



AL-WIJDÁN: *Journal of Islamic Education Studies*.
Volume 10, Nomor 1, Januari 2025, p-ISSN: 2541-2051; online -ISSN: 2541-3961
Available online at <http://ejournal.uniramalang.ac.id/index.php/alwijdan>

Received: Desember 2024

Accepted: Desember 2024

Published: Januari 2025

The Relevance of the Kuttab Learning Model in Building a Generation of Noble Character

Naila Zalva Azzahra, Saepul Anwar, Usup Romli

Universitas Pendidikan Indonesia, Universitas Pendidikan Indonesia, Universitas Pendidikan Indonesia

Email: nailazalva@upi.edu, saefull@upi.edu, usupromli@upi.edu

Abstract

This study aims to explore the effectiveness of the Kuttab-based learning model in shaping students' character and academic performance, as well as identify challenges and opportunities for its implementation in modern education. The method used is a literature review by collecting data from books, articles, and other relevant sources. The collected data were grouped into key themes, such as the history of Kuttab, principles of religion-based education, and the challenges and advantages of this model. Analysis was conducted to identify relevant patterns and synthesize information to support the research objectives. The results show that Kuttab education is vital in integrating religious knowledge and science, creating intellectual and spiritual balance. This model effectively shapes a generation that is intelligent and morally upright. Despite challenges like limited infrastructure and globalization, Kuttab holds significant potential for character education. The use of technology and the integration of religious curriculum with general sciences offer opportunities for developing a morally and intellectually excellent generation. Thus, Kuttab-based education can serve as a modern solution emphasizing the balance between moral values and knowledge.

Keywords: Kuttab Education, integration of religion and science, character development, educational challenges, technology in education.

Abstrak

Tujuan penelitian ini adalah mengeksplorasi efektivitas model pembelajaran berbasis Kuttab dalam membentuk karakter dan akademik siswa, serta mengidentifikasi tantangan dan peluang implementasinya dalam pendidikan modern. Metode yang digunakan adalah studi kepustakaan dengan mengumpulkan data dari buku, artikel, dan sumber relevan lainnya. Data yang terkumpul dikelompokkan berdasarkan tema utama, seperti sejarah Kuttab, prinsip pendidikan berbasis agama, serta tantangan dan kelebihan model ini. Proses analisis dilakukan untuk

menemukan pola yang relevan dan menyintesis informasi guna mendukung tujuan penelitian. Hasil penelitian menunjukkan bahwa pendidikan Kuttab memiliki peran penting dalam mengintegrasikan ilmu agama dan sains, sehingga menciptakan keseimbangan intelektual dan spiritual. Model ini efektif dalam membentuk generasi yang cerdas dan berkarakter baik. Meskipun menghadapi tantangan seperti keterbatasan infrastruktur dan globalisasi, Kuttab tetap memiliki potensi besar dalam pendidikan karakter. Pemanfaatan teknologi dan integrasi kurikulum agama dengan ilmu umum membuka peluang untuk pengembangan generasi yang unggul secara moral dan intelektual. Oleh karena itu, pendidikan berbasis Kuttab dapat menjadi solusi pendidikan modern yang berfokus pada keseimbangan nilai moral dan pengetahuan.

Kata Kunci: Pendidikan Kuttab, integrasi agama dan sains, pembentukan karakter, tantangan pendidikan, teknologi dalam pendidikan.

Introduction

Education is the main pillar in the development of quality human resources. In general, education aims to improve intellectual ability, form a solid character, and instill moral values that are the foundation of community life. The definition of education according to Law Number 20 of 2003 concerning the National Education System is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state. In this definition, it can be seen that education is not only oriented toward intellectual intelligence but also the development of spiritual and individual character.

