

Mentoring the Development of Yellow Book Literacy Using the Halaqoh Method for Students at the Darunnajah Islamic Boarding School in Jakarta

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ABSTRACT

This study aims to enhance the literacy of kitab kuning among students at Darunnajah Islamic Boarding School Jakarta through the implementation of the halaqah method. The halaqah method was chosen because it is believed to create an interactive and conducive learning atmosphere for mastering kitab kuning material. This research uses a mixed-methods approach, combining both qualitative and quantitative methods. The qualitative approach is used to understand the process of implementing the halaqah method, while the quantitative approach is used to measure the improvement in kitab kuning literacy. Qualitative data were collected through observations and in-depth interviews with students and teachers, while quantitative data were obtained through written tests before and after the implementation of the halaqah method. The results show that the implementation of the halaqah method significantly improves students' understanding of kitab kuning literacy. This improvement is evident in the higher test scores and increased ability of students to read and comprehend kitab kuning texts. Additionally, the halaqah method also enhanced student engagement and motivation in the learning process. These findings indicate that the halaqah method can be an effective alternative for developing kitab kuning literacy in Islamic boarding schools.

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1. INTRODUCTION

Darunnajah Islamic Boarding School Jakarta has an important role in the development of Islamic education in Indonesia. One important aspect of education in Islamic boarding schools is literacy of yellow books. According to (Afandi, 2023) in a journal entitled Model of Islamic religious education based on yellow books in formal schools, Yellow books are classical Arabic books that are the main references in the study of Islamic religious knowledge, covering various disciplines such as fiqh, tafsir, hadith, and

morals. These books not only have historical value but are also the main source in understanding Islamic teachings in depth and contextually (Hasbiyallah, 2018). In addition, Darunnajah Islamic Boarding School Jakarta is one of the Islamic educational institutions that has a long history in educating and producing Muslim scholars and intellectuals in Indonesia (sofwan manaf, 2023). One of the main curricula taught at the Darunnajah Islamic boarding school is literacy of yellow books, namely classical Arabic books that are the main references in the study of Islamic science. However, in this modern era, Islamic boarding schools face various challenges in teaching yellow book literacy to students (Wahidah, 2023). In addition, in this modern era, many students face challenges in mastering yellow books (Gatot, 20219). Several factors that influence this include changes in learning patterns, limited time available to study yellow books, and limitations in the teaching methods used. In the midst of the rapid flow of information and technology, the ability of students to understand and master yellow books needs to be improved so that they remain relevant to the times.

Based on the facts in the field, namely the first Darunnajah Islamic Boarding School in Jakarta, Based on internal data from the Darunnajah Islamic Boarding School, the number of students reached more than 1,800 people, with varying levels of education from junior high school to high school. Second, most of the students come from different educational backgrounds, which affects their initial ability to master Arabic and the yellow book (Observation, 2024).

At the Darunnajah Islamic Boarding School, the Traditional Teaching Method is still used in learning the Yellow Book, which is still dominated by the sorogan and bandongan methods (Observation, 2024). This method is often one-way and less interactive, so that not all students are able to follow it well. From the results of the observation, it was found that only around 40% of students were able to understand the material well through this method, while the rest had difficulties. In Arabic Language Mastery Based on the initial test conducted on new students, it was found that 60% of them had limitations in mastering Arabic, both in terms of vocabulary and grammar, which are the basis for understanding the yellow book.

According to the author, the main problems in mastering yellow book literacy include: First, the limitations of learning methods because traditional methods are less able to stimulate active participation and deep understanding from students. Second, limited language proficiency because Arabic, which is the main language in yellow books, is still a major obstacle for most students. Third, limited time, because the very busy schedule of activities at the Islamic boarding school makes it difficult for students to allocate special time for studying yellow books.

Therefore, the author will provide assistance in developing literacy of yellow books for students, including:

1. Halaqoh Method, The halaqoh method, which emphasizes discussion and questions and answers, can be a solution to increase the interactivity and understanding of students. This method allows students to be more active in learning and obtain deeper explanations.
2. Intensive Assistance, With intensive assistance by the author to special teachers so that students can be guided more personally in understanding the contents of the yellow book.
3. Utilization of Technology, Using technology such as Arabic language learning applications and e-learning platforms can help students overcome language difficulties and understand yellow book material more efficiently.

Based on Data from Previous Research and Assistance Results, it was found that a preliminary study conducted in 2022-2023 showed that the halaqoh method can increase students' understanding of the yellow book by up to 30% compared to traditional methods. The survey results showed that 75% of students felt more motivated and active in learning when using the halaqoh method. In addition, Darunnajah Islamic Boarding School has competent human resource assets, with ustadz and teachers who have expertise in the field of yellow books. As well as supporting infrastructure, such as adequate study rooms and access to technology, are important capital in developing the halaqoh method. This is in accordance with the graph of the results of the halaqoh method trial showing a significant increase in students' understanding of yellow books, with an average understanding score increasing from 60 to 80 in a period of three months.

