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THE *SOROGAN* METHOD IN IMPROVING THE COMPETENCE OF READING THE YELLOW BOOK IN THE *PASCA*-AMTSILATI DORMITORY IN JEPARA

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Abstract

Reading the yellow book (*kitab kuning*) for students in Islamic boarding schools is very important because various religious studies always use the yellow book as a medium to study it in depth. This research reveals the effectiveness of the *sorogan* method in improving the competence of reading the yellow book among students of the *Pasca*-Amtsilati dormitory in Jepara, Central Java. The researcher used a descriptive qualitative approach with data collection techniques through interviews, observations, and documentation. The results of the research showed that the efforts of teachers in improving the competence of students reading the yellow book through the *sorogan* method proved to be very effective. It can be seen from the improvement in the quality of students' reading, students' understanding of the contents of the reading, and their skills in explaining the contents of the reading. For this reason, the *sorogan* method in several Islamic boarding schools must continue to be preserved and developed for the quality of religious education for the nation's future generations. However, learning the Yellow Book has many benefits for students, namely a comprehensive understanding of religion, development of critical thinking skills, strengthening practical experience, and self-identity.

Keywords: Yellow Book, Sorogan Method, Pasca-Amtsilati Dormitory

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INTRODUCTION

Education is one of the most important human needs because education can change the mindset and behaviour of human life towards a better direction (Luetz et al., 2020). The success of an educational institution is achieved by achieving its goals. The goal of national education written in Law of the Republic of Indonesia Number 20 of 2003, concerning the National Education System, Article 3, namely: "National education aims to educate the life of the nation and develop the whole Indonesian people, namely people who believe and are devoted to God Almighty and have noble character, have knowledge, skills, physical and spiritual health, a solid and independent personality and social and national responsibility." (Nasional, 2003).

According to Purwanto (2011), The purpose of education is to form a human being as a whole by creating a balance between intellectual, spiritual, and emotional intelligence. As individuals, humans not only depend on intellectual and emotional intelligence but also require a spiritual attitude to guide morals and shape personality to be better.

In order to achieve the national education goals, there must be educational institutions where each institution has its own goals. One of the many educational institutions in Indonesia is the Islamic Boarding School. The Islamic Boarding School is an Islamic learning institution that develops and grows in the community for the community (Ichsan et al., 2021). The unique characteristic that Islamic boarding schools have in their education and learning is the use of unique learning media, namely yellow books (Ichsan, 2019). The yellow book was written using bare Arabic and is a written work of previous scholars, which is still used as a reference for religious knowledge to the present day (Alfarisi, 2021). Yellow books play a very important role in Islamic boarding schools in facilitating deep religious understanding so that students are able to formulate precise but not historical explanations regarding Islamic teachings, the Qur'an, and the Hadith of the Prophet.

Good learning of the yellow book is a must for Islamic boarding school educational institutions because the main focus of learning in this Islamic boarding school is on Islamic religious knowledge. In this context, the use of effective learning methods is very important to increase the motivation of students to learn, as well as ensuring the understanding and development of student's knowledge. In addition, effective learning methods can also create a conducive learning environment, which allows students to develop optimally in understanding and mastering the contents of the yellow book and applying the values contained therein in everyday life (Musyarofah, 2024).

The implementation of learning using the *sorogan* method in Islamic boarding schools aims to stimulate the learning ability of students so that the expected vision is achieved, such as carrying out education and learning by strengthening faith, straightening beliefs, piety and mastering knowledge that is non-dichotomous between religious knowledge and general knowledge in fostering noble morals for the welfare of the community (Masrukan, 2013). Thus, the application of the *sorogan* learning method is a crucial factor in ensuring the effectiveness and success of the learning process in Islamic boarding schools. Using the *sorogan* method, which is one of the traditional methods of Islamic education, is able to help students read and understand Arabic literature, the *Qur'an*, and the Hadith (Kharir, 2013).

The *sorogan* method is a learning system in which students come forward one by one to read and explain the contents of the yellow book in front of the teacher. Then, the teacher listens, points out mistakes, and corrects them (Hidayah, 2019). In the findings in the field, researchers believe that *sorogan* learning is considered as a fundamental and effective thing in improving the competence of reading yellow books. Based on the description of the problem above, researchers are interested in conducting a more in-depth study of the effectiveness of the *sorogan* method in improving students' competence in reading yellow books at the Post-Amtsilati Boarding House in Jepara, Central Java.

