

IMPLEMENTATION OF DISCUSSION METHOD IN LEARNING YELLOW BOOKS

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Abstract: This study aims to describe the implementation of the discussion method in the learning of kitab kuning (classical Islamic texts) at Mathla'ul Anwar Islamic Boarding School in Pontianak City. Traditionally, the learning of kitab kuning has been centered on teachers using one-way lecture methods, but it is now gradually shifting towards a more interactive and participatory model through structured group discussions. These discussions are conducted in the takhassus (specialization) class held regularly after the evening prayer (Isya), under the direct guidance of competent and experienced religious teachers. This research uses a descriptive qualitative approach with data collection techniques including direct observation, in-depth interviews with teachers and students, and documentation of learning activities. The findings indicate that the discussion method significantly enhances students' active engagement, strengthens their comprehension of the Fathul Qorib text, and promotes the development of critical and analytical thinking skills necessary for understanding classical Islamic literature. Furthermore, this method contributes to creating a more open, dialogical, and enjoyable learning atmosphere. Challenges identified in the implementation include time constraints in the students' daily schedule, varying levels of text comprehension among students, and the presence of passive learners. However, these obstacles are gradually overcome through several strategies such as phased text-reading training, personal mentoring by the teachers, and the application of combined methods (lecture-discussion). Thus, the implementation of the discussion method in this pesantren proves to be effective and serves as a relevant model for more dynamic, contextual, and modern Islamic education.

Keywords: *Discussion Method, Kitab Kuning, Pesantren Learning, Student Participation, Fathul Qorib*

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INTRODUCTION

Islamic education is one of the important pillars in shaping the civilization and morals of the Indonesian nation. The existence of Islamic boarding schools as the oldest educational institutions in Indonesia has a strategic role in spreading Islamic teachings, maintaining Islamic intellectual traditions, and forming the character and personality of a strong generation of Muslims. In the midst of the rapid flow of modernization and globalization, Islamic boarding schools continue to exist and are able to respond to the challenges of the times through an adaptive educational approach while still adhering to Islamic values. One of the Islamic boarding schools that continues to contribute to producing a generation with noble morals is the Mathla'ul Anwar Islamic Boarding School in Pontianak City, West Kalimantan. Born from the enthusiasm of the local community who wanted an integrated and focused Islamic educational institution, this Islamic boarding school represents collaboration between religious leaders and the community in realizing quality Islamic education (Ardiansyah et al., 2023).

The background to the establishment of the Mathla'ul Anwar Islamic Boarding School cannot be separated from the very heterogeneous social conditions of the surrounding community. The community around the cottage location consists of various ethnic backgrounds, such as Malay, Chinese, Madurese, Javanese and Bugis. This diversity creates unique social dynamics, especially in religious contexts. The majority of ethnic Malays, Madurese, Javanese and Bugis are devout Muslims and have high spiritual needs, especially in religious education. In contrast, ethnic Chinese communities tend to embrace other religions, which makes the existence of Islamic educational institutions a symbol of the collective identity and needs of Muslims in the area. This condition has encouraged the birth of collective awareness in the Islamic community to build an institution that is able to answer the needs of religious education in an integrated manner, not only as a place of learning, but also as a center for character development and spiritual strengthening (Khaq, 2023).

This awareness of the importance of directed and systematic Islamic educational institutions aroused the enthusiasm and concern of Ustadz A. Djuhaedi Abdullah, a teacher and preacher who has experience preaching in various regions. He comes from Banten, an area known as the center of the Islamic movement and has a long history with the Mathla'ul Anwar organization. In his daily life, he teaches at the Bawamai Madrasah and is active as an Islamic religious instructor in the Satai transmigration area, Sambas Regency. His life experience close to lower levels of society and his extensive Islamic knowledge make him a figure who is respected and expected by the community to become a driving force in establishing the required Islamic educational institutions. Seeing the enthusiasm of the community and the urgency of this institution, he then took the initiative to design the establishment of an Islamic boarding school that answered the needs of the people (Solihin, 2023).