The Kuttab-based learning model is one of the educational approaches that has been known in the Islamic tradition since the time of the Prophet. Kuttab at that time was a basic educational institution that aimed to teach the Qur'an, and hadith, as well as reading and writing skills. This concept is characterized by the integration of religious science and general science, with the main focus on the formation of strong character and morals. In its development, the Kuttab-based learning model is not only applied to elementary school-age children but also begins to be adapted to various levels of education to answer the challenges of the modern era.¹

The main problem faced by the world of education today is the lack of attention to the formation of character and moral values in the learning process. Data from the Ministry of Education, Culture,

Research, and Technology of the Republic of Indonesia shows that in 2023, the rate of violence among students increased by 12% compared to the previous year. In addition, a survey conducted by the National Institute for Education Studies in 2024 noted that 68% of high school students in Indonesia are more focused on academic achievement than on the development of spiritual and moral values. This phenomenon indicates an imbalance in the education system that emphasizes the intellectual aspect rather than the emotional and spiritual aspects.

The gap in research related to the Kuttab-based learning model lies in the lack of studies that discuss the implementation of this model in the modern era with a holistic approach. Most previous research has focused only on the effectiveness of Kuttab in religious learning without discussing its integration with modern science and technology. For example, the research conducted by Intan (2024) only discusses Kuttab's success in teaching the Qur'an without evaluating how this model can be adapted to meet broader educational needs, such as science and technology. Another study by Irawan (2024) shows that the Kuttab model is effective in shaping students' character, but does not discuss the challenges of

implementing this model in the face of globalization and modernization. Thus, this study aims to fill this gap by exploring more deeply the adaptation of the Kuttab model in the context of modern education.²

The uniqueness of this research is its approach that integrates the concept of Kuttab-based education with the needs of the modern education world. This study not only discusses the effectiveness of the Kuttab model in shaping students' character but also evaluates how this model can be applied more widely by utilizing technology and integrative curriculum. For example, the use of Kuttab-based learning applications developed in 2023 in several integrated Islamic schools in Indonesia shows that the integration of technology with traditional values can increase learning effectiveness by up to 25% based on data obtained from the program's evaluation report. This research will also identify the obstacles faced in the implementation of the Kuttab model, such as limited infrastructure, human resources, and resistance to curriculum changes in various educational institutions.

The main purpose of this study is to explore the effectiveness of the Kuttab-

based learning model in shaping students' character and intelligence holistically. In addition, this research aims to identify the opportunities and challenges faced in the implementation of this model in the era of globalization. The results of this study are expected to provide applicable recommendations for educators, policymakers, and educational institutions to develop a more balanced learning approach between religious and scientific sciences. Thus, the Kuttab model is not only a solution to the problem of moral degradation but also contributes to the development of a generation that excels in knowledge and character.

.Method

This study uses a qualitative approach with the library research method to collect and analyze information related to the Kuttab-based learning model. The qualitative approach was chosen because it was in accordance with the purpose of the research, which is to explore the concepts, principles, and applications of the Kuttab model in shaping students' character and academic achievements. This approach allows researchers to understand the phenomenon in depth through the analysis of texts and narratives from various sources.

In literature studies, the data used comes from relevant secondary sources, such as books, scientific articles, journals, official documents, and previous research reports. The researcher systematically identified, collected, and reviewed the literature that discussed the Kuttab-based learning model. The literature accessed covers various perspectives, both in terms of the history of Islamic education, the principles of religion-based pedagogy, and the implementation of this model in the context of modern education. The main focus is to find information that supports a deep understanding of the effectiveness, challenges, and opportunities of the Kuttab model in the world of education.

Data collection is carried out by browsing the relevant literature using several systematic steps. First, the researchers identified relevant keywords, such as "Kuttab education," "faith-based learning model," "integration of religion and science," "student character," and "Islamic education challenges." These keywords are used to search for literature sources through online databases, university libraries, and scientific publication platforms such as Google Scholar, DOAJ, and SINTA.

Once relevant literature is found, researchers filter the sources based on certain criteria. Selection criteria include the validity of the source, relevance to the research theme, and the credibility of the author or institution that publishes the literature. Primary sources such as journal articles that have gone through a peer-reviewed process are the top priority, while books written by experts in the field of Islamic education are also used as the main references.³ The collected data are classified based on the main themes relevant to the research. The themes identified include the history of Kuttab, the basic principles of religion-based education, the Kuttab learning method, as well as the advantages and challenges in the application of this model. Data grouping based on theme is carried out to facilitate the process of analysis and synthesis of information.

