

The Effectiveness of the Al-Fatih Method in Improving the Quality of Reading the Quran in Islamic Boarding Schools

A. Faizul Mubarak^{1*}, Febri Habibi Ilham²
^{1,2} Universitas Nurul Jadid, Probolinggo, Indonesia

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*Correspondence

Address:

a.faizul.mubarak@unuja.ac.id

Abstract: *This study seeks to evaluate the efficacy of the Al-Fatih approach in enhancing the proficiency of students in Islamic boarding schools in reading the yellow book. The research methodology employed is qualitative and focuses on providing a descriptive analysis of the occurrences seen at the research site. Data collection was conducted using interviews, observations, and documentation. Certain kids struggle with comprehending and perusing the yellow book. The data analysis results indicate that the Al-Fatih method's efficacy in enhancing students' reading proficiency of the Yellow Book at the Nurul Jadid Islamic Boarding School is achieved through the implementation of the Training of Trainers (ToT) process and the Level and Tiered approach. The Al-Fatih method significantly contributes to the advancement of curricula in Islamic boarding schools and offers valuable insights into the use of novel approaches in religious settings. In addition, this approach also offers valuable understanding of the overall potential for enhancing academic learning in Islamic boarding schools.*

Abstrak: Penelitian ini bertujuan untuk mengevaluasi efektivitas pendekatan Al-Fatih dalam meningkatkan kemahiran santri dalam membaca Kitab Kuning. Metode penelitian yang digunakan adalah kualitatif dan berfokus pada analisis deskriptif terhadap fenomena yang terjadi di lokasi penelitian. Pengumpulan data menggunakan wawancara, observasi, dan dokumentasi. Santri tertentu kesulitan membaca dan memahami Kitab Kuning. Hasil analisis data menunjukkan bahwa keunggulan metode Al-Fatih dalam meningkatkan kemampuan membaca Kitab Kuning santri di Pesantren Nurul Jadid dicapai melalui penerapan proses *Training of Trainers (ToT)* serta pendekatan Bertingkat dan Berjenjang. Metode Al-Fatih berkontribusi signifikan terhadap kemajuan kurikulum di pesantren dan menawarkan wawasan penting dalam penggunaan pendekatan baru dalam lingkungan pesantren. Selain itu, pendekatan ini juga menawarkan pemahaman penting tentang potensi keseluruhan untuk meningkatkan pembelajaran akademik di pesantren.

INTRODUCTION

By acquiring a more profound comprehension of religious scriptures, pupils might enhance the caliber of their worship, encompassing prayer, studying the Qur'an, and participating in other religious rituals. Integrating

the Al-Fatih technique into Islamic boarding schools can serve as a means to modernize and enhance the conventional approach by using contemporary strategies. This integration aims to enable students to read, comprehend, and memorize religious texts more effectively and

efficiently. Hence, the Al-Fatih method's efficacy can significantly enhance the learning and spiritual growth of students at Islamic boarding schools.

Evidence in the field indicates that certain pupils struggle with comprehending and deciphering the content of the yellow book. Ajis, an educator, noted that certain pupils encounter challenges in comprehending the content of the yellow book. Specifically, some struggle with interpreting the text's meaning and connecting it to real-life situations. Zain stated in the evaluation report that although they have implemented certain conventional approaches, there is still potential for enhancement. They currently employ a combination of direct learning from the Yellow Book and group discussions. However, Zain suggests that incorporating more interactive learning methods, such as integrating the Al-Fatih method, could enhance comprehension and improve overall effectiveness.

In Dede's view, the use of the yellow book learning media can lead students towards understanding religion and its application. It involves planning, implementation, evaluation, and the positive impact of yellow books learning to enhance their understanding of religion (Setiabudi, 2021). Next, Mahfud said that there are several approaches to learning the yellow book that are commonly encountered, including the bandongan, sorogan, memorization, deliberation, and collaboration (Ifendi, 2021). However, Nurun argues that an Ustadz can use the sorogan approach as an indicator of evaluating the ability of his students, especially in understanding the meaning of the content of the

yellow book (Murtafiah, 2021). In addition, Rohman argued that the reading ability of students in the Yellow Book learning flagship program is able to read the Yellow Book even though it has not reached the maximum level according to the set criteria (Agung et al., 2023). According to Sukandar that, 1) The planning of learning the yellow book at the Al Barokah Islamic Boarding School is carried out through several stages, namely, a) designing the learning program of the yellow book which is carried out through a joint meeting with all pesantren managers and heads of formal educational institutions which is then determined through the approval of the caregivers of the pesantren. b) Planning and determination of the yellow book material. c) Preparation of the Yellow Book lesson schedule. 2) The implementation of learning is carried out through formal grouping through the madrasah program and non-formal through the ma'hadiyah program. 3) Assessment of learning in the Yellow Book is carried out by referring to the assessment standards that have been determined through midterm and final exams (Fawait, 2023).