In the process of realizing this idea, Ustadz A. Djuhaedi Abdullah did not work alone. He collaborated with Yakop Abdullah, a community figure who is also a retired TNI officer. This collaboration shows the synergy between religious leaders and the community in building the foundation of Islamic educational institutions. Yakop Abdullah showed great commitment by donating part of his land as a location for establishing an Islamic boarding school. This action is not only a symbol of moral support, but also a real form of material sacrifice for the benefit of the people. From this initiative and collaboration, on July 17 1996, the Mathla'ul Anwar Islamic Boarding School was officially established. However, the new learning process began operationally one year later, namely on July 17 1997. At its inception, the boarding school only opened the Madrasah Tsanawiyah (MTs) program, but along the way it continued to develop along with increasing public interest (Arifin & Anam, 2023).

Along with the times and the increasing need for education in society, the Mathla'ul Anwar Islamic Boarding School continues to expand the range of its services. Apart from Madrasah Tsanawiyah, the boarding school then opened the Madrasah Aliyah (MA) education

level for upper secondary education, as well as Raudhatul Athfal (RA) for early childhood education. The addition of these educational units not only indicates physical progress, but also shows the lodge's commitment to providing comprehensive educational services, from early childhood to adolescence. This success is also inseparable from the community's trust which continues to grow, as well as the dedication of managers who continue to innovate in terms of teaching, management and contextual educational approaches according to current developments (Yanmar et al., 2023).

One of the main characteristics of Islamic boarding school education is the existence of learning the yellow book, namely classical books in Arabic which are the main sources for the study of fiqh, monotheism, Sufism, and various other Islamic disciplines. Learning the yellow book has its own complexity because it not only requires the ability to read Arabic text without harakat (bare), but also the ability to understand the structure of classical Arabic, as well as interpret the content and context of the discussion. Therefore, the teaching methods used must be adjusted so that the learning process becomes more effective and meaningful. In this context, the discussion method is an approach that is considered capable of increasing the active participation of students in understanding the contents of the book in depth, not just memorizing or translating it literally (Farahiba, 2022).

The discussion method in learning the yellow book provides wider space for students to develop critical and analytical thinking skills. Discussions allow them not only to receive information passively, but also to be actively involved in processing, conveying and questioning the material being studied. In the discussion process, students can exchange opinions, ask questions, and compare views from various reference books that have been studied. This is very important in Islamic education because the Islamic intellectual tradition highly values dialectics, argumentation and logical reasoning in understanding religious teachings. Therefore, the application of the discussion method is not only a teaching technique, but also part of preserving the Islamic scientific tradition which is deeply rooted in history (Mu'minin et al., 2024).

The journey of the Mathla'ul Anwar Islamic Boarding School cannot be separated from the dynamics of leadership which change from time to time. Since its inception until now, the lodge has been led by eight figures who have different backgrounds and leadership styles. Starting from Ustadz Drs. H. Arif Hasbillah (1997–1999), continued by Ustadz A. Djuhaedi Abdullah, S.Ag (1999–2002), until now under the leadership of Kyai Jamaluddin, S.Pd. (2024–present). Each period of leadership brings its own color and direction of development to the lodge. Including in terms of learning methods, each leader contributes to developing a curriculum and pedagogical approach that is in line with the needs of the times and the changing characteristics of students (Bahrudin & Rifa'i, 2021).

