur'an sebagai sebuah entitas yang berharga dalam kehidupan. Data penelitian akan dikumpulkan melalui wawancara dan studi pustaka, yang kemudian akan dianalisis dengan menggunakan metode deskriptif analitik. Penulis akan mendeskripsikan temuan data secara sistematis dan faktual berdasarkan data-data yang terkumpul.

Hasil utama: Penelitian ini menemukan bahwa tradisi pembacaan Surat Al-Kahfi di Pondok Pesantren Al-Qur'an Gumawang tidak hanya sebagai praktik ibadah rutin, tetapi juga merupakan bagian dari pendekatan Living Qur'an yang menekankan pada pemahaman dan internalisasi nilai-nilai Al-Qur'an dalam kehidupan sehari-hari. **Kontribusi utama** dari penelitian ini adalah memberikan wawasan tentang model pendidikan Alquran yang tidak hanya berorientasi pada aspek intelektual, tetapi juga mencakup pembentukan karakter dan pengamalan nilai-nilai Islam dalam kehidupan bermasyarakat.

Simpulan: kajian pembacaan al-Quran Surat Al-Kahfi di Pondok Boarding school Al-Qur'an Gumawang, Wiradesa, Pekalongan yang sudah menjadi tradisi berkembang dan tertanam melalui bacaan, refleksi dan diskusi. Tradisi ini menjadi alat pengembangan pemahaman mendalam tentang nilai-nilai yang terkandung.

Kata Kunci: Resepsi Fungsional, Tradisi Pembacaan, Surat Al-Kahfi, Pondok Boarding school, Living Qur'an

A. INTRODUCTION

The Living Quran concept explores the integration of Quranic practices into daily life, and their influence on communities and individuals. Islamic boarding schools frequently incorporate traditions such as the recital of Al-Ma'tsūrat or Surah Al-Kahfi, which are believed to confer spiritual benefits and foster a connection with Allah. These practices are not merely ritualistic but serve functional purposes, providing peace of mind, treating illness, and cultivating gratitude (Fatah, 2020; Munawaroh & Ravico, 2023). The reception of Quranic texts in communities can take various forms, including exegetical and functional interpretations, often based on the perceived virtues of specific Quranic passages (Nurfuadah, 2017; Safitri & Maisyal, 2022). While some

traditions, such as yasinan and tahlilan, have gained widespread popularity, the recitation of Surah Al-Kahf remains less prevalent, except among Islamic boarding schools. This suggests that its practice in the open society is a unique phenomenon (Nugroho, 2022). These traditions highlight the diverse ways in which Muslims interact with and apply Quranic teachings in their daily lives.

The tradition of reciting Surah Al-Kahf at Pondok Pesantren Al-Qur'an Gumawang every Friday is not just a religious obligation, but also an important part of the spiritual and moral development of the santri. Based on the belief in spiritual benefits and protection from the fitnah of Dajjal as mentioned in various traditions, this practice strengthens togetherness and common purpose through collective recitation followed by reflection and discussion guided by teachers. The tradition of reciting Surat Al-Kahf on Fridays in Pesantren reflects the concept of Living Quran, where the teachings of the Quran are integrated into daily life (Hasanah et al., 2022; Zurur, 2024). This practice is believed to provide spiritual benefits and protection from fitnah, as mentioned in various hadith (Nugraha, 2024). The tradition strengthens community bonds through collective recitation, followed by reflection and guided discussion (Zurur, 2024). This is not only a religious obligation, but also an important part of students' spiritual and moral development, helping them internalize the values of the Quran in their attitudes, decisions and social interactions (Hasanah et al., 2022). Some institutions are expanding this practice to include other surahs, seeing it as a means to gain blessings, improve memorization of the Quran, and foster a stronger Islamic identity among students (Aljabbar & Wildah Nurul Islami, 2024).

