

Research Article

## The Yellow Book Learning Strategy In Salaf Islamic Boarding Schools To Increase Arabic Vocabulary

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**Abstract:** *This study aims to determine the yellow book learning strategy to increase vocabulary in Arabic. This research method uses a qualitative approach. While the subject of this study was at the Almada-I Darul Fikr Islamic Boarding School in Bandung Beji Andong Boyolali. Collecting data in this study by participant observation, in-depth interviews and documentation. While the data analysis using data reduction, the presentation of the data then draws conclusions. The results of this study indicate that: (1) Learning the yellow book at the Darul Fikr Al-Mada'I Islamic boarding school Bandung Beji Andong Boyolali uses the book of Tafsir and Usul Tafsir, Hadith and Musthalahul Hadith, Aqidah, Fiqh and Ushul Fiqh, Nahwu Shorf, Date, Faroid, Tajwid and Arabic". (2) The strategy used by Ustadz and ustadzah in learning the yellow book is to increase Arabic vocabulary using the sorogan, bandongan, halaqoh methods, discussion, memorization, writing scientific papers, evaluation, classical (3) Supporting and inhibiting factors for learning the yellow book in Islamic boarding schools salaf to increase Arabic vocabulary at the Darul Fikr Al-Mada'I Islamic Boarding School Bandung Beji Andong Boyolali, namely the ability and quality of the uUstadz in teaching is also supported by the activeness of the students in learning, the provision of teaching aids/media, the availability of limited learning time and the character diverse students.*

**Keywords:** *Strategy, Yellow Book, Salaf Islamic Boarding School, Arabic*

## INTRODUCTION

Islamic boarding school is one of the institutions that organize both formal and non-formal education, which has a strategic role in fostering, forming and creating generations of nations who are able to compete in today's modern era. Pondok Pesantren is one of the educational institutions that can be used as a forum for updating and increasing knowledge and creating students who have noble character. One of the main characteristics of a peasantry that distinguishes it from other educational institutions is the yellow book (Hamdan, 2005).

The existence of Islamic boarding schools has an important role which is always constant and continues to be developed until now. Islamic boarding schools have identified three important roles, namely: (1) Islamic boarding schools as institutions for the transmission of Islamic knowledge and knowledge (transmission of Islamic knowledge); (2) maintain and maintain Islamic traditions (maintenance of Islamic Tradition); and (3) as a center for reproducing/printing prospective ulama (reproduction of ulama). (Mustajab, 2015)

The yellow book is a component that is attached to the main components of a pesantren, whose existence cannot be separated. The components of a pesantren consist of (1) key as leaders, educators or role models, (2) century as students or students, (3) mosques as places of education and worship, (4) inns as dormitories for leaving students, and (5) yellow books, or classic books as material for scientific study in Islamic boarding schools. Even Dhofier focused on the study of the yellow book as a symbol of the authenticity of a pesantren. This means that without teaching the yellow book, pesantren are no longer considered original (Dhofier, 1982).

The yellow book taught in Islamic boarding schools is the works of classical Islamic scholars, mujtahids, and popularly known as the yellow book and the bald book. The yellow book that is used in Islamic boarding schools in Indonesia generally contains the laws and fatwas of scholars who are extracted from the main sources of Islamic law, namely the Koran and the Hadith of the Prophet. The yellow book is the main feature of peasantry as well as a differentiator from other educational institutions. The yellow book was written in Arabic, both written by Arab Muslim leaders and Indonesian scholars. Soebahar emphasized that the classic books taught in Islamic boarding schools are books written by scholars belonging to the Shafi'i school of thought and are the only formal teaching texts given in Islamic boarding schools with the aim of educating prospective scholars, namely the students who live and study in Islamic boarding schools (Soebahar, 2013).

Before discussing further about the strategy for developing the yellow book, there is something that must be paid more attention to, namely the system of learning and teaching the yellow book in Islamic boarding schools. First, we will explain again the meaning of the system itself. The system is a device or mechanism consisting of parts, which are interconnected and mutually reinforcing (M. Arifin, 1995). Thus, the system is a means needed to achieve certain goals, which in its use depends on various factors that are closely related to efforts to achieve these goals.