METHODS

Researchers use a qualitative research approach, namely an effort to comprehensively understand the phenomena experienced by research subjects, such as behaviour, perception, and action. They also describe using words and language in a natural context and use natural methods (Nasution, 2023). The data collection techniques used by researchers include observation, interviews, and documentation to obtain clear and reliable data (Rosidah et al., 2023).

In the process of observation and documentation, researchers dig directly into the research location to get a complete sketch. In the interview process, researchers meet and ask questions directly to several parties involved. The data analysis methods used in this study include data reduction, data presentation, and conclusion (Sugiyono, 2017). The research location is at the *Pasca*-Amtsilati dormitory, which is a continuation of the Amtsilati program at the Darul Falah Amtsilati Islamic Boarding School in Jepara, Central Java, Indonesia.

RESULTS

A Glimpse of the *Pasca*-Amtsilati Dormitory at the Darul Falah Amtsilati Islamic Boarding School

The *Pasca*-Amtsilati dormitory is a continuation level for students who have completed the Amtsilati program and language classes at the Islamic Boarding School Darul Falah Amtsilati I, under the care of KH. Taufiqul Hakim is located in Sidorejo Hamlet, Kenangan II Street, RT 03 RW 12, Bangsri, Jepara Regency, Central Java (Maula, 2024). At this level, students study various scientific literature using yellow books such as *Fiqh, Hadith, Nahwu, Shorof, Balaghoh, Mantiq, Falak,* and also *Tafsir*.

Seeing the many focuses of yellow book studies in the *Pasca*-Amtsilati dormitory, an appropriate and effective system is certainly needed to build the totality of the student's concentration in mastering one discipline within the specified learning duration. So that the *Pasca*-Amtsilati dormitory divides several fan (classes), which are the solution in focusing the students' learning, namely:

Table 1. Classes and Time Frame of *Pasca*-Amtsilati Dormitory

No	Fan / Class	Time Frame
1	*Thoharoh*	6 months
2	*Ubudiyah*	9 months
3	*Muamalah*	9 months
4	*Munakahat*	6 months
5	*Jinayat*	6 months
6	*Tafsir*	6 months
Total Classes Taken		**3,8 Years**

However, students can complete it in a faster time because education at the *Pasca*-Amtsilati dormitory is based on competency and competition, with the standard that students who have completed all the credits and exams in fan thoharoh are said to have graduated and can continue to the fan ubudiyah level, and so on. This competency and competition make students more motivated to continue studying diligently so that the student learning process is faster and more optimal.

Sorogan Learning Method in *Pasca*-Amtsilati Dormitory

Sorogan learning at the *pasca*-Amtsilati dormitory uses the Fathul Mu'in book written by Syaikh Zainudin Al-Malibari. This method emphasizes direct interaction between students and teachers. Students advance in turns and individually then read the yellow book with Javanese meaning according to the position of each sentence in terms of Nahwu and Shorof. They explain the contents of the yellow book reading according to its level in front of the educator. Meanwhile, teachers can listen, pay attention, and provide instructions and guidance as needed if students make mistakes in reading and understanding the contents of the book.

The application of this method provides an opportunity for teachers to monitor, guide, and assess the ability of students to understand and read yellow books. So that students not only become fluent readers but also critical and deep thinkers in understanding the contents of yellow books. Thus, the *Sorogan* method approach becomes an effective tool for forming students' academic and scientific competence. It is what was conveyed by one of the teachers below.

> "The *Sorogan* method is a method that has been running effectively until now because this method is very helpful for students in understanding the yellow book. We as teachers can continue to monitor the development of students closely through this *sorogan* method." (Personal Interview with FT, 20/12/2024).

Implementation of the *Sorogan* Method in the *Pasca*-Amtsilati Dormitory

The implementation of learning using the *sorogan* method at the *Pasca*-Amtsilati dormitory can be classified into several parts, including being carried out every day except on Tuesdays and Fridays. The implementation will take place in the *Pasca*-Amtsilati dormitory hall. Each teacher guides 10 students and is assisted by two administrators. Learning the yellow book at the *Pasca*-Amtsilati dormitory begins in the morning, namely from 06:00 to 06:45 WIB. Then, it continues again from 09:00 to 11:00 WIB. The implementation of the *sorogan* method of learning is carried out at 9:00 p.m. until it is finished.