Living Quran studies have been of particular interest to scholars in the last decade. This is shown by the studies produced. Living Qur'an is a contemporary Qur'anic studies approach that examines how the Qur'an is practised and integrated into everyday life in Muslim communities (Junaedi, 2015; Murtadlo et al., 2023). Although this practice has existed since the beginning of Islam, specific studies only emerged in the late 20th century (Aji et al., 2021). This approach offers a more appreciative and participatory understanding of how communities respond to and interact with the Qur'an (Prasastia A, 2021). These studies show that living quran is a contemporary

quranic study that has its own significance compared to others. However, these studies fully touch the object of study written in this article.

This article is written to understand the phenomenon of reading Surat al Kahfi at Islamic Boarding School Gumawang Wiradesa Pekalongan. The expected contribution is the addition of insight that this study a model of Quranic education that not only addresses intellectual development but also facilitates the personal and social embodiment of Quranic values, positioning it as an effective approach for contemporary Islamic education. The research method that will be carried out is the Living Quran method which interprets the Qur'an as a valuable entity in life. The research data will be collected through interviews and literature review, which will then be analysed using the descriptive-analytic method. The author will describe the data findings systematically and factually based on the data collected.

B. DISCUSSION

1. Character Building and Spirituality Through the Recitation of Surah Al-Kahf

A Research conducted by recorders at Pondok Boarding school Al-Qur'an Gumawang shows that all students at Pondok Boarding school Al-Qur'an Gumawang must read surah al-Kahfi after the Isha prayer. The dormitory supervisor selected and established this practice as a daily ritual that must be done consistently. All teachers and staff are also required to participate. The recitation of surah al-Kahfi takes place in the boarding school mosque, which serves as a place of worship and religious activities for all students. In practice, surah al-Kahfi is recited together, led by one designated leader while the others follow along. During the recitation, all students sit orderly and in rows, reflecting their discipline and dedication to performing this practice.

This activity is not just a daily routine, but also serves as a means to deepen students' understanding of the Qur'an and strengthen the spiritual bond among them. Reciting surah al-Kahfi in congregation also fosters solidarity and togetherness among students, teachers, and the dormitory supervisor. Together, they perform this practice with enthusiasm and sincerity, ultimately aiming to enhance the quality of their faith and piety.

Furthermore, reciting surah al-Kahfi after the Isha prayer also holds high educational value. Students learn to value their time and utilize it for beneficial activities. They are also taught to be consistent in worship and

perform daily rituals, a crucial value in a Muslim's life. Thus, this activity not only strengthens the spiritual aspect of students but also educates them to be disciplined individuals committed to following the teachings of their religion.

Before the recitation begins, all students are required to take a Quran from the mosque's Quran shelf prepared by the students themselves, then return to their seats facing the qibla. However, some students face challenges in participating fully, such as feeling lazy, sleepy, or distracted during the activity. Despite these obstacles, most students exhibit high discipline and commitment to fulfilling their duties at the boarding school.

Ustadz Ali Hasyim, a teacher at Pondok Boarding school Al-Qur'an Gumawang, acknowledges the challenges faced by students and commends their ability to overcome them independently. He notes their high enthusiasm in preparing for and participating in the surah al-Kahfi recitation, demonstrating their adept time management skills and attentive focus.

By gaining understanding and support from teachers and boarding school officials, it is hoped that any complaints can be minimized, and the recitation of surah al-Kahfi can proceed smoothly. Students are encouraged to maintain their motivation and discipline to achieve the main purpose of deepening their understanding and memorization of the Quran.

The success of reciting surah al-Kahfi is crucially dependent on the role of teachers in guiding students at the boarding school. Teachers strive to instill awareness in students about the importance of practicing surah al-Kahfi, explaining its virtues and motivating students to read and practice it diligently. Moreover, teachers participate actively in the recitation alongside students, setting a positive example and creating a supportive environment that encourages students' active participation.

Ultimately, teachers play a critical role in ensuring the success of surah al-Kahfi recitation at the boarding school. Through thorough explanations of its virtues and leading by example, teachers effectively motivate students to practice surah al-Kahfi sincerely and consciously. This dedication and commitment from teachers contribute to nurturing students towards a better and more fruitful life.

Completing their education at the boarding school, students are expected to become independent individuals with a broad perspective and a strong commitment to contributing to community development. Equipped with

comprehensive education and valuable experiences from their time at the boarding school, students are expected to face life's challenges and offer constructive solutions for societal progress.