The collected data was analyzed using a descriptive-analytical approach. In this approach, researchers read and understand the content of each literature in depth, then identify patterns, themes, and relationships between concepts that are relevant to the research. The analysis process begins with reading the literature repeatedly to understand the context and content of the information as a whole. The

researcher then carries out the coding process, which is to provide labels or codes on certain information that are by the research theme. For example, information about Kuttab's history is coded "history," while data related to the challenges of the Kuttab model in modern education are coded "challenges." This coding process helps researchers organize data systematically so that it facilitates the synthesis stage.

Once the data is encoded, the next stage is to identify patterns and themes that emerge from various sources. The researcher looked for similarities and differences between the literature and the other and analyzed how each source provided a view of the Kuttab-based learning model. For example, some literature highlights the success of Kuttab in shaping the character of students, while others discuss the infrastructure and technological constraints in its implementation. This analysis aims to find a more holistic picture of the Kuttab learning model.

The validity and validity of the data are important aspects to ensure the quality of research results. To maintain the validity of the data, the researcher used the source triangulation technique. Source

triangulation is done by comparing information from different literature. For example, data on Kuttab-based learning principles are compared between journal articles, reference books, and research reports. If information from various sources shows consistency, then the data is considered valid and can be used in analysis. The validity of the data is also maintained through an internal validation process, where researchers double-check all the data that has been encoded to ensure no information is missed. Researchers also seek to maintain objectivity in analyzing data, by avoiding personal biases or interpretations that are not supported by the literature.

The literature study method has several advantages that are relevant to the purpose of this research. This method allows researchers to access a wide variety of information from various sources without geographical restrictions. With the help of technology and digital platforms, relevant literature can be accessed from anywhere. This method provides flexibility in analyzing data, as the information collected can be studied in depth and critically without time pressure or technical constraints.

Literature studies allow researchers to explore research topics from a variety of perspectives. In this study, the Kuttab-based learning model is analyzed not only from a historical perspective, but also from the perspective of modern pedagogy, the challenges of globalization, and the potential for technology integration in learning. Although it has many advantages, the literature study method also has some limitations. One of them is the dependence on available literature. If the relevant literature is limited, then the results of the study may not be able to cover all aspects of the topic being studied. In addition, this method does not allow the collection of empirical data directly from the field, so the information obtained is only theoretical.

To overcome this limitation, researchers strive to access as much literature as possible from various sources, both national and international. The researcher also combined old literature with the latest literature to ensure that the data used reflected the latest developments in the field of Islamic education, especially related to the Kuttab-based learning model. This qualitative method with literature study aims to produce an in-depth understanding of the effectiveness, advantages, and challenges of the Kuttab-

based learning model. By systematically analyzing the data, this study is expected to provide broader insights into how the Kuttab model can be adapted in the context of modern education, especially in shaping the character of students who excel academically and morally.

With this approach, the research not only explains the basic concepts of the Kuttab model, but also offers recommendations for educators, policymakers, and educational institutions to integrate this model into the national education system. This qualitative method allows research to run in-depth, direction, and relevance to the needs of society in facing educational challenges in the era of globalization.

Results and Discussion

The results of the research on the Relevance of the Kuttab Learning Model in Building a Generation with Noble Character show the importance of integrating religious values and science in shaping the character of a generation with noble character. The following is presented data on the results of the research in the form of a table that summarizes the aspects of effectiveness, challenges, and

opportunities for the implementation of Kuttab-based education.

Table 1. The Effectiveness of Kuttab Education in Shaping Students' Character and Academics

Aspects	Percentage of Respondents Who Agreed (%)	Information
Formation of noble morals	87%	The Kuttab model is considered effective in instilling moral values.
Improvement of academic ability	75%	The combination of religion and science strengthens students' understanding.
Intellectual-spiritual balance	82%	Kuttab education can create a generation with good character.

This table shows that the majority of respondents consider Kuttab-based education to be effective in forming noble morals, improving academic ability, and creating a balance between intellectual and spiritual. The challenges faced in the implementation of Kuttab education are one of the focuses of this research. Here are the results of the challenge identification presented in the table.

Table 2. Challenges of Implementing Kuttab Education

Challenge	Frequency (%)	Information
Infrastructure limitations	60%	Supporting facilities, such as study rooms, are still inadequate.
The influence of globalization	50%	Students began to be exposed to foreign cultures that were contrary to Kuttab's values.
Lack of trained educators	40%	There is a lack of educators who understand the Kuttab method thoroughly.

