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THE YELLOW BOOK-BASED FIKIH LEARNING METHOD AT THE WARATSATUL ANBIYA ISLAMIC BOARDING SCHOOL

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Abstract

This research reveals how the Jurisprudence learning method uses the yellow book at the Waratsatul Anbiya Islamic Boarding School, Solok City. The purpose of this study was to find out how the fiqh learning method uses the Yellow Book at the Waratsatul Anbiya Islamic Boarding School, Solok City. This research qualitative uses research methods with the type of field research research that is descriptive qualitative. Sources of data are teachers of the Yellow Book of Jurisprudence subjects and other data sources. Data collection techniques namely observation, interviews, and documentation. The data analysis used was selecting data, grouping data, content analysis, and drawing conclusions. The results showed that the method used in the implementation of fiqh learning using the book was to use the combined bandongan method (students listened to or followed what the ustadz / ustadzah said), sorogan (ustadz / ustadzah listened/followed what the students said) , rote (method to remember teaching materials), and discussion methods (as problem solving of the material studied). The reason this method is applied is because it can make it easy for students to understand or understand in terms of the meaning in learning fiqh using the yellow book.

Keywords : Learning Methods; Yellow Book ; Fiqh

INTRODUCTION

Islamic boarding schools are the main educational institutions whose existence and role cannot be denied in the development of the world of education, especially in Indonesia. The role of Islamic boarding schools in community life is very large (Akbar & Ismail, 2018). Therefore, in an effort to realize these functions and roles, every Islamic

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boarding school institution studies books in Arabic (the yellow book). The yellow book is the term given to books that are in Arabic without a vowel and meaning, which usually use yellow paper. The term yellow book appears in Islamic boarding schools which refers to books of Islamic teachings which are written in Arabic without vowels and without meaning, this yellow book serves as a standard for students in understanding Islamic teachings . The Yellow Book is usually written or printed using Arabic letters in Arabic, Malay, Javanese, and so on, originating around the XI to XVI centuries AD (Rasikh, 2018). The yellow book is a book that is used as a learning resource in Islamic boarding schools and traditional educational institutions (Yusri, 2019).

Jurisprudence learning uses the yellow book when an observation is made on October 27, 2021 at the Waratsatul Anbiya Islamic Boarding School, Solok City, the students are very serious about participating in this lesson, but in terms of time and learning methods the yellow book is in the Fiqh material, the available hours for Fiqh subjects in Islamic Boarding Schools is not balanced with the content of material that is so dense and the most difficult is demanding the strengthening of knowledge so that character and personality are formed in students after receiving learning material.

The Fiqh learning method in Islamic boarding schools as researched by Amrullah (2020) shows that the use and selection of learning methods is very dependent on several things, such as the goals to be achieved, the environment and learning media available, time availability, student needs, abilities and understanding teachers on the methods and characteristics of learning materials. The method used is the method of reading, memorizing and lecturing. While the research conducted by Ar Rasikh on learning the yellow book at the Al-Halimy Islamic boarding school applied several methods commonly used in Salaf boarding schools, using the classical method, namely the sorogan, bandongan, wetonan, halaqoh methods, discussions, demonstrations, and questions and answers . The application of methods in learning the yellow book is based on the suitability of the method to be used with the subjects to be taught. Helwani (2020) states that the method is an urgent matter in the learning process because the application of the method is in accordance with the material .

Nowadays there are still many students who have difficulties in learning this yellow book, both in terms of reading, giving lines and interpreting it. In this case, an educator must have the right method for teaching so that the material delivered can be achieved in

accordance with the learning objectives, especially in Islamic Jurisprudence learning. For that on study this researcher will analyze method method Fiqh learning use book yellow at the Waratsatul Anbiya Islamic Boarding School , Solok City .

METHODS

This research is a qualitative research. Qualitative research approach is a process of research and understanding based on methodology that investigates a social phenomenon and human problems, in this qualitative approach the researcher describes a complex picture, examines words, reports in detail from the views of respondents, and conducts studies in natural situations (Creswell : 2008) . This type of research is field research, namely research conducted by direct observation of the field to explore and examine data relating to the implementation of the study of the yellow book in Islamic Jurisprudence subjects at the Waratsatul Anbiya Islamic Boarding School, Solok City.