The journey of a student in a boarding school is one of profound transformation and growth. From the moment they step into the institution, they are immersed in an environment that fosters not only academic excellence but also the development of character and spirituality. The unique blend of religious and secular education aims to create well-rounded individuals who can navigate the complexities of the modern world while staying true to their values and beliefs.

In a boarding school, the curriculum is designed to be holistic, encompassing a wide range of subjects that include religious studies, social sciences, natural sciences, and humanities. This comprehensive approach ensures that students are not only knowledgeable in their faith but are also equipped with the skills and knowledge necessary to thrive in various aspects of life. The emphasis on religious studies helps to instill a deep sense of moral responsibility and ethical conduct, which are crucial for personal and communal well-being.

One of the core aspects of education in a boarding school is the emphasis on independence. Students are encouraged to take responsibility for their learning and personal growth. They are taught to be self-reliant and resourceful, qualities that are essential for success in any endeavor. This focus on independence is complemented by a strong sense of community and mutual support. Students learn the importance of cooperation and collaboration, understanding that they are part of a larger collective that shares common goals and values.

The experience at a boarding school is also marked by a strong emphasis on discipline and time management. Students follow a structured daily schedule that includes time for prayer, study, and community activities. This disciplined approach helps to cultivate habits of punctuality, diligence, and perseverance, which are invaluable in both personal and professional life. The ability to manage time effectively and prioritize tasks is a skill that will serve students well in any career they choose to pursue.

Another significant aspect of boarding school education is the opportunity for students to engage in community service and development projects. These

activities provide practical experience in addressing real-world issues and contribute to the development of a sense of social responsibility. By participating in community service, students learn the importance of giving back and making a positive impact on society. They develop empathy and compassion, qualities that are essential for effective leadership and community building.

The environment in a boarding school also fosters a sense of brotherhood and camaraderie. Students live and study together, forming strong bonds of friendship and mutual support. This close-knit community provides a safe and nurturing space where students can grow and learn from one another. The friendships and networks formed in a boarding school often last a lifetime, providing a valuable support system long after students have graduated.

One of the key outcomes of a boarding school education is the development of a broad perspective. Students are exposed to a variety of viewpoints and encouraged to think critically about complex issues. They learn to appreciate diversity and understand the interconnectedness of different cultures and societies. This global perspective is crucial in today's increasingly interconnected world, where the ability to navigate and understand different cultural contexts is highly valued.

In addition to academic and personal growth, boarding school education places a strong emphasis on spiritual development. Students engage in regular prayer and religious observance, deepening their connection to their faith (Tohirin & Nurfuadi, 2024, p. 2). This spiritual foundation provides a source of strength and guidance throughout their lives. It helps them to stay grounded and focused on their goals, even in the face of challenges and adversity.

The commitment to community development is deeply ingrained in the ethos of boarding school education. Students are taught that their education is not just for their personal benefit but also for the betterment of society. They learn that they have a responsibility to use their knowledge and skills to help others and contribute to the common good (Tohirin & Nurfuadi, 2024, p. 2). This sense of duty and commitment to service is a defining characteristic of boarding school graduates.

The success of boarding school education can be seen in the many alumni who have gone on to make significant contributions to their communities and

beyond. Their achievements are a testament to the effectiveness of the boarding school model in producing capable and compassionate individuals. These alumni serve as role models for current students, demonstrating the potential and possibilities that come with a boarding school education. The education provided by boarding school is designed to produce independent individuals with a broad perspective and a strong commitment to community development. The comprehensive curriculum, emphasis on independence and discipline, opportunities for community service, and focus on spiritual growth all contribute to the development of well-rounded individuals. Equipped with the knowledge, skills, and values gained at the boarding school, students are prepared to face life's challenges and offer constructive solutions for societal progress. The impact of boarding school education extends far beyond the individual, contributing to the overall betterment of society.