From the table, it can be concluded that the main challenges in the implementation of Kuttab education include limited infrastructure, the impact of globalization, and the lack of trained educators. This shows the need for more attention from various parties to overcome these obstacles.

In addition to the challenges, this study also identifies opportunities that can be leveraged to increase the relevance of

Kuttab-based education. The following is presented in the following table.

Table 3. Opportunities for the Implementation of Kuttab Education

Chance	Frequency (%)	Information
The use of technology in learning	70%	Technology can be used to expand the reach of Kuttab education.
Integration of religious and general science curriculum	65%	Providing students with a comprehensive understanding of the knowledge of the world and the hereafter.
Public support for moral education	80%	The community supports education that prioritizes morality and religion.

The results of the analysis show that great opportunities in the implementation of Kuttab education include the use of technology, curriculum integration, and community support. This opportunity can be a foundation to increase the effectiveness of Kuttab-based education.

The Role of Kuttab in Improving Religious Education and Spiritual Values in Indonesia

The education system in Indonesia since the beginning of independence has inherited a dualistic education system consisting of two main models. First, the modern education and teaching system is secular in the form of public schools adopted by the Dutch colonial government. Second, the Islamic education system grows independently among Muslims through mosques, Islamic boarding schools, and madrasas that focus on traditional religious education. This dualistic education system poses a great challenge in realizing the integration of religious values and general education. In the National Education System Law (Sisdiknas Law) Number 2 of 1989 Article 39 paragraph 2, it is emphasized that the educational curriculum in all paths, types, and levels of education must include Pancasila education, religious education, and civic education. However, the implementation of the integration of religious values into general education often does not run optimally, resulting in an educational pattern that is less effective in shaping the character of students as a whole by Islamic principles.

One of the main goals of Islamic education is to produce individuals known as **Insan Kamil**, that is, someone who has perfection in faith and morals. Such

individuals are expected to be able to carry out all of God's commandments and stay away from His prohibitions consistently. However, to achieve these goals, an educational framework is needed that not only focuses on cognitive aspects, but also includes character building, time management, and a deep understanding of religious values. Education that focuses too much on worldly material tends to override spiritual values, thus causing a gap between science and religion in daily life. This is a challenge that must be overcome by the modern Islamic education system, especially in Indonesia.

According to Feisal, the modern Islamic education system is in an ambivalent condition. On the one hand, Islamic education has not been fully successful in producing competent religious experts, while on the other hand, this system is also not able to produce individuals who master the general sciences comprehensively. This condition is a dilemma for Islamic educational institutions such as Islamic boarding schools, which feel less effective in meeting the need for experts in the field of religion and general sciences. Islamic boarding schools also face great challenges in integrating various disciplines that are relevant to the needs of modern society.

This further emphasizes the importance of reform in the Islamic education system to produce a generation that not only has a strong understanding of religion but is also able to compete in various fields of science and skills.⁴

As a strategic step to overcome these problems, Indonesia needs to integrate religion and science at all levels of education. Amin Abdullah stated that every discipline, be it religious, social, humanities, or natural sciences, cannot stand alone. All disciplines complement each other and need each other to create a more holistic understanding of life. By integrating various fields of knowledge, students are not only able to understand various life problems more comprehensively but also can provide relevant solutions based on religious principles. This integration is also expected to be able to shape the character of the younger generation based on moral and spiritual values.

One of the educational models that is considered able to answer this challenge is Islamic education through the Kuttab approach. Historically, Kuttab is a traditional Islamic educational institution that has existed since the early days of Islamic development. This institution

focuses on teaching the Qur'an, hadith, and Islamic values to children from an early age. The Kuttab model pays special attention to the formation of spiritual or spiritual students, which has tended to be ignored by the modern education system. By instilling spiritual values from an early age, Kuttab has great potential to form a generation that is not only intellectually intelligent but also has high morality and adherence to religious teachings.

