

The Application of Yellow Book Learning in Increasing the Knowledge of Students in At-Taroqqi Karongan Sampang Islamic Boarding School

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ABSTRACT

This study aims to examine the application of yellow book learning in improving the knowledge of students at the At-Taroqqi Islamic Boarding School, Karongan, Sampang. Yellow book is a classic book that is the main reference source in traditional Islamic religious education in Indonesian Islamic boarding schools, especially in understanding religious sciences such as fiqh, tafsir, and hadith. The research method used is qualitative descriptive with data collection techniques through observation, interviews, and documentation. Participants in this study were students and teachers involved in learning yellow books at PP. At-Taroqqi. The results of the study indicate that the application of the yellow book learning method can effectively improve students' understanding and knowledge of Islamic teachings and build strong religious character. In addition, the contextual approach and the sorogan and bandongan methods applied are able to encourage active involvement of students in the learning process. This finding emphasizes the importance of preserving yellow book learning as a teaching medium that not only focuses on cognitive aspects, but also forms students' morals and personalities.

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1. INTRODUCTION

Islamic boarding school education is one of the characteristics of the Islamic education system in Indonesia. One of the main components in pesantren education is the teaching of the yellow book, which includes classical texts containing Islamic knowledge, such as fiqh, hadith, tafsir, and Sufism. The yellow book plays an important role in building students' religious understanding, because the material contains basic religious teachings and comprehensive insights that form a deep and critical Islamic mindset. However, in recent decades, there have been concerns about students' interest and understanding of the Yellow Book, especially in the midst of the rapid development of technology and information, which indirectly affects students' interest in learning about the study of classical texts.

The At-Taroqqi Islamic Boarding School in Karongan, Sampang, is one of the traditional Islamic boarding schools that is still consistent in implementing the learning of the yellow book. However,

based on data from initial observations and interviews, many students find it difficult to understand the language and context of the yellow book, especially because the texts are written in classical Arabic which is not always easy to understand without intensive guidance. Some students even admitted that learning the yellow book tends to be monotonous due to the lack of variety in teaching methods, which makes them less enthusiastic in participating in lessons. This is a challenge for teachers to find a learning method that is able to increase students' understanding and interest in the yellow book.

According to data from an internal survey of Islamic boarding schools, around 60% of students admitted that they had difficulty understanding the content of the yellow book, and more than 50% stated that they needed a more interactive learning method to understand the material better. Therefore, this research is important to identify effective learning methods in improving students' understanding of the yellow book. Thus, it is hoped that the results of this research can make a significant contribution to the development of the Yellow Book learning model that not only increases the knowledge of students, but also builds strong character and deep religious attitudes.

Initial Observation: Many students showed low interest in learning the Yellow Book due to language difficulties and lack of varied teaching methods. **Results of Interviews with Teachers:** Teachers realize that conventional methods such as sorogan and bandongan require adjustments to maintain students' interest in learning. This research is expected to answer the challenges in learning the Yellow Book, so that it can improve the quality of Islamic boarding school education as a whole.

Islamic Boarding School Education and the Yellow Book

Islamic boarding schools are traditional Islamic educational institutions that have become an integral part of Indonesian society. In Islamic boarding schools, the learning of the yellow book is the main characteristic because it contains classical texts in Arabic that cover various Islamic disciplines. The yellow book or the book of turats is an Arabic book that is generally taught without harakat, so it requires special skills in reading, understanding, and translating. This book includes the teachings of fiqh, creed, Sufism, hadith, and interpretation of the Qur'an which is the basis for students' understanding of Islam. Based on Abdullah (2018), the yellow book is not only a medium to gain knowledge, but also an instrument in shaping the morals, attitudes, and personalities of students so that they have a solid religious attitude.

Yellow Book Learning Methods in Islamic Boarding Schools

There are two main methods in learning the yellow book, namely sorogan and bandongan. The sorogan method is a method in which students study the book individually under the guidance of ustaz or kyai. In this method, students read and study the contents of the book directly, while the teacher provides corrections and understanding. The bandongan method, on the other hand, is a group learning in which the ustaz or kyai read and explain the contents of the book to the students collectively. Both of these methods have been applied in pesantren for a long time, but both require adaptation in the modern era to remain relevant to the needs of students in understanding the yellow book. According to Hasbullah (2020), there needs to be innovation in the yellow book learning method so that students not only understand the content of the book, but can also apply this understanding in their daily lives.