In conclusion, to ensure the continuity of reciting surah al-Kahfi and to guide students in reading the Quran correctly, the boarding school provides relevant education. This education includes *tajwīd*, which teaches correct Quran pronunciation; *makhārij al-ḥurūf*, which teaches proper Arabic letter pronunciation; and adab and etiquette in Quran reading. The aim is to ensure that students can read the Quran correctly and according to established rules. The boarding school serves as an ideal environment for shaping quality young generations in both academic and moral aspects. Through conducive learning environments, guidance from teachers, and interactions among students, the boarding school contributes to building strong character and excellent personalities. Therefore, the boarding school is not just a place for learning but also a foundation for the future of students and society.

2. Religious Identity, Social Structure, and Educational Traditions in the Al-Qur'an Gumawang Islamic Boarding School

Functional model indicates that the Quran holds a significant position as a book used as a means to achieve specific purposes, leading to cultural and social phenomena within the community (Rahman & Mushfequr, 2024, p. 4). This includes reading, listening to, or writing the Quran with the intention of gaining something desired, whether done individually or in groups at specified times, often giving rise to social systems, customs, and laws. Additionally, the Salafist approach in Islamic boarding schools emphasizes strict and systematic teaching methodologies, focusing on developing a deep

understanding and practical skills in various aspects of religious life. The education provided aims not only to impart knowledge but also to shape strong character and noble ethics in accordance with authentic Islamic teachings based on the understanding of the righteous predecessors.

Based on research findings, the application of reception theory in the Al-Qur'an Gumawang Islamic Boarding School focuses on the role and manner of reading the Quranic verses. In this boarding school, functional reception theory is applied through the activity of reading Surah al-Kahfi every Friday night. The Quran is received very well at the Al-Qur'an Gumawang Islamic Boarding School, with the purpose of educating manners and instilling a love for the Quran among the students. It is hoped that the reading and practice of the Quran can enhance the spiritual well-being of the students, making their hearts, minds, and souls softer and more peaceful. The tradition of reading Surah al-Kahfi has been an integral part of this boarding school's life since its establishment. This activity is highly encouraged for all students, and those who neglect it may face reprimand or punishment, highlighting the importance of reading Surah al-Kahfi in the boarding school culture. According to the boarding school guardian interviewed by the researcher, the reading of Surah al-Kahfi serves not only as a form of regular worship but also as a means to strengthen the students' spiritual and moral bonds. The guardian emphasizes that this tradition helps students develop discipline and steadfastness in practicing righteous deeds. Students are taught not only to read but also to internalize the meanings and lessons contained in Surah al-Kahfi, so they can apply them in their daily lives.

The more diverse and numerous intentions we instill in every deed we perform, the greater the reward and impact for the doer. Reading the Quran with five good intentions: seeking rewards, making supplications and seeking Allah's help, seeking healing, acquiring knowledge, and applying it in daily life. Each of these intentions can motivate individuals to engage in the Quran with full interaction and sincerity. A Muslim can benefit greatly and gain rewards every time they read the Quran with these intentions in their hearts. Allah will reward those who read the Quran with the intention to gain knowledge, and He will also reward those who read the Quran with the intention to earn rewards.

For each individual, the experience of reading Surah Al-Kahfi at the Al-Qur'an Gumawang Islamic Boarding School holds personal significance. For some students, it may be a moment of self-reflection and introspection, reminding them of the values they hold in their daily lives. For others, it might strengthen the sense of brotherhood within the boarding school community, where they feel a deep spiritual solidarity when worshiping together. Collectively, reading Surah Al-Kahfi also strengthens the religious identity of the boarding school as an Islamic educational institution. It is not just about ritual worship but also about building and maintaining a strong and continuous religious tradition. Through this experience, values such as patience, perseverance in memorizing the Quran, and love for religious knowledge are instilled deeply in the students.

Phenomenology seeks to uncover the essence of experiences by examining them as they are perceived and lived by individuals (Liaqat et al., 2024, p. 3). In the context of the Al-Qur'an Gumawang Islamic Boarding School, the practice of reading Surah Al-Kahfi can be seen as a profound spiritual experience that shapes the students' understanding of their faith. This experience is not merely about reciting verses from the Qur'an; it is about immersing oneself in the spiritual and moral lessons contained within the Surah, and allowing these lessons to permeate one's daily life.