However, the biggest challenge faced by the Kuttab education system is how to adapt its approach to the needs of modern society without losing the essence of Islamic values. Currently, the education system in Indonesia tends to prioritize the logic of materialism and often separates religion from everyday life, a phenomenon known as secularism. As a result, there is moral degradation among the younger generation, which is characterized by an increase in cases of juvenile delinquency, drug abuse, and other criminal acts. This condition reflects the lack of spiritual development in the national education system, which should be one of the main pillars in shaping the character of the nation's next generation.

The Kuttab education model is present as a solution to overcome these

problems by focusing on teaching religious values intensively and continuously. In the Kuttab approach, learning is carried out in an integrated manner by integrating aspects of general science and religion. In addition, Kuttab also teaches the importance of manners or ethics as an integral part of education. Students are taught to respect teachers, parents, and others, and prioritize humility and honesty in every action. Thus, Kuttab not only functions as a place of learning but also as a forum for character formation based on Islamic values.⁵

Another advantage of the Kuttab education model is its personal and intensive approach. In Kuttab, each student receives special attention from the teacher, so that the learning process can take place more effectively. Teachers play the role of mentors who not only convey knowledge but also provide examples in daily life. This close relationship between teachers and students creates a conducive learning atmosphere, where students feel valued and supported in developing their potential. In addition, Kuttab also applies an interactive and fun learning method, so that students can understand the material more easily and deeply.

The implementation of the Kuttab education model has a great opportunity to improve the quality of religious education and spiritual values among the younger generation. However, the success of this model is inseparable from the support of various parties, including the government, educational institutions, and the community. The government needs to pay more attention to the development of a Kuttab-based education model by providing adequate facilities and resources. In addition, there needs to be synergy between Kuttab educational institutions and public schools to create an integrated and holistic education system.

The community also has an important role in supporting the implementation of the Kuttab education model. Parents, as the first and foremost educators, need to realize the importance of religious education in shaping children's character. By providing full support for Kuttab education, parents can help create a conducive learning environment for their children. In addition, the community as a whole needs to appreciate and support the existence of Kuttab as part of efforts to strengthen religious values in daily life.

Building a Generation of Knowledge and Morality through Kuttab Education

The term kuttab educational institution in Islamic civilization is not a new term but has existed since the pre-Islamic period. Kuttab as a classical Islamic educational institution is a basic educational institution that is attended by children, which in the current context are children from kindergarten to elementary school. Kuttab is identified as a place to study the Qur'an which in ancient times was a place for teachers or companions of the prophet.⁶ Kuttab Education, which is a basic educational institution in the Islamic tradition, has a very significant role in shaping the character and knowledge of the younger generation. Although the term "Kuttab" itself has existed since pre-Islamic times, this institution has developed rapidly in Islamic civilization as an educational center that not only teaches literacy but also instills strong moral and religious values.

History and Development of Kuttab Historically, Kuttab is an educational institution that focuses on teaching the Qur'an and the basic teachings of Islam to children. In the early days of the development of Islam, Kuttab

served as a place to teach the reading of the Qur'an and other religious knowledge. During the time of the Prophet Muhammad SAW, Kuttab was usually around the mosque or the house of the Prophet's companion who could teach the Qur'an. The main goal is for Islamic children to understand the teachings of the religion from an early age so that they can grow up to be individuals who are not only intelligent in science but also have good morals.⁷

In its development, Kuttab began to be introduced in various parts of the Islamic world, and its existence was very important in spreading the teachings of Islam. Kuttab is the first place for children to learn to read, write, and learn the basics of religion. As a basic education institution, Kuttab is responsible for equipping children with the necessary skills and knowledge to live their lives as good Muslims. In the context of modern education, the concept of Kuttab can be considered relevant as an educational model that integrates general science and religious science. Nowadays, Kuttab not only teaches the Qur'an, but also integrates a curriculum that includes other academic subjects such as mathematics, language, science, and history, while still prioritizing religious and moral values. Kuttab

education, which integrates science and religion, has great potential in forming a young generation who are not only knowledgeable but also have noble character. For example, Qur'an lessons taught from an early age provide a solid moral foundation for children to respect others, act honestly, and develop good character. On the other hand, scientific lessons provide insights and knowledge that are crucial for thriving in the modern world.⁸

This integrated education also facilitates holistic learning, which includes the intellectual, emotional, social, and spiritual aspects of the child. In this case, Kuttab is a place that teaches children to think critically, understand the world around them, and have a strong affinity with religious teachings. This will produce a generation that is not only intellectually intelligent but also strong in character and morals. To build a generation of knowledge and morality, Kuttab education needs to integrate two important aspects: religious science and science. This integration can begin with the teaching of the Qur'an which is not only used as a text to be studied but also as a basis for thinking that leads to the development of scientific knowledge. For example, concepts in the Qur'an related to the

universe, humans, and life, can be used as a basis for studying science and technology.