Zainul stated that the management of the yellow book curriculum in Islamic boarding schools is carried out with an integrated approach. This approach allows learners, both individually and in groups, to actively search, explore, and discover concepts (Ihsan & Muali, 2020). Meanwhile, Saubari argues that (1) Teachers who teach have the ability and expertise in the field of the Yellow Book and have completed their education at Islamic boarding schools and universities (2) Students are quite enthusiastic and have an interest in

learning the Yellow Book (3) the purpose of learning is to know more about Islamic shari'a and foster awareness of the importance of studying the science of religion and knowing the basics of the Arabic language (4) the material taught is fiqh, Morals, Tawhid, Hadith, Nahwu, and Sharaf (5) The methods used are lectures, questions and answers, memorization, assignments and bandongan and shoding (6) Evaluation is held in each semester and during the lesson includes reading, memorizing and being given questions (Saubari & Rahmi, 2022). In addition, Ridho stated that the Islamic Boarding School has produced several students who have the ability to read books. This process begins with a basic understanding of sakal in the early stages, followed by knowledge of Arabic grammar in the second stage, and the third stage where students can give the true meaning of the contents of the book read (Hidayah & Asy'ari, 2022). However, according to Siti, students' ability to understand the theory of nahwu sharaf can affect their ability to read the book. This includes factors such as motivation, teaching approaches applied by teachers, student learning intensity, and other (Mariyam, 2021). Saubari said that the learning system of the Yellow Book includes: (1) Teachers who teach have the ability and expertise in the field of the Yellow Book and have completed their education in Islamic boarding schools and universities (2) students are quite enthusiastic and have an interest in learning the Yellow Book (3) the purpose of learning is to know more about Islamic shari'a and grow awareness of the importance of studying religious science and knowing the basics of the Arabic language (Saubari & Rahmi, 2022).

The novelty of research at the Nurul Jadid Islamic Boarding School discusses the effectiveness of the Al-Fatih method in improving the quality of reading books in the pesantren environment, presenting a very current approach and in accordance with the context of the pesantren. This method is specially adapted to reflect the educational values and religious traditions embraced by the Nurul Jadid Islamic Boarding School. This research involves in-depth observation of how the Al-Fatih method is integrated into the Islamic boarding school curriculum, taking into account the unique characteristics and needs of students at the Nurul Jadid Islamic Boarding School. In addition, this study will also measure the positive impact of the method on the formation of character, morality, and spirituality of students in the pesantren environment. Through a series of interviews, observations, and data analysis, this research will highlight Al-Fatih's success in improving the level of participation, consistency, and quality of reading the holy book at the Nurul Jadid Islamic Boarding School.

This research will make a real contribution to the development of the pesantren curriculum and provide insights into the application of innovative methods in the context of religion and education in Indonesia. The research aims to evaluate the effectiveness of the Al-Fatih Method in optimizing the quality of reading books in Islamic Boarding Schools. The objectives include assessment of the level of memorization and comprehension of books, analysis of learning personalization, measurement of student involvement and motivation, evaluation of the influence of

technology, and analysis of the holistic impact on student development. This research is expected to provide a view on the potential of the Al-Fatih method in improving book learning in Islamic boarding schools holistically.

METHOD

The research methodology employed in this study is a qualitative approach utilizing a case study design and a descriptive technique. The research was carried out in the Nurul Jadid Islamic Boarding School, located in the Paiton Area of Probolinggo, under the supervision of Jalaluddin Ar-Rumi. Researchers serve as the primary agents in gathering information, while data sources include Regional Heads and Head of Districts. Tarbiyah Wa Ta'lim serves as an administrator in the execution of the Al-Fatih Method of Yellow Book Learning. The study include all pupils who participate in the instruction of the Al-Fatih Method. The data collection process involved conducting interviews, making observations, and utilizing documentation tools. Qualitative descriptive analysis is employed to depict objective information or facts based on the collected data, with the purpose of assessing the efficacy of the Al-Fatih Method in enhancing students' reading proficiency. The data analysis process encompasses the Miles and Huberman framework, which comprises data reduction, data display, and the derivation of conclusions or verification.