Surah Al-Kahfi, the 18th chapter of the Qur'an, is known for its rich narratives and profound teachings. It contains stories that highlight the importance of faith, patience, and reliance on God's wisdom. For the students at Al-Qur'an Gumawang, engaging with these stories is a deeply personal and transformative experience. Through the act of reading and reflecting on Surah Al-Kahfi, students are able to connect with the timeless wisdom of the Qur'an in a way that is meaningful and relevant to their own lives.

The phenomenological approach emphasizes the importance of direct, lived experiences in shaping our understanding of the world (Liaqat et al., 2024, p. 3). In the case of the Al-Qur'an Gumawang Islamic Boarding School, the practice of reading Surah Al-Kahfi provides students with a direct experience of the Qur'an's teachings. This experience is not mediated by abstract concepts or external authorities, but is instead rooted in the students' own engagement with the text. This direct engagement allows students to

develop a personal and intimate relationship with the Qur'an, which in turn deepens their appreciation of its teachings.

One of the key aspects of phenomenology is the focus on the intentionality of consciousness. This means that our experiences are always directed towards something, and it is through this directedness that we make sense of our experiences. In the context of reading Surah Al-Kahfi, the students' consciousness is directed towards the spiritual and moral lessons of the Surah. This intentional focus allows the students to internalize these lessons and apply them to their own lives. For example, the story of the people of the cave in Surah Al-Kahfi teaches the importance of steadfastness in faith and trust in God's protection. By reflecting on this story, students can draw parallels to their own lives and find strength in their faith during times of difficulty.

The phenomenological approach also highlights the embodied nature of our experiences. Our understanding of the world is shaped not only by our conscious thoughts but also by our physical and emotional experiences. At the Al-Qur'an Gumawang Islamic Boarding School, the practice of reading Surah Al-Kahfi is a multisensory experience that engages the students' minds, bodies, and emotions. The act of reciting the verses, listening to the rhythm and melody of the Qur'anic Arabic, and reflecting on the meanings of the words all contribute to a holistic and embodied understanding of the Surah's teachings.

Furthermore, the communal aspect of this practice adds another layer to the phenomenological experience. Reading Surah Al-Kahfi is often done in a group setting, where students come together to recite and reflect on the verses. This communal practice fosters a sense of belonging and shared purpose among the students. It reinforces the idea that their faith is not just an individual journey, but a collective endeavor that is enriched by the support and companionship of others. The shared experience of reading Surah Al-Kahfi helps to create a strong sense of community and mutual support, which is a key aspect of the students' spiritual development.

In addition, the phenomenological perspective underscores the dynamic and evolving nature of our experiences. Our understanding of religious teachings is not static, but is constantly shaped and reshaped by our ongoing experiences and reflections. As students at the Al-Qur'an Gumawang Islamic

Boarding School continue to read and reflect on Surah Al-Kahfi, their understanding of its teachings deepens and evolves. Each reading offers new insights and perspectives, allowing students to continually grow in their faith and understanding. The reading of Surah Al-Kahfi at the Al-Qur'an Gumawang Islamic Boarding School demonstrates the importance of direct experiences in understanding and appreciating religious values. This practice provides students with a direct and personal engagement with the Qur'an, allowing them to develop a deep and meaningful relationship with its teachings. Through the intentionality and embodied nature of their experiences, students are able to internalize the spiritual and moral lessons of Surah Al-Kahfi and apply them to their own lives. The communal and ritual aspects of this practice further enrich the students' experiences, fostering a sense of belonging and continuity within their faith community. Ultimately, the phenomenological perspective highlights the transformative power of direct experiences in shaping our understanding and appreciation of religious values.

This experience goes beyond just the physical act of reading to become a profound reflection on the meaning of spirituality. Phenomenology allows us to approach this understanding more deeply, moving beyond mere physical actions to reflect on the profound meaning of religious experiences. In order to uncover the meaning of this tradition, the researcher will analyze it using the theory proposed by Karl Mannheim, utilizing the sociology of knowledge theory. Mannheim categorizes the meanings of behavior into three: objective meanings, expressive meanings, and documentary meanings.