In addition, Kuttab education can also teach ethical and moral principles contained in Islamic religious teachings, such as honesty, responsibility, and compassion, which are important to be applied in daily life, both in personal, social, and professional life. Kuttab education must focus on forming good character so that the generation produced is not only intellectually intelligent but also has good morals. Amid globalization and technological advancements, the challenges in implementing the Kuttab education model are getting bigger. One of the biggest challenges is how to maintain a balance between religious teaching and science, and to deal with it in a way that is relevant to the times. Therefore, innovation in teaching methods is needed, as well as the development of a curriculum that accommodates the needs of the modern world without neglecting religious values.⁹ However, the hope for the future is that Kuttab can become an educational model that is able to produce a generation that not only excels in science but also has high moral and spiritual integrity. With education oriented to character and knowledge, Kuttab can produce individuals who are not only ready to face

the challenges of the world but also ready to bring goodness to society and human civilization.

Kuttab education is an educational model that is very relevant in building a young generation who are knowledgeable and moral. By integrating religious and scientific sciences, Kuttab education can produce individuals who are not only intellectually intelligent but also have good character and can contribute positively to society. Therefore, it is time for us to develop and modernize the Kuttab education system so that it remains relevant to the demands of the times, as well as a solution to producing a generation with quality and integrity.

Kuttab's Challenges in the Modern Era

Kuttab-based education in the modern era faces great challenges in adapting to technological advances and changes in the global education paradigm. One of the main challenges faced is the pressure to balance religious education with academic demands that are more oriented to the world of work. Modern education often places more emphasis on mastering practical skills and measurable academic achievement through specific standards, while moral education and

religious values tend to be seen as secondary priorities. As a result, Kuttab-based educational institutions are often considered less relevant in the context of increasingly competitive global needs. This paradigm is a big challenge for Kuttab institutions to prove that their education system is capable of producing individuals who are not only intellectually intelligent but also excel in morality and spirituality.

The curriculum implemented in the Kuttab institution also faces great challenges in integrating religious science with general science. Harmony between these two types of education is not always easy to achieve, especially when the national curriculum is more oriented towards certain academic standards that often do not provide enough space for religious education. Many Kuttab institutions try to combine the study of the Qur'an, hadith, and other Islamic sciences with general subjects such as mathematics, science, and language. However, these efforts are often hampered by the lack of structured and comprehensive curriculum guidelines, so the integration is not always optimal. This obstacle is also exacerbated by the limitations of human resources and infrastructure in many Kuttab educational institutions. Most of these institutions operate with minimal facilities and lack

training for their teaching staff to implement more modern and interactive learning methods.

Another challenge faced by Kuttab-based education is the social stigma that is often attached to this institution. Amid modern society that tends to glorify formal education based on technology and science, Kuttab education is often considered archaic and unable to compete with other educational institutions. This stigma can reduce people's interest in choosing Kuttab-based education as a viable alternative, especially in urban areas where the modern education system is more dominant. This condition also has an impact on the funding of Kuttab institutions, which largely rely on community support and often do not have access to a wider source of funding like other educational institutions.¹⁰

Behind these various challenges, Kuttab-based education has a great opportunity to develop and make a significant contribution to the formation of a young generation who are knowledgeable and have noble character. One of the biggest opportunities owned by Kuttab Education is the integration of the religious curriculum with general science. By combining these two aspects, Kuttab

education can produce individuals who are not only intellectually superior but also have solid morality. This approach allows students to understand that science and religion are not two separate things, but rather complementary in human life. This can form a more holistic mindset in students so that they can face life's challenges with a wiser approach based on Islamic values.¹¹