RESULT AND DISCUSSION

Al-Fatih Method Learning Strategy

Learning planning refers to a series of plans and preparation of learning activities. In addition, learning planning initiatives by teachers involve the preparation of learning designs that include objectives, materials and materials, tools and media, approaches, strategies, and evaluations. The design will serve as a guide during the implementation of learning (Widyanto & Wahyuni, 2020). Learning strategies can increase their learning activities more interactively in finding their own learning resources so that they can easily digest their understanding a (Novita et al., 2022). Strategy is a general method or principle used to achieve goals and carry out missions. Strategies provide unified direction and serve as a guide in the utilization of organizational resources (Dhamayanti, 2022).

In the application and methods to deal with obstacles such as students' interests, time limitations, laziness to study, fear of speaking in front of ustadz or ustadzah, and lack of understanding of Nahwu, Sharof, and Arabic (Awaluddin, 2021). Educators face the challenge of choosing learning models and strategies according to diverse classrooms and the demands of the modern era. Students need more than a mouthful of teacher material; learning models, such as the Al-Fatih Method that builds critical thinking skills in a structured and holistic environment, are needed.

The Difference Between Al-Fatih Method Learning and Other Learning Methods

In general, the learning model is designed based on principles derived from knowledge theory with educational objectives, equipped with steps, and has an impact on learning. (Kamal, 2020). High-quality education is realized if students can master the subject matter according to the speed and level of knowledge and skills they have (Rasyidi, Huda, & Hermina, 2022).

Learning with the Al-Fatih Method can have significant differences from other learning methods. Among them: Training of Trainer (ToT), The existence of the Training of Trainer (ToT) program makes the Al-Fatih Method unique. Prospective teachers are given training before starting their teaching, which may not always be part of other learning methods. Level and Tiered Approach, Al-Fatih Method emphasizes a tiered approach with learning levels. Each level has specific material and focus, which helps learners understand the content progressively. In some other learning methods, this approach may not be as clear or structured. Focus and Deep Understanding: Each level in the Al-Fatih Method has a level of focus designed to provide an in-depth understanding of a particular aspect of religious science. This can be different from other learning methods that may be more general or less focused on deep understanding. Progressive Objectives: Progressive objectives in the Al-Fatih Method are designed to ensure learners gradually deepen their knowledge. In some other learning methods, this progressivity may not always be the main focus.

Table 1: Differences in Learning Methods

No	Characteristic
1	<i>Training of Trainer (ToT)</i>
2	Level and Tiered Approach
3	Focus and Deep Understanding

Implementation of Al-Fatih Method Learning

Implementation can be defined as the implementation of ideas, concepts, policies, or innovations in practical actions that produce impact, including changes in knowledge, skills, values, and (Nurkayati, 2021). In the Yellow Book Learning process, there are three dimensions that are interrelated and inseparable, namely planning, the teaching and learning process, and learning evaluation. Learning Management is considered the core of activities in Educational Institutions (Fawait, 2023). Akdon explained that strategy is an integrated and systematic plan that combines an organization's strategic advantages with various environmental challenges (Anggraini, 2021).

The implementation carried out by the Nurul Jadid Islamic Boarding School in the Jalaluddin Ar-Rumi Area is an activity in carrying out operational actions. The media used in learning the Al-Fatih method is by using books on the Al-Fatih method.

1. *Training of Trainer (ToT)*

Strategic planning in the recruitment of human resources (HR) to improve the effectiveness of the Al-Fatih method in the quality of reading the Book in Islamic boarding schools involves a series of coordinated steps.

Fajariana stated that early ability has a very significant role in acquiring new skills during the learning process (Ramadhany et al., 2021). In this context, the relationship between the recruitment process and performance has a very crucial impact on the success of an activity (Widodo et al., 2022).

The results of the study show that the planning implemented by the Nurul Jadid Islamic Boarding School in the Jalaluddin Ar-Rumi Area through Training Of Trainer called TOT. This activity aims to improve the quality of prospective teachers of the Yellow Book through a development program that includes improving technical skills, human skills, and managerial skills. This development is based on the need for prospective teachers to acquire knowledge, skills, and abilities that develop during their careers (Effendi, 2021).