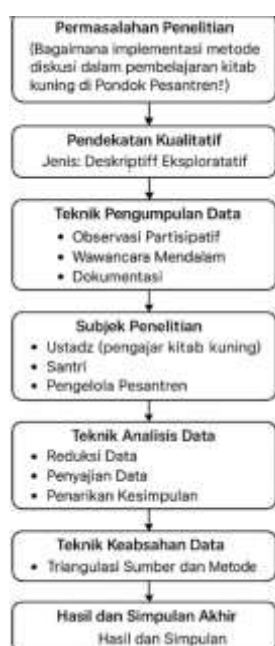
In this modern era, with the rapid flow of information and increasing social complexity, Islamic educational institutions are required to be able to adapt. Learning the Yellow Book cannot only be done using the old methods which emphasize memorization and textual understanding only. Santri need to be invited to see the relevance of the contents of the book to the realities of modern life, understand Islamic values in the current context, and be able to explain Islamic teachings to society rationally and contextually. For this reason, the discussion method is presented as a pedagogical solution that allows active involvement of students, as well as forming independent thinking in understanding and answering religious problems (Fauziah & Al Ghazal, 2022).

By looking at the important role of the discussion method in learning the yellow book, it is very relevant to conduct a more in-depth study of how this method is implemented in the Mathla'ul Anwar Islamic Boarding School environment. This research will examine how the discussion method is applied in the yellow book learning process, how the students respond to this method, and the extent to which it is effective in increasing understanding of Islamic texts

(Izmi, 2022). Apart from that, this research will also identify the challenges and obstacles faced by teachers and students in implementing this method, as well as the strategies used to overcome them. Thus, this research not only aims to document learning practices in Islamic boarding schools, but also provides practical and theoretical contributions in the development of the yellow book teaching method. It is hoped that the results of this research can be a reference for educators and Islamic boarding school managers in developing more effective and contextual learning strategies. Furthermore, this research is also expected to be able to strengthen the existence of Islamic boarding schools as educational institutions that are adaptive, innovative, and remain loyal to the roots of their scientific traditions.

METHOD

The research method used in this study is a qualitative approach with an exploratory descriptive research type. This approach was chosen because the research aims to describe in depth the implementation of the discussion method in yellow book learning at the Mathla'ul Anwar Islamic Boarding School, Pontianak City, as well as understanding the meaning, processes and dynamics that occur in it (Musyaffa, 2021). The research subjects consisted of yellow book teachers (ustadz), students who actively participated in book learning, and Islamic boarding school managers. Data collection techniques were carried out through participant observation, in-depth interviews and documentation. Observations were carried out to see directly the learning process in the classroom, especially in the application of the discussion method, while interviews were used to explore perspectives, experiences and opinions from related parties regarding the effectiveness and challenges in implementing this method. Documentation is used to complement data from observations and interviews, such as curriculum, learning schedules, lists of books taught, and documentation of teaching and learning activities. Data analysis was carried out interactively through the stages of data reduction, data presentation and drawing conclusions. Data validity is maintained using triangulation techniques of sources and methods, so that the results of this research are expected to provide an accurate and in-depth picture of the strategy and practice of implementing discussion methods in the context of yellow book learning in the Islamic boarding school environment (Taufiqurrahman & Al Amin, 2021).



Gambar 1 Rancangan Penelitian

RESULTS AND DISCUSSION

General Description of Yellow Book Learning at the Mathla'ul Anwar Islamic Boarding School

Learning the yellow book is one of the core parts of the education system at the Mathla'ul Anwar Islamic Boarding School, Pontianak City. Since its inception, this Islamic boarding school has placed the yellow book as the main reference in the understanding of classical Islam inherited from previous scholars. In general, yellow book learning activities are carried out in two main forms: formal in madrasas with a curriculum system and informal in the Islamic boarding school environment through takhassus classes. In formal classes, books such as Talim Muta'alim, Sullam Taufiq, Taqrib, and other basic fiqh books are taught using a lecture approach and sorogan method, where students read the book and the ustadz justifies and explains its meaning. However, to deepen the understanding of the book further and train critical thinking and discussion skills, the Islamic boarding school opened a takhassus yellow book program which specifically discusses one book in depth, namely Fathul Qorib. This program is a forum for students who already have a basic understanding of the book to move to a more intensive and interactive discussion stage (Sari & Fikriyah, 2022)