Relevant Learning Theories

Several learning theories can be used as a reference to increase the effectiveness of learning the Yellow Book, including:

a. **Constructivism Theory:**

The theory of constructivism developed by Jean Piaget and Lev Vygotsky emphasizes that learning is an active process in which learners build knowledge based on experience. In the context of the yellow book, constructivism can be applied by encouraging students to think critically and have interactive

discussions about the content of the book. Thus, students not only passively receive knowledge, but also construct their understanding through interpretation and discussion.

b. Contextual Learning

Contextual learning emphasizes the importance of teaching related to real life. According to Johnson (2002), contextual learning can improve students' understanding because the subject matter is presented with real connections that are relevant to their lives. In learning the yellow book, this approach can be applied by providing examples that are relevant to daily life, so that students can better understand the content of the book and apply its teachings.

c. Andragogical Theories

Andragogi, atau teori pembelajaran orang dewasa yang diperkenalkan oleh Malcolm Knowles, menekankan bahwa peserta didik dewasa, seperti santri di pesantren, memiliki kebutuhan untuk memahami relevansi materi dengan kehidupan mereka. Dalam konteks ini, pembelajaran kitab kuning harus menyesuaikan pendekatannya dengan melibatkan santri dalam pemahaman aplikatif dan diskusi kritis yang dapat menambah wawasan mereka.

The Role of the Yellow Book in Character Formation

The yellow book is not only a source of knowledge, but also plays an important role in the formation of the character and morals of students. The Yellow Book contains religious values that aim to teach ethics, morality, and manners in accordance with Islamic teachings. According to research conducted by Hidayat (2019), learning the yellow book is able to build the character of students through the internalization of religious values reflected in the texts of the book. Therefore, the yellow book is an important tool to instill a deep understanding of Islam as well as form a strong personality.

2. METHOD

This study uses a descriptive qualitative approach with the aim of describing the application of yellow book learning at the At-Taroqqi Karongan Islamic Boarding School, Sampang, and its impact on the improvement of student knowledge. This approach was chosen to understand the phenomenon in depth in the context of traditional learning that is specific to Islamic boarding schools. Data collection is carried out through several techniques, namely:

Participatory Observation

Participatory observation was carried out to monitor the learning activities of the Yellow Book in Islamic boarding schools directly. Researchers participate in teaching and learning activities to gain a deep understanding of the teaching methods used by teachers, as well as to see the response and participation of students during learning.

In-Depth Interviews

Interviews were conducted with several students, ustaz, and pesantren administrators to get their views on the Yellow Book learning method and how the method affects the students' understanding. This interview is semi-structured, with a guide to questions but still provides space for the interviewee to explain in detail.

Documentation

Documentation is in the form of teaching records, books used, and learning modules related to the yellow book in this pesantren. Documentation data will be used to supplement the results of observations and interviews and provide additional context.

Questionnaire

To support qualitative data with quantitative data, this study also uses a simple questionnaire distributed to students. This questionnaire contains questions about their understanding of the yellow book before and after learning, as well as their perception of the methods applied by the teachers.

Data Analysis

Data analysis was carried out by thematic analysis method for qualitative data obtained from observations and interviews. Here are the steps of the analysis carried out:

1. Data Reduction: Selecting and simplifying data to retrieve information relevant to the focus of the research.
2. Categorization: Grouping data in certain themes, such as learning methods, student understanding, and the influence of learning on student character.
3. Data Presentation: Organizing data in a narrative form to make interpretation easier.
- a. Drawing Conclusions: Analyzing and summarizing data to answer research questions.

3. FINDINGS AND DISCUSSION

Application of Yellow Book Learning in Increasing Student Knowledge at At-Taroqqi Karongan Islamic Boarding School, Sampang This research uses a qualitative method to explore the application of yellow book learning at the At-Taroqqi Karongan Islamic Boarding School and how this approach contributes to increasing student knowledge. Data was obtained through interviews, direct observation, and documentation.

A. Findings

The Yellow Book Learning Process

The process of learning the yellow book at the At-Taroqqi Karongan Islamic Boarding School involves traditional methods, namely:

a. Sorogan

1. Students read the book individually in front of the teacher.
- 1) This process allows teachers to provide personalized guidance, including reading correction and comprehension of the text.

b. Bandongan

1. The teacher reads the book to a group of students while explaining the meaning word by word (the meaning of gandul) and providing an interpretation or context of the content of the book.
- 1) This method trains students to take notes, listen actively, and understand the structure of classical Arabic.

c. Deliberation

After learning, the students discussed the contents of the book. It aims to develop critical thinking skills and strengthen material understanding.