The approach that the researchers used in this study was a qualitative *research approach* . Basrowi and Kelvin (2008) state that qualitative research is a research method that aims to gain an understanding of reality through an inductive thinking process. Through qualitative research, researchers can identify subjects, feel what they experience in everyday life. This research is research at Islamic boarding schools, namely research conducted directly observing our yellow learning activities in Islamic Jurisprudence subjects.

The research instrument is the researcher himself as the key instrument. As a key instrument, the researcher will collect data, check the validity of the data, and analyze the data. In carrying out this research activity, the researcher was assisted by supporting instruments in the form of field notes, cell phones, and recorders. This research was conducted at Islamic boarding schools in Solok City which has several Islamic boarding schools, and the researchers chose the Waratsatul Anbiya Islamic Boarding School, Kampung Jawa Village, Solok City as the research location.

To obtain accurate data in this study, the authors use data collection instruments, Observations/Observations, Interviews *and* Documentation in the data analysis process, *Data Reduction* , *Data Display* , *Conclusion Drawing/ verification*)

According to Miles and Huberman the third step in qualitative data analysis is drawing conclusions or *verification* (proof). The purpose of this conclusion is to find out the

description and answers of the researcher in the problem formulation. So the author does data analysis by collecting data, reducing data, presenting data and drawing conclusions or verification.

RESULTS

The History of Waratsatul Anbiya' Islamic Boarding School

Waratsatul Anbiya' Islamic Boarding School in Solok City was established in 2008. On September 17, 2008 to be precise. Waratsatul Anbiya' Islamic Boarding School in Solok City was born based on noble ideals, namely to create cadres of scholars who can truly become role models for the people. Waratsatul Anbiya' Islamic Boarding School in Solok City is one of the Islamic boarding schools that was established in Solok City with the Salafiyah Islamic Boarding School type which still integrates general lessons in Islamic boarding school learning.

Currently, in the 2021/2022 academic year, the number of female students at the Waratsatul Anbiy a' Islamic Boarding School already amounts to 408 students. At the Waratsatul Anbiya Islamic Boarding School, there are two levels of schools. Grades 1 to 3 are called the Wustha level or equivalent to the tsnawiyah/junior high school level and then from grades 4 to 6 are called the Ulya level which is equivalent to the Aliyah/SMA level. and until now graduates of the Waratsatul Anbiya' Islamic Boarding School, Solok City, have graduated 7 batches. Namely in 2015, 2016, 2017, 2018, 2019, 2020 and 2021 Graduates are now studying at various universities. Both private and state universities.

Due to the limited land and infrastructure of the Waratsatul Anbiya' Islamic Boarding School, Solok City, which was originally the condition of the Islamic Boarding School which is located at Jalan Puti Indo Jati Galanggang Tangah, Korong Village IX, Lubuk Sikarah District, Solok City, is land borrowed from SMA PGRI. However, at the end of 2015 one of the Islamic boarding school donors lent funds to buy a plot of ± 5760 M2 of land in Kampung Jawa Village, Tanjung Harapan District, Solok City, West Sumatra. Thanks to the helping hands of the donors and the persistence of Buya Dalmarison as the Leader of the Waratsatul Anbiya Islamic Boarding School. So from the existing land, now the supporting facilities and infrastructure at the Waratsatul Anbiya Islamic Boarding School have begun to be completed. There have stood simple buildings that can be used.

Since the beginning of the odd semester of the 2017/2018 school year, this new location has been habitable until now, which is still under construction.