Figure 2 Book of Fathul Qorib

This yellow book takhassus class is held regularly after Isha prayers and is attended by selected students who show greater interest and ability in understanding classical texts. This activity was guided directly by competent and experienced ustadz, namely KH. Jamaluddin, Muhammad Fuadi, Muhammad Yusuf, Ustadz Farhan Al Hafidz, and Ustadz Nur Wahyudi. Each ustadz has his own approach in guiding discussions, but remains within the corridor of the Islamic boarding school methodology which prioritizes adab, arguments and scientific arguments. The book Fathul Qorib, which is the main material for discussion, is one of the classic works in the Syafi'i school of thought which discusses various fiqh issues with concise language and systematic structure, so it is very suitable as material in scientific discussion training in Islamic boarding school environments (Roji et al., 2024). In practice, this discussion

method not only aims to understand the contents of the book textually, but also to train students in expressing opinions, conveying arguments based on texts, and listening to the opinions of their friends critically but still politely. The implementation of this program reflects the commitment of the Mathla'ul Anwar Islamic Boarding School in developing a yellow book learning model that is active, dialogical, and oriented towards deepening the meaning and strengthening the scientific reasoning of students.

Implementation of the Discussion Method in Learning the Yellow Book

The implementation of the discussion method in learning the yellow book at the Mathla'ul Anwar Islamic Boarding School is carried out in a structured manner in a special program known as the takhassus kitab kuning class. This activity takes place every night after the Isha prayer and is optional but highly recommended for students who are able to read the bald book and understand the basics of fiqh. The discussion process is led by a ustadz who has been appointed according to a rotating schedule. Before the discussion begins, the ustadz first opens the lesson by reading the text of the book Fathul Qorib, briefly explaining the context of the discussion, and providing stimulus in the form of open questions to the students. After that, the students were divided into several small groups to discuss the meaning, opinions of scholars, and the practical application of the contents of the book being discussed. These groups usually consist of 4–6 people so that discussions are dynamic and each student has the opportunity to participate actively (Ifendi, 2021)



Figure 3 Implementation of the Discussion

After the group discussion session lasts for 20–30 minutes, each group will take turns presenting the results of their discussion in front of all the participants. The Ustadz then directed the large forum to review important points, correct inaccurate understanding, and enrich the discussion with additional references from other books or the opinions of other scholars in the same school of thought. This discussion does not only focus on whether the understanding is right or wrong, but also on the students' thinking process and ability to convey arguments in a polite, structured and text-based manner. The frequency of discussions is held 4-5 times a week, depending on time availability and other Islamic boarding school activities. This method has been proven to help increase students' analytical power and courage in expressing opinions, as well as strengthening contextual and integrative understanding of books (Mariyam, 2021).

Factors that Support the Implementation of the Discussion Method

The success of implementing the discussion method at the Mathla'ul Anwar Islamic Boarding School cannot be separated from various interrelated supporting factors. Some of these factors can be summarized in the following table:

Table 1 Supporting Factors

No.	Supporting Factors	Information
1.	Ustadz Competence	Ustadz has a strong Islamic boarding school educational background and good interpretation skills so he is able to be an effective discussion facilitator.
2.	Student Readiness	Students are equipped with the ability to read the Yellow Book and have high motivation to learn.
3.	Study Room Facilities	There is a special classroom for discussions that is quite comfortable, with good lighting and ventilation.
4.	Formed Discussion Culture	Students are used to a participatory learning atmosphere and are open to the opinions of their peers.

The table above shows that the competence of the ustadz plays a central role in determining the direction and quality of the discussion. Ustadz not only acts as a class leader, but also as a facilitator who builds a healthy and productive discussion space. Then, the readiness of students is very important because without basic abilities and a high interest in learning, discussions can become passive. The existence of adequate facilities also supports comfort and smooth discussions. What is no less important is the culture of discussion that has begun to form in the Islamic boarding school environment. This can be seen from the students' enthusiasm in participating, as well as their mutual respect in expressing opinions. These four factors support each other and become a strong foundation for the successful implementation of the discussion method in yellow book learning.