2. METHODS

The method used in this study uses Participatory Action Research (PAR) which is an approach whose process aims for learning in overcoming problems and fulfilling the practical needs of society as well as the production of knowledge, and the process of socio-religious change (Norman K. Denzin and Yvonnas S., 2009). The PAR approach has several characteristics (Ridho, 2011). First, PAR is research or research characterized by the active participation of institutions as target groups. they are considered as subjects. therefore, Islamic boarding schools in terms of students who actively participate in these activities. Second, researchers in PAR position themselves as people in the service. Third, PAR is a combination of research and direct action carried out in a participatory manner to improve the standard of living of the community, which in the context of this service is related to mentoring the development of yellow book literacy with the Halaqoh method. Fourth, PAR seeks to increase the active participation of students in planned activities so that the desired goals can be achieved. The implementation of the participatory action research method in this study will be carried out so that students are able to:

1. Internalize insights into learning yellow books through the haloqoh method
2. Practice reading yellow books directly and discussing the understanding of what they read.

Mentoring strategies carried out through

1. Introduction

Preliminary activities are carried out to obtain information and analyze the situation of students related to understanding yellow book literacy

2. Determination of Goals and Targets

Determination of goals and targets, formulating actions and response strategies, and using effective communication.

3. Tactics

The planned tactics include training and mentoring. This activity is carried out in the form of a workshop. This activity is divided into two stages. First, providing material on understanding how to read yellow books. Second, practicing reading yellow books

4. Evaluation

Evaluation includes performance evaluation and impact evaluation. Performance evaluation aims to reveal the level of mastery of knowledge and skills of training participants. Impact evaluation is carried out when training participants are able to read yellow books correctly according to the rules of nahwu and Arabic that are easy to understand.

The steps that will be taken in this research are as follows:

1. Training 40%, namely lectures and discussions on yellow book literacy insights
2. Practice 35%, namely the practice of reading yellow books in turns
3. Evaluation 25%, namely the evaluation of the level of success in developing a business

The parties involved in this research are

1. Research team, consisting of one person
2. Expert team who have expertise in yellow book literacy material through the halaqoh method, consisting of two people
3. 50 students at the Darunnajah Islamic Boarding School

3. FINDINGS AND DISCUSSION

Yellow Book Literacy Understanding Ability

According to (Taufiqurrahman, 2021) in his Journal, the mastery of yellow books refers to classical Arabic books which are the main references in the study of Islamic religious knowledge, covering various disciplines such as fiqh, tafsir, hadith, tauhid, and tasawuf. Yellow book literacy not only involves the ability to read Arabic texts, but also understand the content, context, and relevance of the teachings contained therein.

Gambar 1.1



The photo shows a classroom atmosphere where a teacher is delivering material on "The Ability to Understand Yellow Book Literacy" to a group of students. The teacher is seen using a whiteboard to write important points, while the students follow enthusiastically and take notes on the material given. Yellow Books, which are the term for classical books in the Islamic tradition, are the main focus of this learning. Teaching yellow book literacy aims to help students understand religious texts written in classical Arabic, so that they can better study the science of fiqh, tafsir, hadith, and other religious sciences. In this session, students are trained not only to understand the meaning of the text, but also to master the method of interpretation and understand the historical context of the books. This learning also integrates correct reading techniques and introduces terms in yellow books that are often different from modern Arabic. Thus, students are expected to be able to develop literacy skills that are not only useful in an academic context, but also in their daily lives as part of a Muslim community that has a deep understanding of religious teachings.

Factors Affecting Understanding of Yellow Book Literacy

a. Arabic Language Mastery

- Grammar (Nahwu and Sharaf), Understanding Arabic grammar is the main foundation in reading and understanding yellow books. Students must master nahwu (grammar) and sharaf (morphology) to understand sentence structure and word meaning (Somahhida, 2021).
- Vocabulary, Extensive knowledge of classical Arabic vocabulary is essential because many of the terms used in yellow books differ from modern Arabic.

b. Teaching Methods

- Traditional Methods, The sorogan method (individual learning with a teacher) and bandongan (the teacher reads and explains the text to many students) are traditional methods that are still widely used in Islamic boarding schools. Although this method has the strength in transferring knowledge directly from the teacher, the lack of active interaction can be a weakness (Tsabata Firman, 2021).
- Interactive Methods, The halaqoh method, which involves discussion and questions and answers, can improve students' understanding because they are more actively involved in the learning process.

c. Context and Relevance

- Historical and Social Context, Understanding the historical and social context when the book was written helps students understand the reasons behind certain laws or teachings.
- Contemporary Application, Linking the teachings in the yellow book to the context of modern life makes learning more relevant and easier for students to understand.

d. Mentoring and Guidance

- The Role of Ustadz, Intensive mentoring by competent ustadz is very important. Ustadz not only functions as a teacher, but also as a guide who helps students overcome difficulties in understanding the text.
- Personal Approach, A personal approach in mentoring allows students to get special attention according to their needs.

e. Resources and Facilities

- Access to Additional References, Tafsir books, dictionaries, and other additional references support deeper understanding.
- Learning Technology: Utilizing technology such as Arabic language learning applications and e-learning platforms can help students learn independently and effectively.