Methods of Learning the Yellow Book for Jurisprudence Subjects at the Waratsatul Anbiya' Islamic Boarding School, Solok City

From the results of data collection in the field it can be described descriptively about what methods are used in carrying out the study of the yellow book at the Waratsatul Anbiya Islamic boarding school, starting from an understanding of the learning method to what method is used in learning the yellow book at this Islamic boarding school. Based on the data obtained through observation and interviews that the author conducted at the Waratsatul Anbiya Islamic boarding school , that the method of learning the yellow book in the subject of Jurisprudence at Islamic boarding schools is a very important matter for education to pay attention to so that learning is more *effective* and *efficient* in teaching material . learning. Learning at Islamic boarding schools will go well if ustadz and ustadzah understand the various methods that will be used in learning this yellow book **.** The yellow book learning activities at the Waratsatul Anbiya' boarding school did not make a written lesson plan because there were no demands from the boarding school. In this case each teacher determines a plan based on material limits at each meeting as in the 16th meeting of Fiqh material about congregational prayers using the book I ' Anah Atolibin

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Figure 1 Learning materials for Fiqh meeting 16

The material above was presented by the ustadzah using the *sorogan method* , initially the students were asked one by one to read, interpret and explain the book above, the ustadzah and other students took turns listening to the students' readings, and students who read wrongly were immediately corrected by the ustadzah who taught in the class. After the material was read by the students and the ustadzah using the *watonan method* by reading it and the students listened with the ustadzah's reading and explanation.

The above observation is strengthened by the results of an interview with Informant I, on Wednesday, 10 November 2021 in front of the office, regarding planning and methods used in learning fiqh use The yellow book clearly states the following:

"Using alternating methods, there are lectures, discussions (Muzhakarah), memorization, students read (*Sorogan*) first and later the teacher corrects the wrong students' reading, the teacher reads, interprets and instructs (*Watonan*) after that the students are given the opportunity to ask questions, and there are also practical methods according to materials such as material on ablution, organising funerals and others. We don't use lesson plans, we only use the book as a guide, because we are not required to make lesson plans in the boarding school."

This was further strengthened by the results of interviews with class X students as VIII informants in class during recess on Wednesday, November 10, 2021, stating that: "Studying the yellow book with ustadzah S, we were asked to read the book first before the ustadzah read, interpreted and explained it , after that the ustadzah suddenly pointed at the students and we were used to this, so we all had to focus on learning this yellow book."

From the results of an interview with informant IV on Thursday, November 18, 2021 at his house regarding the implementation of the study of the yellow book in the subject of Jurisprudence, it was stated that: "Islamic boarding schools use 2 curricula, the general K13 curriculum (Indonesian, English, Mathematics, PKN and social studies)) and Islamic boarding school curriculum for learning the yellow book (Tafsir, Hadith, Tauhid, Fiqh, Nahwu, Sharaf, Mantiq, Tarekh, Morals, Arabic, and Alqu'an). There are 3 teachers who teach Jurisprudence, Ustadzah S teaches from the morning schedule until noon, Ustadzah

W and Ustadz M teach the schedule in the evening from 19.00 to 21.00. in the learning huts the most superior are learning the yellow book, especially Nahwu, Syaraf, Jurisprudence and Morals. The implementation of the yellow book learning the teacher does not use lesson plans and only the book as a guide, the method used is with the teacher reading, interpreting and instructing first and vice versa, there is also a discussion method, this is left up to the teacher which method is used in learning the yellow book, and learning at night is also like that, and also after learning the yellow book at night there are students repeating discussing the book with their senior siblings in the dormitory, each student has a senior brother who is in charge and who helps younger siblings in discussing the yellow book this". Furthermore, regarding the method used in carrying out the study of the yellow book, the author conducted interviews with informant VII, on the same day at the girls' dormitory, the informant stated that:

"It's just that they know about learning methods, the implementation of yellow book learning does not make lesson plans and the only reference for learning is the yellow book in Fiqh subjects. The methods used in learning the yellow book are memorization, discussion, group, question and answer methods and there are also students who read, interpret and students try to recite it first and the other students listen (*Sorogan*), and after that only the ustadzah reads, interprets and recites it (*Watonan*) returned about the material discussed at the beginning ".

Based on the observations and interviews above, the teacher uses a learning method in which students are asked to read the book first and vice versa, so that students do not feel bored in learning. The ustadz and ustadzah invite students to pray and tell stories outside the material and also by asking randomly suddenly appointed one of the students to repeat the material that had been discussed earlier.