The Darul Fikr Al-Mada'I boarding school in Boyolali is one example. This Islamic educational institution teaches several Islamic teachings such as faith, morals

(ethics), nahwu, sharaf, balaghah, fiqh, and tasawuf. But this Islamic boarding school does not teach subjects specifically about Arabic at all. Because the Salaf Islamic Boarding School is a type of Islamic boarding school that teaches the study of classic books using old vocabularies so that, when there are students who come from Salaf Islamic boarding schools they are faced with modern vocabulary. They will find it difficult to determine the meaning of the vocabulary. But apart from all that, along with the times, there are problems in the Arabic language learning system at Islamic boarding schools. The purpose of this research is to find out our yellow learning strategies in increasing Arabic vocabulary.

## METHODOLOGY

This type of research is field research or field research using qualitative methods. Qualitative research is for research that in principle aims to describe, explain critically, or develop a phenomenon, event, or event of social interaction in society to seek and find meaning (meaning) in the real context (natural setting). Thus, all types of qualitative research are descriptive by collecting soft data, not hard data processed with statistics (Yusuf, 2014).

The subjects in this study were Darul fikr Al-Mada'I Islamic Boarding School Bandung Beji Andong Boyolai. The data collection techniques used in this study were observation, interviews and documentation (Sugiyono, 2012). Observation is a way to make an assessment by conducting direct and systematic observations (Tukiran Taniredj, 2011). Interviews are information gathering tools by asking a number of questions verbally to be answered verbally as well (Margono, 2003). 2012).

Data analysis technique is the process of systematically collecting data to facilitate researchers in obtaining conclusions. As for data analysis in this study with data reduction, data presentation and data conclusion (Sugiyono, 2014). According to Miles & Huberman data analysis is an activity that occurs simultaneously which includes data reduction, data presentation as well as drawing conclusions and verification (Huberman et al, 1992). Data reduction can be interpreted as a process of focusing attention on simplifying, classifying, selecting, abstracting, and transforming raw data that emerges from written records in the field. Miles & Huberman limits a presentation as a set of structured information that gives the possibility of a final conclusion that can be drawn and verified (Rasdiyan et al, 2002). According to Miles & Huberman, drawing conclusions is as proof of checking the truth or suitability during the research (Subandi, 2011).

## RESULTS AND DISCUSSION

### Learning the Yellow Book at the Salaf Islamic Boarding School

As a boarding school with salaf characteristics, Darul Fikr AL-Mada'I Special Islamic Boarding School organizes study of the yellow book for all levels (junior high and high school). The books studied are the yellow books (bald books) which are one of its cash characteristics. Kitab yellow is a premodern book on Islam which has been at the core of Indonesian Islamic studies for a long time. Since its inception, peasantry, joined by madrasah in later periods, has taken on the responsibility of preserving and teaching the yellow book throughout the Indonesian archipelago (Rasyidin, 2017). Ahmad Barizi explained that, First, the yellow book is a book written by classical

Islamic scholars which is continually used as a reference guided by Indonesian scholars, such as Tafsir Ibn Katsir, Tafsir al-Khazin, Sahih Bukhari, Sahih Muslim, and so on.

Second, the yellow book is a book written by Indonesian scholars as independent works, such as Imam Nawawi with his books *Mirah Labid* and *Tafsir al-Munir*. Third, the yellow book is a book written by Indonesian scholars as a commentary or translation of books by foreign scholars, the books of Kyai Ihsan Jampes, namely *Siraj al-Thalibin* and *Manahij al-Imdad*, each of which is a commentary on *Minhaj al-Abidin* and *Irsyad al-Ibad* by Al Ghazali.

The characteristics of the yellow book are:

- 1) The books are in Arabic;
- 2) Generally do not use scapula, even without periods and commas;
- 3) Contains sufficient scientific knowledge;
- 4) The writing method is considered old-fashioned and its relevance to contemporary science often seems to be running low;
- 5) Usually studied and studied in Islamic boarding schools;
- 6) Many of the papers are yellow (Ar Rasikh, 2018).