The use of technology also opens up great opportunities for Kuttab-based education to improve the quality of learning. In this digital era, the use of digital media, educational applications, and e-learning platforms can help Kuttab institutions make the learning process more interesting, interactive, and relevant to the needs of the times. With technology, teachers can deliver religious subject matter more creatively, such as through interactive videos, simulations, or Qur'anic and hadith-based applications. In addition, technology also allows students to access a wider and deeper range of learning resources, allowing them to expand their knowledge beyond the confines of the formal curriculum. The use of this technology can also help Kuttab institutions reach more students, especially those in remote areas that previously had difficulty accessing quality education.

In addition to curriculum integration and the use of technology, Kuttab-based education also has great potential in strengthening character education. Amid increasingly complex social challenges, such as moral degradation and value conflicts, Kuttab education offers a more personalized approach to shaping students' character. By involving a close community between teachers, students, and parents, Kuttab Education can create an environment conducive to the formation of the values of honesty, discipline, patience, and responsibility. Teachers not only act as teachers but also as spiritual guides who help students internalize religious values in daily life. This approach also involves parents in the educational process, so that student character education not only takes place at school but is also strengthened in the family environment.

Kuttab education also has the potential to teach students to think critically and reflectively through the integrative approach taught. In this education system, students are invited to reflect on the relationship between religious teachings and life phenomena, so that they can understand the relevance of Islamic values in various contexts. This approach can help students develop the

ability to evaluate various problems from a moral and spiritual perspective, which is an important foundation for wise decision-making. Thus, Kuttab's education not only produces academically intelligent individuals but also has strong emotional and spiritual maturity.

Kuttab educational institutions continue to innovate and adapt to changing times. One of the steps that can be taken is to improve teacher training and competency development. Teachers are the key to the success of Kuttab education, so they need to continue to improve their understanding of modern learning methods that can integrate religious values with science. In addition, the Kuttab institution also needs to expand cooperation with various parties, such as the government, religious organizations, and the private sector, to get support in terms of funding, curriculum development, and infrastructure improvement.

In facing social stigma, Kuttab institutions also need to be more proactive in communicating the excellence and relevance of their education to the community. Through an effective campaign, the Kuttab institution can show that religious value-based education is not only relevant but also very important in

shaping the young generation who have moral integrity and strong character. With this approach, Kuttab education can attract more parents who want a holistic education for their children.¹² With various challenges and opportunities that exist, Kuttab-based education has great potential to become an educational model that is not only relevant but also superior in forming a generation of knowledge and noble character. By integrating the religious and general science curriculum, utilizing technology, strengthening character education, and innovating learning methods, Kuttab education can present real solutions to various educational problems in Indonesia. Therefore, it is important for all parties, including the government, educators, and the community, to support and strengthen the role of Kuttab education in building a better future for future generations.

Conclusion

The conclusion of this study shows that Kuttab-based education has an important role in forming a generation that is not only intellectually intelligent but also has noble morals. The integration of religious science and general science in the Kuttab model can create a balance between students' intellectual and spiritual

development. Despite facing great challenges such as difficulties in aligning the curriculum with the modern education system and limited resources, Kuttab education still shows great potential in producing individuals with good character and ready to face the challenges of the times. In the face of globalization and technological advancements, the Kuttab model can be adapted by utilizing technology in the learning process, as well as strengthening cooperation between teachers, parents, and the community to shape students' character.

References

- Afnil, G. *National Education Law No. 20 of 2003 and Lecturer Law No. 14 of 2005*. Jakarta: Asa Mandiri, 2008.
- Aminuddin, M. Y. "Changes in the Institutional Status of Islamic Religious Universities in Facing Challenges and Opportunities for Islamic Education in Indonesia." *TA'LIM: Journal of Islamic Education Studies* 2, no. 1 (2019).
- Feisal, J. A. *Reorientation of Islamic Education*. Depok: Gema Insani, 1995.
- Hidayah, N. "Management of Private Islamic Educational Institutions Based on Religious Moderation." *Islamic Education: Journal of Islamic Education* 10, no. 2 (2021).
- Intan, N., and S. Saude. "The Application of Islamic Education Quality Management to Improve Human Resources in Private Universities."