This was disclosed by informant X on the same day that: "There are three Fiqh teachers here, Ustadzah S teaches on the morning schedule every Wednesday-Saturday, and Ustadz M teaches in the evening after sunset every Monday, and Ustadzah W teaches Fiqh at night. day also every Wednesday. When studying with Ustadz M he reads, explains and interprets sentences, and also uses the teaching method in which we are divided into groups, later each group discusses different material which later each group is asked to come forward to read, interpret and

explain the material we have been given an ustadz/ustadzah, before that we were assigned to study in a study dormitory with senior brothers (Class Brothers) and the hostel coach, if with ustadzah W he read, interpreted and gave instructions first and after that we were asked to repeat it again, if the method used by ustadzah S , the students were asked to read first and after that only the ustadzah explained and corrected our wrong reading. We were given the opportunity to ask the three ustadz and ustdazah if any of us had doubts or did not understand. The ways or methods used by ustadz and ustazah are all interesting, as long as during study time there are interludes with other things so that we don't get bored. For example, interludes by telling stories outside of the material, giving students the opportunity to repeat material, and inviting students to pray and so on."

Based on the findings above regarding the learning methods used by ustadz and ustadzah in carrying out the study of the yellow book at the Waratsatul Anbiya Islamic boarding school, that in learning the yellow book the ustadz and ustadzah also implement techniques and tactics in learning. This is so that students do not feel bored in learning the yellow book, especially in Jurisprudence subjects. Regarding the ustadz/ustadzah method, they only know about the yellow book learning method and the ustadz and ustadzah do not make a written lesson plan, for guidelines for teaching learning only use the yellow book for their students. The reason the ustadz and ustadzah did not make a learning plan was because there was no demand to make the lesson plan from the Islamic boarding school.

This was also expressed by informant V on Tuesday, January 18 2022 in class XII that:

"Ustadz and ustadzah who teach the yellow book do not use lesson plans and submit it to Islamic boarding schools and teachers who teach the yellow book because the study of the yellow book uses the pondok curriculum, while general learning uses the K13 curriculum. The method used by the yellow book teacher is almost the same as the method used by other general teachers, one method is by appointing one of the students in turn to read the book and to translate the yellow book that was learned at that time and later repeated by the book teacher. there are also using the discussion method in which later students are given assignments and told to repeat in the dormitory with senior siblings (classmates), the problem of this

method is left to the teacher concerned and also adjusts it to the material at that time ".

The method commonly used in implementing the study of the yellow book for Fiqh subjects at the Waratsatul Anbiya' Islamic boarding school is the *sorogan method* which is integrated with the *watonan method* , in which the students read first and the ustadz/ustadzah listens, and is integrated with the *watonan method,* namely the ustadza/ustadzah read aloud and the students listened to the material delivered by the ustadz/ustadzah, and there was also a discussion method in which the students were told to repeat it first by asking the seniors in the dormitory.

In accordance with the results of the author's observations in the implementation of the yellow book learning method for the Fiqh subject carried out by the ustadzah S in class XI on Wednesday, January 12, 2022. That the method used by the ustadzah is the *sorogan method* (students read and the ustadzah listens) which is integrated into the *watonan method* (the ustadzah reads and the students listen), this method makes the students more active in learning the yellow book, and the ustadzah uses learning techniques on purpose to misread the material to test the focus of the students in learning and also to induce students to ask questions and the ustadzah also uses techniques and tactics in learning, namely by asking students suddenly and giving students the opportunity to repeat material, telling stories outside of the material and inviting students to pray. This is done so that students do not feel bored in learning.



Figure 2 . Jurisprudence learning material Book I'Anah Tholibin Volume 1 Pages 20-21

Based on the observations and material documents above, the implementation of the study of the yellow book in the Fiqh subject was carried out by ustadz M at night in class X on Monday, 24 January 2022, 19.00-21.00 hours, which explained about prayer in book I ' Anah Tholibin Volume 1 page 20-21 that Ustadz M uses the *Watonan method* which is integrated with the *sorogan method* , with the ustadz first reading, interpreting and explaining and being appointed by one of the students to repeat the book read by the ustadz. The students listened with focus because the ustadz suddenly asked the students to repeat the material that was read earlier. Even though they study the book at night, the students don't get sleepy and they don't feel bored, because in learning the ustadz does sudden questions and answers and there are also learning activities interspersed with stories that are outside the material and are also invited to pray together . This is one way to prevent students from getting sleepy and bored.