Seeing the characteristics of the yellow book that is usually studied, it can be ascertained that the yellow book is one of the classic treasures that is still maintained today. The first basic knowledge is taught because with this knowledge the initial capital for the students in understanding other books, the *nahwu* books (Aliyah, 2018). In addition, with regard to the yellow books studied at the Salaf Islamic boarding school in particular, the Darul Fikr Al-Mada'I Islamic Boarding School also did the same thing. In this hut there are several yellow books that are studied which adjust to the level of the students.

The books studied at the Darul Fikr Al-Mada'I Islamic Boarding School are the books of Tafsir and Usul Tafsir, Hadith and Musthalahul Hadith, Aqidah, Fiqh and Ushul Fiqh, Nahwu Shorf, Dates, Faroid, Tajwid and Arabic. All of these books are studied at the Darul Fikr Al-Mada'I Islamic Boarding School as compulsory subjects for students. But all of these books adjust to the level and the level of the sanctuary. This effort is made so that students are able to absorb all the content contained. Another effort made is to look at and consider the characteristics of the students. This section should receive more attention because it is one of the factors that can hinder or vice versa.

### **Yellow Book Learning Strategy**

In the world of education, learning occurs between the interaction of teachers and students, but if a teacher is able to use the right strategy, good learning objectives will be achieved. In general, the strategy has an understanding of the outlines of the bow to act in an effort to achieve the goals that have been determined. Associated with the teaching and learning process, strategy can be interpreted as a general pattern of teacher and student activities in the embodiment of teaching and learning activities to achieve the goals outlined (Djamarah & Zain, 2010). Wina Sanjaya quotes from J.R David that the meaning of strategy in the world of education is a plan that contains a series of activities designed to achieve certain educational goals. Sanjaya

further cites that the notion of learning strategy is a learning activity that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently (J.R David, 2011). Furthermore, Sanjaya argued that how to implement a set of plans that has been prepared with real activities is through the method, then the teaching method is to realize the learning strategies that have been set. So some terms in education have closeness and similarities, namely strategies, approaches and methods and even teaching techniques (Sanjaya, 2011)

From the above explanation, it can be concluded that in setting a learning strategy, it means that it has also determined in it the approaches, methods, and techniques used by teachers and students in the learning process with the aim of achieving maximum learning outcomes. Thus, the yellow book learning strategy in Islamic boarding schools. In this research study, the learning strategy used was the yellow book learning strategy to increase vocabulary in Arabic. Based on the consideration of the number of students, learning strategies are divided into three (Riyanto, 2010). Classical Strategy. In this strategy, the teacher usually dominates the learning activities.

The classical learning model focuses more on the teacher's role in providing information. In the learning process, the teacher uses classroom learning strategies (Aunurrahman, (2009). The teacher directly manages the teaching atmosphere or instructional setting to organize students so they can be responsible for each class situation (Pestalozzi, 2012). Small group strategy, Bern and Erickson suggest that the small group strategy is a strategy that organizes learning using study groups where students are required to work together to achieve the learning objectives that have been planned (Erickson et al, 2021). Individual Strategy, Rowntree suggests that individual learning strategies are carried out by students independently. Speed, slowness, and the success of learning is determined by the ability of each individual. Learning materials and how to study them are designed for individual study. In this learning strategy each individual is required to learn on their own without collaboration with other people or groups (Derek et al, 1982).

Islamic boarding schools in implementing the study of the yellow book cannot be separated from the application of both conventional methods and various methods. The methods in learning the yellow book include. First, the sorogan method, which is individual learning where a sentry faces a teacher to study a subject matter, so that direct interaction occurs and gets to know each other between the two (Ahmad Mutohar, 2007). The two wetonan or bandongan methods are the recitation model is carried out like an open lecture attended by a group of students (Samsul Nizar, 2008). The third method of halaqoh is studying together in discussion to match each other's understanding of the meaning of the translation of the contents of the book, so it is not discussing whether the contents of the book and the translation given by the key is right or wrong, instead of discussing the "what" aspect, not discussing the "why" aspect (Mastuhu, 1994). The four methods of discussion (munadzarah) are as a way to solve a problem that requires several alternative answers that can approach the truth in the teaching and learning process (Armai Arief, 1995).