The book studied using this *sorogan* method is the book Fathul Mu'in, written by Syaikh Zainudin Al-Malibari. Students who are in the fan thoharoh can submit a study of the yellow book, chapter *thoharoh* contained in the book. Students who are in the fan *ubudiyah* can submit the chapter *ubudiyah* contained in the book, and so on, until the last fan, fan *jinayat*. The

assessment standard used in this *sorogan* method is if the student has read and understood the contents of the book fluently, then he is said to be able to continue the limits of his submission. However, if the student still lacks reading and understanding, the student is asked to repeat what has been submitted at the next meeting. It means that the reading and understanding standards for the students in this activity are very strict.

The steps for learning *sorogan* at the *Pasca*-Amtsilati dormitory can be explained as follows:

1. Introduction

   This activity begins with the teacher opening the activity by greeting the students and continuing by reading the following prayer:

   رَضِيتُ بِاللهِ رَبًّا، وَبِالإِسْلَامِ دِينًا، وَبِمُحَمَّدٍ نَبِيًّا وَرَسُولًا، رَبِّ زِدْنِي عِلْمًا، وَارْزُقْنِي فَهْمًا

   Meaning: "I am pleased with Allah SWT as my God, Islam as my religion, and the Prophet Muhammad SAW as the Prophet and Messenger."

   The students had already studied the sections that would be given to each teacher in advance, so they came forward ready to read the yellow book in front of the teachers (Personal Interview dengan FT, 20/12/2024).

2. Main Activities

   The students come forward in turns according to the queue and then submit their books to the teacher. The students start reading the yellow book according to the stages of the section, and the teacher focuses on listening to the students reading the yellow book. The teacher will reprimand if there is a mistake in reading the book so that the students can independently correct their reading. After completing their reading, the students submit the yellow book deposit book, and the teacher initials it as proof that the students have carried out the deposit.

   One of the teachers explained, namely, " If there is a mistake in reading when the students make a deposit, then the teacher does not immediately tell the correct reading or position, but rather lets the students think to correct their reading. Independence in understanding and realizing this mistake is very important in optimizing education with this *sorogan* method" (personal interview with USK, 20/12/2024).

At the end of this activity, some teachers create a question-and-answer system with students to explore their understanding. The teachers also provide a little additional material regarding how to read and interpret the yellow book so that in the next meeting, the students can maximize their reading of the yellow book according to existing standards.

3. Conclusion

The students and teachers read the closing prayer, namely QS. Al-Ashr. Then, the teacher says a greeting followed by sholawat as a sign that the students are allowed to return to the dormitory.

DISCUSSION

The Effectiveness of the *Sorogan* Method in Improving the Competence of Reading Yellow Books in Post-Amtsilati Dormitories

The application of methods in education can make the learning process better and more focused so that educational goals can be achieved more effectively and efficiently (Khabibullah et al., 2022). The role of the teacher is very crucial as a driving force in the teaching and learning process, which will bring success in learning and broaden the scientific and thinking horizons of students.

The *sorogan* method is considered very effective in improving the competence of reading yellow books in the *Pasca*-Amtsilati dormitory. *By applying the sorogan* method, the relationship between students and teachers becomes closer and more harmonious because teachers can personally understand students' development of knowledge and understanding (Djamarah, 2010).

The indicators that make the *sorogan* method effective in improving the reading competence of students' yellow books are:

1. The Accuracy of Reading the Yellow Book

Accuracy in reading has a very important role in human life (Ichsan, 2018). In this case, the accuracy of the reading is based on the applicable rules and regulations, among which students are expected to be able to understand and master Arabic vocabulary as well as the science of nahwu and short. The study's results found that students who actively follow the *sorogan sorogan* method tend to have good accuracy in reading yellow books.

2. Understanding the Contents of the Yellow Book

Reading the Yellow Book does not start with just reading textually, but reading accompanied by contextual understanding. As with understanding legal texts, the rules or procedures explained in the book need to be understood comprehensively by the students. From the results of the study, the researcher found that the students at the *Pasca*-Amtsilati dormitory were good at understanding the contents of what they read in the yellow book. It was proven that when the teacher asked about the contents of the reading, on average, the students were able to answer the questions correctly and understand them.

3. Strengthening in Reading Outline

Most of the students in the *Pasca*-Amtsilati dormitory can explain and describe the understanding they read from the yellow book. This is because the students often learn through the *sorogan* method, which makes them think critically and skillfully. However, some students are weak in describing their understanding. This is due to several factors, including low understanding, not having the skills to describe, or rarely participating in this *sorogan* activity.