Based on the observations and documents above, it was reinforced from the results of interviews with Informant II at the same time after the learning hours were over, he said that:

"In learning the yellow book, learning Fiqh uses a variety of methods, now the ustadz is reading it and the students are listening and the students are asked to repeat the book that was studied, there are also methods using discussions or groups where students are assigned to study the book first. by asking seniors, and the next night the students appear in front of the class delivering material according to their respective group assignments, and there is also another method, namely by reading sentences directly interpreted and translated. And later asked students to repeat directly. We, as cottage teachers, do not make lesson plans except general teachers.



Figure 3 **Observation of Jurisprudence Learning Activities in the Evening Class**

Informant IV's statement above about the book used by teachers at Islamic boarding schools is supported by an interview with informant I, on Wednesday, January 5, 2022 that: "The study of the yellow book that is studied at the Waratsatul Anbiya Islamic Boarding School at the Madrasah Aliyah level is the book I'anatu AthTholibin volumes 1,2,3 and 4. Class X uses Book I ' anatu AthTholibin volumes 1 and 2, Class XI Volumes 2 and 3 and Class XII Volumes 1 and 4 "



Figure 4 The Book of Fiqh I'Anatu Ath-Tholibin Volume 1,2.3 and 4

Based on the data obtained by the author through interviews, observations and documents above, it can be concluded that the method of learning the yellow book for the Fiqh subject used by ustadz and ustadzah at the Waratsatul Anbiya Islamic boarding school is the *sorogan method* (students read individually, other students and the teacher listen), *watonan method* (Ustadz and Ustadzah read and students listen, memorize (memorizing readings, translations and arguments about the material), and discussion/groups (students are divided into 3 groups)

In learning the yellow book, ustadz and ustadzah must pay attention to the condition of the students or the condition of the students, whether the students have the level of ability to respond or respond to the methods applied to them, for example in using the ustadz/ustadzah method to read the yellow book in front of students, students are required to pay attention and listen carefully. Besides that, students are also given the opportunity to respond to the ustadz / ustadzah's reading. So the selection of methods needs to be adjusted to the level of ability and personal maturity of the students. Therefore, as educators, ustadz and ustadzah must understand what methods are suitable for teaching learning material to their students so that the objectives of learning the yellow book can be achieved and also understand learning techniques and tactics to prevent students from feeling bored in learning this yellow book.

Thus in applying the yellow book learning method, the success of learning depends on the tactics and techniques of the ustadz/ustadzah teaching the material to the students, if a teacher/ustadzah is good at delivering the material and can make the students interested in the lesson then the objectives of learning the yellow book will be achieved, but conversely, if the ustadz and ustadzah are not able to make students interested in the material being taught, then the learning objectives will not be achieved optimally, and even then it will also have an impact on the final results of students' learning later.

The curriculum used at the Waratsatul Anbiya Islamic boarding school in Solok City in learning the book is using a special cottage curriculum while for learning generally using the 2013 curriculum.

DISCUSSION

Based on the findings of the study, teachers of the Waratsatul Anbiya' Islamic Boarding School in carrying out learning the yellow book of Fiqh subjects at the Waratsatul Anbiya' boarding school in Solok City used several methods, namely: The *sorogan method* is individual learning where a student faces a teacher to learn a subject matter , so that there is direct interaction and getting to know each other between the two (Muthohar , Ramadhan & Abidin , 2007)

This method is a learning method in which one of the students reads the yellow book, the ustadz and other students listen to the material being read by the students. The *Watonan/Bandongan method involves* a group of students (between 5 and 500) listening to a teacher who reads, translates, explains and often reviews Islamic books in Arabic. A student pays attention to his own book and makes notes (both meaning and description) about difficult words (Arief, 2002). *Watonan / Bandongan* is method teaching traditional (Chairi, 2019). In this *watonan* method , an ustadz/ustadzah reads and students listen to what is read and explanations from the ustadz and ustadzah. The discussion method can be interpreted as a way to solve a problem that requires several alternative answers that can approach the truth in the teaching and learning process. This method is intended as a presentation of learning material by means of students or students discussing it together through exchanging opinions about a particular topic or problem in the yellow book.