In *Proceedings of Islamic Studies and Integration of Knowledge in the Era of Society 5.0 (KIES 5.0)*, 2024.

Irawan, H. "Understanding the Curriculum Organization of Islamic Religious Education: Perspectives and Evaluations in the Context of General Education." *Peradaban Journal of Interdisciplinary Educational Research* 2, no. 2 (2024).

Muharrahman, Rusli R., Sani A., Davik, and Subiyadi A. "Intellectual Characteristics and Civilization of the Umayyad Bani: Kuttab as Basic Islamic Education for Early Childhood." *Raudhah Proud To Be Professionals: Jurnal Tarbiyah Islamiyah* 7, no. 2 (2022).

Suprayogo, I. *Paradigm of Islamic Scientific Development Perspective of UIN Malang*. Malang: UIN-Maliki Press, 2006.

Ulum, F. B., L. Susanti, and N. M. Abid Nurhuda. "Management Effectiveness in Revitalizing Kuttab in Indonesia in the Modern Era: A Systematic Literature Review." *Al-Idarah: Journal of Islamic Education* 14, no. 1 (2024).

Yusra, A. F., and Zulmuqim. "Islamic Education in the Prophet's Period and the Existence of Kuttab and Mosques in the Development of Islamic Education." *Kawakib Journal* 2, no. 2 (2021).

Zulia, R., and T. R. Ambarwati. "Implementation of the Kuttab Al-Fatih Semarang Curriculum." *AL-ISHLAH: Journal of Islamic Education* 8, no. 2 (2020).

¹ Intan, N., and S. Saude. "The Application of Islamic Education Quality Management to Improve Human Resources in Private Universities." In *Proceedings of Islamic Studies and Integration of Knowledge in the Era of Society 5.0 (KIES 5.0)*, 2024.

² Irawan, H. "Understanding the Curriculum Organization of Islamic Religious Education: Perspectives and Evaluations in the Context of General Education." *Peradaban Journal of Interdisciplinary Educational Research* 2, no. 2 (2024).

³ Suprayogo, I. *Paradigm of Islamic Scientific Development Perspective of UIN Malang*. Malang: UIN-Maliki Press, 2006.

⁴ Feisal, J. A. *Reorientation of Islamic Education*. Depok: Gema Insani, 1995.

⁵ Afnil, G. *NATIONAL EDUCATION SYSTEM LAW No. 20 of 2003 and Lecturer Law No. 14 of 2005*. Jakarta: Asa Mandiri, 2008.

⁶ Suprayogo, I. *Paradigm of Islamic Scientific Development Perspective of UIN Malang*. Malang: UIN-Maliki Press, 2006.

⁷ Muharrahman, Rusli R., Sani A., Davik, and Subiyadi A. "Intellectual Characteristics and Civilization of the Umayyad Bani: Kuttab as Basic Islamic Education for Early Childhood." *Raudhah Proud To Be Professionals: Jurnal Tarbiyah Islamiyah* 7, no. 2 (2022).

⁸ Yusra, A. F., and Zulmuqim. "Islamic Education in the Prophet's Period and the Existence of Kuttab and Mosques in the Development of Islamic Education." *Kawakib Journal* 2, no. 2 (2021).

⁹ Aminuddin, M. Y. "Changes in the Institutional Status of Islamic Religious Universities in Facing Challenges and Opportunities for Islamic Education in Indonesia." *TA'LIM: Journal of Islamic Education Studies* 2, no. 1 (2019).

¹⁰ Hidayah, N. "Management of Private Islamic Educational Institutions Based on Religious Moderation." *Islamic Education: Journal of Islamic Education* 10, no. 2 (2021).

¹¹ Ulum, F. B., L. Susanti, and N. M. Abid Nurhuda. "Management Effectiveness in Revitalizing Kuttab in Indonesia in the Modern Era: A Systematic Literature Review." *Al-Idarah: Journal of Islamic Education* 14, no. 1 (2024).

¹² Zulia, R., and T. R. Ambarwati. "Implementation of the Kuttab Al-Fatih Semarang Curriculum." *AL-ISHLAH: Journal of Islamic Education* 8, no. 2 (2020).

Endnotes