With these obstacles, of course, the teachers have prepared and provided solutions if there are students who have difficulty explaining or understanding the contents of the reading by providing additional hours or private lessons that focus on the obstacles experienced by the students. It is as stated by one of the teachers: "For students who still have shortcomings in reading or understanding yellow books, the teacher will record them and provide a special schedule in the form of private lessons." (personal interview with UAK, 20/12/2024).

Therefore, students who actively follow the *sorogan* method at the *Pasca*-Amtsilati dormitory can improve their capabilities in the yellow book reading angle with the indicators that have been mentioned. Based on the results of the observation, the researcher observed that several students were believed to be adequate or still lacking in improving their competence in reading yellow books through the *sorogan* method. It was caused by the lack of active involvement from students and a lack of preparation for the part that would be submitted to the teacher.

With this *sorogan* method, students are always encouraged to be active, critical, and diligent. Students can evaluate their abilities, while teachers can monitor the extent of the student's development in understanding the yellow book. Therefore, the students of the

Asrama Pasca Amtsilati have shown good abilities in reading yellow books such as the Fathul Mu'in book.

Benefits of the *Sorogan* Method for Boarding School Students After Amtsilati

There are at least several benefits that students at the *Pasca*-Amtsilati dormitory can get from implementing the *sorogan* yellow book method (Fathul Mu'in book), including:

1. Pemahaman Komprehensif dari Sumber Utama Ilmu Agama

   As explained above, the Yellow Book is a book written by previous scholars based on the study of the core of religion, namely the Qur'an and Hadith. This yellow book covers various disciplines of religious knowledge so that students can better understand and deepen Islamic teachings directly from authoritative sources of religious knowledge (Yusri, 2020). It is also experienced by the students at the *Pasca*-Amtsilati dormitory, where they enthusiastically learn to understand Islamic studies from various scientific disciplines based on strengthening the reading and understanding of yellow books using the *sorogan* method.

2. Development of Critical Thinking Skills of Students

   The results of the study show that the more students learn to understand and study the yellow book through the *sorogan* method, the more they are trained to develop their critical thinking skills. Because various literature states that learning the yellow book is not only focused on reading alone but also becomes a tool for analyzing various things, especially the dynamics of contemporary religion. Students are asked to continue to think critically about the texts in the contents of the yellow book, compare the opinions of various scholars, and draw conclusions from the results of their analysis (Zulkhairi, 2023). This means that through studying yellow books using the *sorogan* method, students are able to think independently and critically about the contents of the textbooks they read.

3. Practical Experience of Religious Law

   Studying the yellow book through the *sorogan* method has provided a comprehensive understanding for the students of the Post-Amtsilati boarding school. It is proven by many students who have completed classes with strict standards. Finally, they are able to read and understand the contents of the book well and correctly. For example, through learning the yellow book chapter on Fiqh, students can understand and practice the procedures for worship well, both *mahdhoh* worship (humans with God) and *ghoiru*

mahdhoh worship (social interaction with fellow creatures of God) (Nursikin & Triyoko, 2023). This means that through the *sorogan* method of studying the Yellow Book, students are able to apply religious teachings in the context of the social reality that surrounds them.

4. Strengthening the Identity of Islamic Boarding Schools

   However, the yellow book, with all its traditional methods, is an identity that has been attached to Islamic boarding schools in the archipelago for hundreds of years. Since the founding of Islamic boarding schools, the tradition of reading the yellow book has become an obligation for all students who study there (Pausi, 2018). It means that the yellow book has become an important symbol for the students at the *Pasca*-Amtsilati dormitory and that the *sorogan* method in understanding the yellow book will continue to be carried out and developed because it has many benefits for the world of Islamic education to this day.

CONCLUSION

In an effort to improve the competence of reading yellow books in the *Pasca*-Amtsilati dormitory, the *sorogan* method was applied between students and asatidzah. The results of this effort showed that the *sorogan* method was proven to be very effective in improving the ability to read yellow books. It can be seen from the quality of the student's reading of yellow books, which is in accordance with the indicators that meet the criteria for quality reading, as well as the results of interviews with teachers and students at the *Pasca*-Amtsilati dormitory, which showed satisfactory results in improving the competence of reading yellow books through the *sorogan* method. The learning of yellow books has been felt to be beneficial by the students, and it has four important benefits, namely a comprehensive understanding of religion, development of critical thinking skills, strengthening practical experience, and self-identity.

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