First, an understanding of the level of *the Training Of Trainer* program. Prospective teachers will be guided using the Al-Fatih method guidebook with *the book Safinah an-Najah*. In this case, the understanding of the level of *the Training Of Trainer* program includes in-depth knowledge of the various stages or levels involved in the training process of teachers. It involves a detailed understanding of how the program is designed to develop the specific instructional, leadership, and knowledge skills required by prospective teachers. A good understanding of this level helps prospective teachers prepare themselves to become competent and effective trainers, and be able to manage various aspects involved in teaching a material.

Second, the sorogan learning model. An approach in Islamic education that focuses on learning through the process of discussion and interaction between teachers and students. This approach creates an interactive, collaborative learning environment and focuses on character building within the framework of Islamic teachings.

Third, the application of the existing theories in the Al-Fatih Method shows that the *Training Of Trainer* program focuses on integrating and applying the theories found in the Al-Fatih Method. The application of this theory is prepared and directed specifically to prospective teaching staff, aiming to provide them with a deep understanding and practical skills in teaching in accordance with the principles of the method. This involves understanding the basic concepts of the Al-Fatih Method, applying learning strategies, developing communication skills, and introducing teaching materials.

By directing the application of this theory specifically to prospective teachers, the *Training Of Trainer* program aims to create a structure that not only understands the concept of the Al-Fatih Method but is also able to apply it effectively in the learning environment.

The grouping of learning classes of the Al-Fatih Method adjusts to its level, which aims to build an effective learning environment. In this grouping, if the material at the next level has been completed, the student can continue to the next level, and vice versa. An approach that focuses on individualization of teaching. In this context, students are grouped based on their level of understanding, ability,

and needs. The purpose of this grouping is to provide more appropriate and effective teaching according to the level of development of each student. With class groupings that are adjusted to their level, the Al-Fatih Method enhances the learning experience of students with a personalized and relevant approach. The Training of Trainer (ToT) program is focused on levels 1, 2, and 3 for learning assistance and deposits, while levels 4, 5, and 6 are intended for prospective teachers.

Tabel 2: Training of Trainer Program

No	Material
1	Understanding of the level of the Training Of Trainer program
2	Sorogan learning model
3	Application of existing theories in the Al-Fatih Method

2. Application of existing theories in the Al-Fatih Method

The teaching model conveys his understanding by understanding the easiest lessons and giving examples to students. In the learning process, there are several levels to make it easier for students to focus on Al-Fatih material.

The first level is reading the Yellow Book (without meaning). At this stage, students are required to read the book of dignity first which is already in the manual of the Al-Fatih method, then the students repeat until they memorize and understand, then they are practiced to the yellow book without dignity.

The second level, students are involved in reading the material of the

book of Al-Fatih which is accompanied by translation. They not only know letters and words, but also try to understand the meaning and message contained in the text, highlighting the significance of deep understanding to the learning material. In addition, students are able to recognize the signs of nahwu in the books that are accompanied by translations.

Level Three, Practice reading the yellow book with meaning (Without dignity). At this level, students combine the first level theory with the second. At this level, students are involved in the practice of reading the yellow book without harkat, which means without harakat punctuation (punctuation marks that indicate vowels in Arabic). Students at this level carry out two levels of learning theory at once, namely the first level and the second level.

The fourth level, Learning the theory of nahwiyah, where students are able to elaborate the words in terms of their nahwiyah. In other words, students in this context are trained to identify and explain the grammatical structure of each word in the nahwiyah aspect. This includes an understanding of word forms, relationships between words in sentences, and related Arabic grammar rules.

Fifth Level, In other words, students in this context deepen their knowledge regarding the structure and rules of verb use in Arabic. This includes the ability to determine the place where the fi'il sentence appears in a sentence and the ability to interpret, namely providing an explanation or modification to the verb in accordance with Arabic grammar rules.

Level Six, Comprehension. Students are expected to be able to identify the main concepts, ideas, or messages contained in the book. Understanding the meaning of the book includes the ability to relate and apply the context studied.