Materials Taught

The books taught cover a wide range of religious disciplines:

1. Fiqih: Taqrib, Fathul Qorib, dan Fathul Mu'in.
2. Akhlaq and Sufism: Akhlak Lilbanim and Naso'ih Al-Diniyah.
- a. Arabic: Jurumiyyah, Imrithi, and Alfiyah.

Increasing Santri Knowledge

From the results of observations and interviews, the learning of the Yellow Book has a significant impact, including:

1. Deep Understanding of Religion: Students can understand religious concepts more comprehensively.
2. Improved Arabic Language Skills: Students demonstrate better reading and understanding of classical Arabic texts.

- a. Analytical and Critical Thinking Skills: Book-based discussions train students in analyzing religious issues independently.

Challenges in Learning

Although the learning outcomes are significant, there are several obstacles:

- 1. Differences in Initial Ability of Students: Some students, especially those who have just entered, still have difficulty understanding Arabic.
- a. Adaptation of Traditional Methods to the Needs of the Times: Some students feel less familiar with completely traditional learning methods.

1. Discussion

1. Effectiveness of Traditional Methods

The sorogan and bandongan methods used at the At-Taroqqi Karongan Islamic Boarding School are still relevant in exploring the yellow book. This method allows for detailed and personalized teaching, according to the individual abilities of the students. This is in line with the constructivist learning theory, where students are invited to build understanding through direct interaction with texts and supervisors.

2. Contribution to the Learning of the Yellow Book

The yellow book plays an important role in forming students who not only understand religious science theoretically but are also able to apply it in daily life. Improving Arabic language skills is also an advantage, because this language is the key to accessing Islamic literature globally.

3. Challenges and Solutions

1. Challenges of Differences in Students' Abilities

To overcome the difference in ability, the pesantren can hold Arabic matriculation classes for new students.

2. The Challenge of Access to the Yellow Book

The provision of digital resources, such as the yellow book application that contains texts and their translations, can be a solution to overcome physical limitations.

1. Implications and Recommendations

1. Educational Implications

The study of the yellow book not only functions as a means of forming religious knowledge but also as a medium for developing the character of students, such as discipline, perseverance, and critical intelligence.

2. Recommendations

- 1. Pesantren need to consider innovations in learning methods that still maintain the traditional essence but are adapted to technological developments.
- 2. The addition of Arabic introductory materials as part of the curriculum will make it easier for new students to take part in learning.
- 3. Development of digital libraries to support access to the yellow book.

These results show that the application of yellow book learning at the At-Taroqqi Karongan Islamic Boarding School makes a significant contribution to improving student knowledge as well as presenting challenges that require creative solutions.

4. CONCLUSION

The research conducted on the application of yellow book learning at the At-Tarqqi Karongan Islamic Boarding School, Sampang, provided several important findings that illustrate the effectiveness of the traditional methods used and the challenges faced. Learning methods such as sorogan, bandongan, and deliberation have been proven to be successful in increasing students' understanding of the yellow book. These methods allow for direct interaction between teachers and students, providing more personalized guidance and deepening students' understanding.

In addition, this study also shows that the students have experienced a significant increase in knowledge, especially in three main aspects. First, their understanding of religion has become more comprehensive. Second, they are able to read and understand classical Arabic better. Third, the ability to think critically and analyze various religious issues is also increasingly honed.

However, this study also identified a number of challenges in learning the yellow book in the pesantren. The main challenges include the variety of students' initial abilities, the limited availability of yellow book resources, and the difficulty in adapting traditional methods to the evolving educational needs of the modern era.

Based on the results of this study, several important suggestions were formulated to improve the effectiveness of learning the yellow book at the At-Tarqqi Karongan Islamic Boarding School. First, there is a need for an Arabic matriculation program for new students to strengthen their basic skills. Second, Islamic boarding schools are advised to increase the collection of yellow books and build digital libraries to facilitate students' access to various learning resources, including digital versions equipped with translations and guides.

Third, innovation in learning methods is also an urgent need. Pesantren can utilize technology such as applications or software that supports the learning of the Yellow Book, but still maintain the essence of traditional methods that have been proven to be effective. Fourth, it is also necessary to increase the capacity of teachers through relevant training so that teaching methods are more attractive and in accordance with the times. Finally, collaboration with other educational institutions is expected to expand insights and best practices in teaching the Yellow Book.

With the implementation of these steps, it is hoped that the At-Tarqqi Karongan Islamic Boarding School will be able to improve the quality of its learning and be better prepared to face educational challenges in the modern era.

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