Fifth: Memorizing Method, namely the learning activities of students from memorizing a certain text under the guidance and supervision of a teacher or key. Sixth: Method of Writing Scientific Papers, namely the process of learning the yellow

book can be done through the method of writing scientific papers, at least by writing a resume or an overview of the topics in the yellow book.

Seventh: Evaluation Method, is an assessment or task, obligation and work. This method is carried out after the study of the yellow book has been read or delivered (Chosin Nasuha, Eighth: Classical Method, is a learning model in which the teacher explains the curriculum material he teaches in front of the class and his students sit on benches or chairs receiving instruction from the teacher.

### **Supporting and Inhibiting Factors for Learning the Yellow Book**

In the practice of implementing learning activities, it is not uncommon for us to encounter inhibiting factors as well as supporting the learning process. In carrying out learning at Islamic boarding schools, the subject matter sourced from the yellow book turns out to be a lot of things that support the implementation of the learning program. Supporting factors are all things that help in the implementation of learning and in achieving goals (Ghofur, 2020).

Factors supporting the implementation of the yellow book learning strategy at the Darul Fikr Al-Mada'I boarding school are as follows: First: Capabilities that can support success in carrying out teaching and learning activities, among these abilities in terms of the ability to master the main content of the book learning that will be delivered in learning and patience in guiding the students. Apart from that, most of the Ustadz has served as teachers for many years. So, the Ustadz already has teaching experience for a long time. Educational background is one of the benchmarks for professional teachers, a professional teacher is said to be professional or not, can be seen from two perspectives. First, educational background, and second, mastery of teaching materials, managing learning, managing students, carrying out guiding assignments and others. Then the perseverance and tenacity of the students in taking lessons is also a factor that greatly supports the success of the learning process/implementation of the yellow book learning strategy at Islamic boarding schools (Zamani, 2019).

Second, the fulfillment of learning tools and media. In teaching and learning activities, tools or media are needed in order to support the achievement of educational goals. Learning tools or media at the Darul Fikr Al-Mada'I boarding school are quite adequate in supporting learning so that all teaching activities can be assisted with these media. In addition, the completeness of existing facilities is supported by a library as a completeness in supporting the success of teaching, which is filled with various relevant books as an effort to enrich the knowledge and experience of students.

Inhibiting factors are all things that can influence and slow down the implementation of learning and in achieving learning goals. The inhibiting factor for the implementation of the yellow book learning strategy at the Darul Fikr Al-Mada'I Islamic boarding school is First, the availability of limited learning time. The time allotted is only one hour of study for each subject, so that the asatidz is not optimal in achieving its learning targets with such a dense material load. To get around the lack of time, the asatidz at the Darul Fikr Al-Mada'I boarding school give billing assignments. That is, the students are given assignments to work on outside of study

hours. Second, the quality of the input of the students/various characters of the students.

Difficulties in dealing with differences in the characteristics of students, individual differences which include intelligence, character and background, difficulties in determining material that is suitable for the psychology and educational level of students, difficulties in adapting subject matter to various methods so that students do not get bored quickly. Thus, the obstacles in learning are mostly caused by educators who are required to not only be able to plan the teaching and learning process, prepare teaching materials, plan media and learning resources, as well as time and techniques for assessing student achievement, but also must be able to carry out all of that in accordance with programs that have been created.

## CONCLUSION

Based on the discussion above, it can be concluded that the strategy for learning the yellow book in salaf Islamic boarding schools to increase vocabulary in Arabic language learners uses the book of Tafsir and Usul Tafsir, Hadith and Musthalahul Hadith, Aqidah, Fiqh and Ushul Fiqh, Nahwu Shorf, Tarih, Faroid, Tajwid and Language Arab. Then the strategy used by Ustadz and ustadzah in learning the yellow book is to increase vocabulary in learning Arabic using the surogan, wetonan, halaqoh methods, discussion, memorization, writing scientific papers, evaluation, classical. While the supporting and inhibiting factors for learning the yellow book at Islamic boarding schools are to increase Arabic vocabulary at the Darul Fikr Al-Mada'I Islamic Boarding School Bandung Beji Andong Boyolali, Namely, the ability and quality of the Ustadz in teaching are also supported by the activeness of the students in learning, the provision of teaching aids/ learning media, the availability of limited learning time and the diverse character of the students.

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