Objective meaning refers to the meaning found within the social context in which the activity takes place. In this context, the practice of reading Surah Al-Kahfi as a mandatory activity for students at the Gumawang Islamic Boarding School reflects their obedience to the rules of the institution. This practice also serves as a means to improve the students' Quranic recitation skills and deepen their understanding of the Quranic verses (Rusydi, 2024, p. 4).

Expressive meaning is the meaning expressed by the actors or practitioners of the action. In the case of reading Surah Al-Kahfi, the students understand this practice as a form of worship and a demonstration of their obedience to the regulations. It also serves as a means to enhance their

recitation skills and deepen their understanding of the Quran (Rusydi, 2024, p. 4).

Documentary meaning of reading Surah Al-Kahfi in the Gumawang Islamic Boarding School, based on Mannheim's perspective, can be detailed as follows (Rusydi, 2024, p. 4):

- a. Education and Instruction: Reading Surah Al-Kahfi is an integral part of the educational process in the boarding school, focusing not only on memorizing texts but also on understanding and reflecting on the meanings contained in the verses. Through this process, students are taught to apply the values of the Quran in their lives.
 - b. Formation of Religious Identity: Reading Surah Al-Kahfi helps strengthen the religious identity of students as devout Muslims. It also reinforces the collective identity of the boarding school as an institution committed to teaching and practicing the Quran.
 - c. Rituals and Traditions: This reading practice becomes a routine ritual that forms the tradition of the boarding school. It serves not only to strengthen faith but also to maintain the continuity of Islamic values from generation to generation.
 - d. Social Interaction: Reading Surah Al-Kahfi together creates moments of social interaction that strengthen the bonds between students and between students and teachers. It also enhances a sense of togetherness and solidarity within the boarding school community.
3. The Role of Surah Al-Kahf in Spiritual and Character Formation at Al-Qur'an Gumawang Islamic Boarding School

The significance of the Living Qur'an in Muslim society is divided into two categories of interpretations. First, the interpretation of the Muslim community regarding the Living Qur'an is the Quran manifested in everyday life by following its commandments and avoiding its prohibitions, making the community resemble a living Quran. Second, the Muslim community considers the Quran not just a holy book, but a living holy book with its manifestations in different societal contexts, leading to diverse interpretations depending on where the Quran is situated (Saeed, 2006, p. 130).

The analysis of Living Quran in the tradition of reading Surah Al-Kahf at Al-Qur'an Gumawang Islamic Boarding School in Wiradesa, Pekalongan, depicts a deep approach to embodying and applying the values of the Quran

in daily life. This practice reflects how the teachings of the Quran are integrated into the students' lives, shaping their character, behavior, and worldview (Inayah, 2024, p. 65).

Living Quran refers to the dynamic process of bringing the Quran's teachings to life through daily practices, rituals, and interactions (Zulkarneni & Masri, 2024, p. 3). At Al-Qur'an Gumawang Islamic Boarding School, the regular recitation of Surah Al-Kahf serves as a central component of this process. Every Friday, students gather to read and reflect on this Surah, immersing themselves in its profound lessons and narratives.

Surah Al-Kahf, the 18th chapter of the Quran, contains stories that emphasize faith, perseverance, and divine wisdom. These narratives, such as the story of the people of the cave, the encounter between Moses and Khidr, and the tale of Dhul-Qarnayn, offer timeless moral and spiritual lessons. By engaging with these stories, students at Al-Qur'an Gumawang are encouraged to draw parallels to their own lives, finding inspiration and guidance in the Quranic text.

The practice of reading Surah Al-Kahf is more than a mere recitation; it is an immersive experience that involves contemplation and discussion. Students are encouraged to ponder the meanings of the verses, discuss their interpretations, and share personal insights. This interactive approach fosters a deeper understanding of the Quran's teachings, allowing students to internalize and apply these lessons in their daily lives.

The communal aspect of this tradition is also significant. Reading Surah Al-Kahf together strengthens the sense of community and shared faith among the students. It reinforces the idea that they are part of a collective journey towards spiritual growth and moral development. This communal practice fosters mutual support and encouragement, creating a nurturing environment where students can grow both individually and collectively (Umi & Ningrum, 2024, p. 4).