Table 3: Levels and focus

Level	Focus
1	Reading the Yellow Book
2	Read the Book with the meaning
3	Practice Reading the Yellow Book
4	Study Nahwiyah Theory
5	Shorrof depth
6	Understanding

Advantages and Disadvantages of the Al-Fatih Method

The Al-Fatih method is a seamless learning approach that emphasizes understanding of the yellow book, the classical text in Islamic tradition. The advantages of this method include seamsome structures that help advance understanding, focus on yellow books to preserve Islamic intellectual heritage, and the existence of a Training of Trainer (ToT) program that enhances teaching skills. In-depth understanding is emphasized through the concentration level of each level, and progressive goals help learners build knowledge systematically. However, the shortcomings lie in the limited coverage of learning to contemporary issues, the lack of flexibility toward variations in Islamic understanding, and the inadequacy for some learning contexts that require a more inclusive approach or adaptation

to modern issues, so that learning tang through a level-based and chaotic approach creates a boring explorer environment.

Evaluation of this method needs to take into account the context and purpose of the desired learning. According to Brinkerhoff, evaluation is a process to assess the extent to which educational goals can be achieved. In the implementation of learning, the evaluation occurs not only at the end of the learning activity, but can also be done during learning, which is known as the term process evaluation (Maliki & Erwinsyah, 2020).

Table 4: Advantages and Disadvantages

Advantages	Disadvantages
<i>Training of Trainer (ToT)</i>	Inflexibility
Structured	Non-Inclusive to Modern Approaches
Enhanced Deep Understanding	Different levels of understanding
Progressive Learning	Not Suitable for All Contexts

Effectiveness of the Al-Fatih Method Program

Learning success can be judged by the active participation of students during the learning process, student response to the material taught, and mastery of the material by students. In line with Miarso's statement that learning success is one of the standards of education quality and is often measured by achievement of goals. It can also be interpreted as adequacy in managing situations, known as the concept of "doing the

right things" (Agung et al., 2023). In this context, the role of the reception house has a great significance in the learning process. In the institute of reception houses, giving priority to learning especially the yellow book, it is aimed at centri can read yellow books smoothly and understand the meanin (Murtafiah, 2021).

The Al-Fatih Method Program has achieved impressive achievements in its effort to provide a yellow book learning approach to the centurion. Where the complex structure of the program has succeeded in creating measurable progress in the understanding of the students of the material of Islamic teaching. Students can experience a systematic and targeted increase in understanding over time, the Training of Trainer (ToT) Program has successfully produced qualified and trained teaching cadres. Based on Ajis's statement as Kabag. Tarbiyah Wa Ta'lim said that "The Method of Al-Fatih proved very effective for beginners in reading the yellow book. With a simple approach and easy-to-understand material, this method focuses on practical practice, allowing centers to actively engage in learning. The accompanying support of a tutor or mentor is also the key to success, helping the centre understand difficult concepts."

Thus, teachers are able to deliver material effectively, improve the quality of teaching, and support the progress of the student, the level of concentration at each level provides strong support for the student's in-depth understanding of the specific aspects of religious science.

Table 5: Achievements

No	Confidence
1	Students' Understanding Progress
2	Advanced Teacher Development
3	Deep Understanding Support

Through a combination of level structure, specialty material, focus level, and training for teachers, this method is aimed at increasing the effectiveness of learning the Yellow Book, as well as ensuring that the knowledge forwarded remains consistent and of high quality. As explained by Anggraini that the strategy applied in management is a policy and measures taken to improve the efficiency of the process in order to the goals set. The Al-Fatih method program has succeeded in creating an environment that stimulates deep understanding and mastery of matter. So this really helps the trainees in improving the quality of reading the central book.

CONCLUSION

A better understanding of religious texts can improve the quality of worship, including prayer, reading the Quran, and engaging in other religious practices. The integration of Al-Fatih methods in the context of training can be an attempt to update and enrich traditional approaches with modern strategies, enabling learners to be more effective and efficient in reading, understanding, and memorizing religious books. However, some clergy have difficulty understanding and reading the yellow book.

Implementation carried out by

Nurul Jadid Pondok Pesantren in Jalaluddin Ar-Rumi Territory through Al-Fatih method: 1) Training of Trainer (ToT). 2) Level Approach and Berjenjang. Through a combination of level structure, specialty material, focus level, and training for teachers, this method is aimed at increasing the effectiveness of learning the Yellow Book, as well as ensuring that the knowledge forwarded remains consistent and of high quality.

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