Obstacles in Applying Methods

Even though the discussion method has many benefits in learning the yellow book, its implementation at the Mathla'ul Anwar Islamic Boarding School is not free from various obstacles. Some of the main obstacles faced during implementation can be seen in the following table:

Table 2 Obstacles in Applying the Method

No.	Constraint	Explanation
1.	Lack of time in the daily schedule of students	The students' busy schedule of activities means that special time for discussions often clashes with other activities, especially after Isha prayers.
2.	Differences in the ability of students to understand the text of the book	Not all students have the same level of understanding, so discussion groups are often unbalanced and difficult to develop.
3.	Santri are still passive and embarrassed to express their opinions	Some students lack self-confidence, are afraid of making mistakes, or are not used to discussing openly.
4.	Lack of training for ustadz in discussion moderation techniques	Ustadz are generally experts in the book's material, but not all have mastered effective discussion facilitation and moderation techniques.

The obstacles above are a major concern for Islamic boarding school managers because they can hinder the smoothness and effectiveness of the teaching and learning process. Especially for students who are not used to thinking critically, the discussion method can be

stressful. Apart from that, the methodological limitations of the ustadz can also cause the discussion to go one way and lose its participatory essence.

Efforts and Strategies to Overcome Obstacles

To overcome these various obstacles, the Islamic boarding school has designed several strategies as a form of solution so that the discussion method can still be implemented optimally. The following is a table of strategies that have been and are currently being implemented:

Table 3 Strategies for Overcoming Obstacles

No.	Strategy	Explanation
1.	Providing training in reading books and discussions in stages	Santri are given intensive training in reading the yellow book and light discussion exercises in stages so they don't feel burdened.
2.	Strengthening student motivation through a personal approach	Ustadz takes a personal approach to explore students' potential, encourage their courage, and build self-confidence.
3.	Use of a combination method (lecture-discussion) for transition	To make adaptation easier, the ustadz started the material with a lecture and then continued with discussion so that the students understood the context first.
4.	Preparation of yellow book discussion modules/guides	Preparation of supporting materials in the form of guides or discussion grids so that students and ustadz have direction in preparing and discussing discussion topics.

These strategies aim not only to overcome technical obstacles, but also to build a healthy and sustainable discussion culture in the Islamic boarding school environment. With personal and systemic training and approaches, students are expected to be able to participate in discussions with more confidence and direction. On the other hand, ustadz are also starting to be given training in terms of facilitating active learning so that their role is not only as teachers, but also as moderators who are able to build a dynamic and educative discussion atmosphere (Adib, 2021).

The Impact of Implementing the Discussion Method on Learning

The application of the discussion method in learning the yellow book at the Mathla'ul Anwar Islamic Boarding School has had a significant positive impact on the involvement of students in the teaching and learning process. One of the main impacts felt is the increase in active participation of students in the classroom. Santri are no longer just passive listeners, but are starting to actively contribute by expressing opinions, asking questions, and responding to arguments from their colleagues. This change is an important indicator that students are starting to build self-confidence and intellectual courage in understanding and conveying the contents of the book. Discussions also allow students to exchange ideas constructively, so that they not only gain a single understanding from the ustadz, but also various perspectives from their peers, which enriches the overall learning process.



Figure 4 Implementation of the Discussion Method

Furthermore, the discussion method also forms critical and analytical thinking skills in students. Santri are trained not only to read the text literally, but to examine the context, understand the implied meaning, and compare opinions between scholars, especially in the book *Fathul Qorib*. Understanding that was previously only textual has now developed into contextual and applied understanding. Apart from that, the dynamics of discussions also improve the quality of the relationship between ustadz and students. The two-way communication that is built during discussions creates a more open and humanistic learning atmosphere, where the ustadz is not only positioned as a source of knowledge, but also as a guide who builds dialogue. This interaction strengthens the academic climate in the Islamic boarding school environment and makes the yellow book learning process more lively, meaningful and relevant to current developments.