Moreover, the ritual of reading Surah Al-Kahf every Friday provides a sense of rhythm and structure to the students' spiritual lives. It becomes a regular reminder of their faith and a way to stay connected to the Quran amidst the busyness of daily activities. This regular engagement with the Quran helps to anchor the students' lives in its teachings, guiding their actions and decisions.

The Living Quran approach at Al-Qur'an Gumawang Islamic Boarding School also emphasizes the practical application of Quranic values. Students are encouraged to embody the principles they learn from Surah Al-Kahf in their interactions with others, their approach to challenges, and their personal conduct. For instance, the story of the people of the cave teaches the importance of faith and patience in the face of adversity. By reflecting on this story, students learn to cultivate these qualities in their own lives, developing resilience and trust in divine wisdom. The tradition of reading Surah Al-Kahf at Al-Qur'an Gumawang Islamic Boarding School exemplifies a Living Quran approach, where the teachings of the Quran are actively integrated into daily life. Through regular recitation, contemplation, and communal practice, students develop a deep and personal connection to the Quranic text. This approach not only enriches their spiritual lives but also shapes their character and behavior, guiding them to embody and apply the values of the Quran in all aspects of their lives.

The analysis of Living Quran in the tradition of reading Surah Al-Kahf at Al-Qur'an Gumawang Islamic Boarding School in Wiradesa, Pekalongan, depicts a deep approach to embodying and applying the values of the Quran in daily life. Living Quran refers to understanding and actively applying the teachings of the Quran in every aspect of life, not just as a religious reading or ritual (Umi & Ningrum, 2024, p. 4). The tradition of reading Surah Al-Kahf in this boarding school is not only part of routine worship but also a means to teach and explore the meanings of the Quran to the students, aligning with the concept of Living Quran.

The approach of Living Qur'an in the context of reading Surah Al-Kahf at Al-Qur'an Gumawang Islamic Boarding School emphasizes two main aspects:

- a. Deep Spiritual Understanding Students at the boarding school not only memorize and read Surah Al-Kahf but also strive to understand its meanings. They reflect on the verses of the Quran and relate them to daily life situations and challenges, leading to a deeper understanding of Islamic teachings and strengthening their faith.
- b. Application in Daily Life The tradition of reading Surah Al-Kahf also teaches students to apply the values contained in the chapter in their daily actions. Values such as honesty, patience, and sincerity are translated into positive

attitudes and behaviors in social interactions, learning, and community service.

C. CONCLUSION

This study found that the tradition of reciting Surah Al-Kahf in Pondok Pesantren Al-Qur'an Gumawang is not only a routine worship practice, but also part of the Living Qur'an approach that emphasizes understanding and internalizing Quranic values in daily life. Through recitation, reflection, and joint discussion, the students not only memories and recite Surah Al-Kahf, but also develop a deep understanding of the teachings contained therein. This process shapes the santri's character, behavior and mindset, making them better prepared to face the challenges of life with strong Islamic values. In addition, this practice strengthens the solidarity of the pesantren community, creating an environment conducive to spiritual and social growth.

The main contribution of this study is to provide insight into a Quranic education model that is not only oriented towards intellectual aspects, but also includes character building and the practice of Islamic values in social life. The Living Qur'an approach in the tradition of reciting Surah Al-Kahf in this Pesantren can be a model for other Islamic education institutions that want to integrate the teachings of the Quran into aspects of the daily life of santri. With this approach, Islamic education not only builds academic skills, but also forms individuals who have high spiritual awareness and are able to apply the teachings of the Quran in their social interactions.

However, this study has some limitations. This study focuses more on one particular Pesantren community, so the results may not be fully generalizable to other Islamic education contexts that have different characteristics. In addition, this study focuses more on the aspect of practice and internalization of Quranic values, without exploring in depth its influence on academic achievement or broader social change. Further studies are needed to compare the effectiveness of similar approaches across different Islamic education institutions and assess their long-term impact on individual and community development.

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