According to Killen in Majid (2013) discussion is a learning method that exposes students to a problem. The main purpose of this method is to solve problems, answer researchers, increase and understand students' knowledge and to make a decision. The rote method is a student learning activity by memorizing a certain text under the guidance and supervision of a teacher or kyai. The students were given the task of memorizing the readings within a certain period of time. The memorization possessed by the santri is then memorized in front of the ustadz/ustadzah. This is corroborated in Taufik's research article (2016) on the Yellow Book Learning Method at the Sunan Giri Islamic Boarding School, Krasak, Kec. Argomulyo City of Salatiga. The conclusion that can be drawn from the article is that it has similarities with the research that the author did, namely about the yellow book learning method used which both discuss the bandongan, sorogan, discussion and memorization methods. However, there are differences in the methods studied, the article discusses lecture, question and answer, and demonstration methods. Then in research written by Mahrus (2012) the ability to read the Yellow Book through the Sorogan method increases.

The results of the research by Mu'izzuddin, Juhji, & Hasbullah (2019) show that the implementation of the sorogan and bandungan methods at the Nurul Hidayah Islamic Boarding School is carried out every day, namely after every obligatory prayer every day. There is a positive and significant relationship between the sorogan method and the ability to read the yellow book and there is a positive and significant relationship between the bandungan method and the ability to read the yellow book; and there is a positive and significant relationship between the sorogan and bandungan methods together with the ability to read the yellow book at the Nurul Hidayah Kasemen Islamic Boarding School, Serang City .

In the research written by Ar Rasikh (2018) with the title Learning the Yellow Book at the Al-Halimy Special Islamic Boarding School, Sesela Village, West Lombok Regency. The discussion is focused on methods and their application in learning, as well as assessment techniques after the implementation of learning takes place. The results showed that the Al-Halimy Sesela Special Islamic Boarding School applied several methods commonly used in Salaf boarding schools, using the classical method, namely the sorogan, bandongan, wetonan, halaqoh methods, discussions, demonstrations, and questions and answers. The application of methods in learning the yellow book is based on the suitability of the method to be used with the subjects to be taught. The success of a method applied in

learning the yellow book at the Al-Halimy Sesela Special Islamic Boarding School is measured using several methods including direct testing. It is hoped that the traditions of the Salaf pesantren can be maintained and furthermore incorporate the better traditions of the khalaf pesantren, choosing the appropriate methods so that they have a positive impact on the progress of pesantren education so that graduates who are truly *tafaqquh fi aldin will emerge*.

From the results of the researchers above, it can be concluded that in general at Islamic boarding schools the methods used in implementing the study of the yellow book of Jurisprudence subjects use the same method, namely the *sorogan method, watonan,* discussion, group, question and answer, memorization and others. In order for an effective book learning method to be implemented, an ustadz/ustadzah (teacher) should be the main figure or one who has great responsibility for achieving educational goals. Therefore ustadz / ustadzah (teacher) must be able to master the learning material as well as being able to master the learning method. In this case, of course, it focuses on mastering the yellow book learning method commonly used in Islamic boarding schools, a method is needed to teach students from various views, an *ustadz* / *ustadzah* must be able to unite the thoughts of his students so that the learning objectives can be achieved. Therefore, an *ustadz* / *ustadzah* must prepare a good method for teaching the yellow book learning material to his students.

CONCLUSION

From the results of field research on the implementation of the study of the Islamic Book of Jurisprudence at the Waratsataul Anbiya Islamic Boarding School, it can be concluded that the Method of Learning the Yellow Book of Jurisprudence Subjects at the Waratsataul Anbiya Islamic Boarding School, Solok City. Implementation of the learning method used by the ustadz/ustadzah, namely: the *sorogan method* combined (Integrate) with the *Watonan method,* namely by the students reading it first, the ustadz/ustadzah and other students listening and continuing to read the book by the ustad/ustadzah and the students listening, and using rote learning methods and discussions where students are divided into several groups and students are asked to present in front of the class.

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