Discussion

The implementation of the discussion method in learning the yellow book at the Mathla'ul Anwar Islamic Boarding School shows a transformation of the learning approach from one that was originally oriented towards lectures and memorization, towards a more active, participatory and collaborative learning model. This change provides space for students to be more directly involved in the process of thinking and understanding the contents of the book. Discussion becomes an interactive vehicle that not only emphasizes cognitive achievements, but also fosters affective and social skills, such as respecting each other's opinions, listening actively, and responding critically. In the context of learning the yellow book which is synonymous with Arabic and has a complex understanding structure, the discussion method is proven to help break down barriers to understanding through joint explanations, questions and answers, and collaborative exploration of meaning.

The presence of the ustadz as a facilitator determines the success of the discussion. The Ustadz no longer only acts as a presenter of material, but also as a moderator who directs the discussion so that it remains focused and in accordance with the subject matter in the book. Ustadz like KH. Jamaluddin, Muhammad Fuadi, Muhammad Yusuf, Ustadz Farhan Al-Hafidz, and Ustadz Nur Wahyudi have an important role in creating an open and interactive learning atmosphere. Their presence in the yellow book takhassus class after Isha prayers became a meeting point between tradition and innovation in Islamic boarding school education. The discussion regarding the book *Fathul Qorib* was an important moment in reviving the scientific deliberation tradition that once developed strongly in the Islamic boarding school tradition of the past. This discussion also found that the implementation of the discussion method was not

free from obstacles. Students' busy schedules, differences in ability to understand texts, and lack of experience in expressing opinions are real challenges in the field. However, the success of Islamic boarding schools in developing mitigation strategies such as book reading training, compiling modules, and personal approaches shows that these obstacles can be overcome gradually. The seriousness of the management and ustadz in implementing this strategy shows that changes in learning methods in Islamic boarding schools can occur without having to abandon traditional values.

Furthermore, the success of implementing the discussion method is also supported by the readiness of the Islamic boarding school environment which supports the realization of an academic culture. The availability of adequate study space, the growing spirit of discussion among students, as well as structural support from the Islamic boarding school are key factors that cannot be ignored. The Mathla'ul Anwar Islamic Boarding School seems to consistently direct the educational process to not only produce students who understand religious knowledge textually, but are also able to think reflectively, argumentatively and relevant to the needs of the times. Overall, this discussion confirms that the discussion method is not only relevant in learning the yellow book, but also has a positive impact on strengthening the character of students as active learners. This method strengthens an inclusive and transformative learning climate, making Islamic boarding schools not only as centers for memorizing knowledge, but also as centers for the formation of critical thinking that remains rooted in Islamic scientific traditions. Thus, the integration of discussion methods is a strategic step in responding to the challenges of modern Islamic education without losing the identity of Islamic boarding schools as value-based educational institutions.

CONCLUSION

Based on the research results, it can be concluded that the implementation of the discussion method in learning the yellow book at the Mathla'ul Anwar Islamic Boarding School, Pontianak City has proven to make a positive contribution to improving the quality of learning, especially in the aspects of active participation of students, deeper understanding of the material, and the development of a culture of critical and analytical thinking. Through discussion activities carried out regularly in takhassus classes after Isha prayers, students not only learn to understand the contents of the book Fathul Qorib literally, but are also able to relate this understanding to real life contexts. The role of the ustadz as a facilitator is very important in directing discussions, maintaining the flow of discussion, and motivating students to actively express their opinions. Even though there are a number of obstacles such as limited time, differences in student abilities, and a lack of discussion moderation training for ustadz, through appropriate strategies such as providing training, personal approaches, and preparing modules, these obstacles can be minimized. With the support of a conducive Islamic boarding school environment and an increasingly established learning culture, the discussion method has proven to be a relevant and effective approach to be applied in learning the yellow book, so as to be able to integrate Islamic scientific traditions with modern learning needs.

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