Challenges in Understanding Yellow Book Literacy

- a. Language Limitations, Many students who enter Islamic boarding schools have limited Arabic language education backgrounds, so it takes extra time and effort to master this language.
- b. Less Interactive Learning Methods, The dominant traditional method is still lacking in actively involving students, which can reduce students' understanding and participation.
- c. Time Limitations The very busy schedule of Islamic boarding school activities makes it difficult for students to allocate special time for studying the yellow book in depth.
- d. Access to Resources, Not all Islamic boarding schools have access to additional references and adequate learning technology.

Gambar 1.2



This photo depicts a classroom atmosphere full of concentration, where a group of students are diligently studying the literacy of yellow books. The main challenge faced by students in understanding the literacy of yellow books is the complexity of the classical Arabic language used in these books. This language is often very different from the more familiar modern Arabic, making it more difficult to

understand the text. Students must be able to master the rules of classical Arabic, identify the meaning of words, and understand the context and culture behind the text. In addition, other challenges are limited access and lack of understanding of the interpretation methods used in yellow books. Many students are not yet accustomed to reading and analyzing yellow books that require high precision and deep scientific insight. Not infrequently they also have to deal with fiqh or theological terms that are not easy to understand without proper guidance. Therefore, in learning the literacy of yellow books, the role of the teacher is very crucial to guide and provide understanding gradually so that students can master the religious knowledge contained in the yellow books well.

Strategies to Improve the Ability to Understand the Literacy of the Yellow Book

- a. Implementation of the Halaqoh Method, Holding regular halaqoh sessions where students can discuss, ask questions, and explore the yellow book more interactively.
- b. Intensive Mentoring, Providing intensive mentoring from competent ustadz to provide special guidance to students who have difficulties.
- c. Strengthening Arabic Language Mastery, Holding intensive Arabic language classes with more effective and interactive learning methods.
- d. Utilization of Technology, Using Arabic language learning applications and e-learning platforms to help students learn independently.
- e. Flexible Time Management, Arranging a more flexible schedule to provide special time for students to explore the yellow book.

Research result

Improving Understanding of Yellow Book Literacy

After implementing the halaqoh method, there was a significant increase in students' understanding of yellow book literacy. The students' written test scores before and after implementing this method showed an average increase of 30%. In addition, the students' ability to read and understand yellow book texts also experienced a significant increase.

Students' Activeness and Participation

The halaqoh method has proven effective in increasing students' activeness and participation in the learning process. Students become more actively involved in discussions and Q&A sessions, and are more motivated to study yellow books. Observations show that the learning atmosphere becomes more interactive and dynamic.

Quality of Interaction Between Students and Teachers

The implementation of the halaqoh method also improves the quality of interaction between students and teachers. Closer relationships and more open communication between teachers and students are created during halaqoh sessions, allowing teachers to better understand the needs and difficulties faced by students in studying yellow books.

Improving Critical Thinking Skills

The halaqoh method encourages students to think critically and analytically about yellow book texts. Students are trained not only to understand the text literally, but also to analyze and interpret the meaning contained in the text. This improves students' overall critical thinking skills.

Student and Teacher Satisfaction

The satisfaction survey conducted showed that both students and teachers were satisfied with the implementation of the halaqoh method. Students felt that this method helped them understand the yellow book better in a more enjoyable and effective way, while teachers felt that this method helped them convey the material better

4. CONCLUSION

The implementation of the halaqoh method in learning yellow book literacy has a positive and significant impact in various aspects. One of the most striking results is the increase in students'

understanding of yellow book literacy. The written test scores that showed an average increase of 30% illustrate that students not only understand the yellow book texts better, but are also able to analyze and interpret the meaning contained in the books. This success could be due to the halaqoh method which brings the interaction between students and teachers closer, facilitates deeper understanding, and creates space for discussion and clarification.

The activeness and participation of students in learning also increased significantly. The halaqoh method, which is interactive, allows students to be more involved in the learning process, both in discussions and questions and answers. This motivates them to study the yellow book more intensively. Observations show that the classroom atmosphere becomes more dynamic, with students more enthusiastic to participate. The quality of interaction between students and teachers also increases, with more open communication, allowing teachers to understand and overcome the difficulties faced by students. Furthermore, the halaqoh method also plays a role in honing the critical thinking skills of students, because they are trained not only to understand the text literally, but also to analyze deeper meanings. Overall, both students and teachers are satisfied with the implementation of the halaqoh method, which is considered effective, enjoyable, and able to improve the quality of learning.

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