

# Students' Ability In Reading The Yellow Book To Prepare The Religious Judge Candidates In Universitas Islam Negeri Sumatera Utara

Sahmiar Pulungan, Sri Sudiarti

Universitas Islam Negeri Sumatera Utara  
sahmiarpulungan@gmail.com  
Sudiarti\_s@ymail.com

## ABSTRACT

*The purpose of this study was to find out the student's reading ability and the problems students face in understanding yellow books. This study used a descriptive qualitative research method. This study's subjects were the department head, lecturers, and students of Al-Ahwal al-Syakhsyah UIN Sumatera Utara. The source of data was used primary and secondary. Data collection was done by interview, observation, test, and documentation. Data analysis was carried out by having some steps: data display, data reduction, and conclusion. The results showed that of 77 students, there were 15 students were excellent at reading the yellow book, and 13 had inferior ability in reading the yellow book. The method used in learning the yellow book was the combination method. However, there were problems faced by students in understanding the yellow book, such as the lack of academic activities based on the yellow book recitation and the number of students who did not have the basic knowledge of mastering the yellow book. It was found that some supporting and inhibiting factors in learning yellow book in UIN Sumatera Utara, especially for students of Al-Ahwal al-Syakhsyah.*

**Keywords:** *Students' Ability, Reading, Yellow Book*

## ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui kemampuan siswa dan permasalahan yang dihadapi siswa dalam memahami kitab kuning. Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Subjek penelitian ini adalah ketua jurusan, dosen dan mahasiswa Al-Ahwal al-Syakhsyah UIN Sumatera Utara. Sumber data yang digunakan adalah primer dan sekunder. Pengumpulan data dilakukan dengan wawancara, observasi, tes dan dokumentasi. Analisis data dilakukan dengan beberapa tahapan yaitu penyajian data, reduksi data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa dari 77 mahasiswa Al-Ahwal al-Syakhsyah terdapat 15 siswa yang sangat baik dalam membaca kitab kuning dan 13 siswa memiliki kemampuan yang sangat kurang dalam membaca kitab kuning. Metode yang digunakan dalam pembelajaran kitab kuning adalah metode kombinasi. Namun terdapat kendala yang dihadapi siswa dalam mempelajari kitab kuning seperti kurangnya kegiatan akademik berbasis tajwid, dan masih banyaknya siswa yang tidak memiliki pengetahuan dasar penguasaan kitab kuning. Ditemukan juga beberapa faktor pendukung dan penghambat dalam mempelajari kitab kuning di UIN Sumatera Utara khususnya pada mahasiswa jurusan Al-Ahwal al-Syakhsyah.

**Kata kunci:** *Kemampuan Mahasiswa, Membaca, Kitab Kuning*

## A. INTRODUCTION

Understanding the yellow book with all its dimensions can be said as quite a challenge in understanding the Islamic intellectual tradition in Indonesia. Learning Yellow is a learning style identical to Islamic boarding schools, which are thick with traditional nuances (salaf) (Chusna & Mohtarom, 2019). Boarding school is a vehicle for channeling and studying the Yellow Book through scholars' work and Muslim scholars conducted by pesantren for the development of thought and morals of the Islam generation in the future (Apduludin et al., 2017). Islamic boarding schools will continue to exist in the future, retaining their tolerant tradition, solidarity, and variety (Imron & Syukur, 2021).

The teaching of yellow book is taught in Islamic boarding schools and in Islamic universities. It has become a compulsory curriculum taught in Islamic universities, especially the Al-Ahwal Al-Syakhsyah study program at the Faculty of Sharia and Law of UIN Sumatera Utara, which will produce graduates of Islamic law who will become prospective judges in the future. So the ability to read and understand the yellow book for students of Islamic universities is a must. They do not only have to master the Arabic language but also master the yellow Ritonga's research supported this statement search. He stated that yellow book is interesting to discuss, of course not because of their yellowish paper color. Still, distinguishing characteristics that to understand the text, particular skills need to healthy master,ed not only the mastery of Arabic language (Ritonga, 2020).

This is stated in Permenpan N0 20 of 2017, which says that the requirement to become a religious judge must understand Arabic. Ideally, as prospective scholars of sharia/Islamic law, students are required to have the ability to read and understand the yellow book as a reference/source of Islamic law (Mas' udi, 1988). Masdar F Mas'ud also stated that being able to speak Arabic means at least able to read classical books or yellow books, this ability is needed to explore Islamic Religious Sciences stored in Arabic books, or Arabic letters, as a product of the thoughts of past Islamic scholars which was written in a typical pre-modern format. It is concluded that the religious judge candidates must have academic skill in Arabic and be able to read the yellow book.

There were some studies about yellow book, such as (Kamal et al., 2020) concerned on analysis of Ability to Read Arabic Text Gundul and the purposes of the study were to measure students 'ability in reading bald Arabic texts, to determine supporting and inhibiting factors and also methods in reading Arabic text. (Rasikh, 2018) also focused on his study about the yellow book with the result the success level of a method applied in learning yellow book at Boarding School of Sesela Al-Halimy Islamic is by using several methods.

And the students gave positif impact in learning yellow book. This study is different from the previous studies. It is because this study wanted to find out the extent to which students' ability to read the yellow book for Al-Ahwal Al-Syakhsiyah students in UIN Sumatera Utara. And it has not been reserached before.

Based on the observation, the Al-Ahwal Al-Syakhsiyah program at UIN Sumatera Utara has facilitated the needs of students to improve understanding of the yellow book, namely by making the Qiratul Kutub material as a component that is tested when students Sharia and Law faculty face a comprehensive exam, namely by reading the yellow book. This ability is an added value for graduates when they enter the community in the future. In fact, students in Al-Ahwal Al-Syakhsiyah program face some significant problems in learning yellow book. Some problems are the lack of academic activities based on the yellow book recitation, such as Arabic studies and courses, plus the lack of facilities and facilities that support the yellow book study activities, the large number of yellow book translations that can be accessed by students online and from the library, worsening the lack of the interest and ability of students to read and understand the yellow book in making it a reference book in studying Islamic law and the number of students who graduate to the Faculty of Sharia and Law are not from Islamic boarding schools or Aliyah whose basic scientific knowledge has not mastered the previous yellow bookIslamic boarding schools are educational institutions that shape their intellectuality (El-Rumi & Asnawan, 2018). The purpose of this study was to find out the students' ability in reading and the problems faced by students in understanding yellow book.

The classical book which is better known as the yellow book has a very important role in developing the Islam teaching. This shows that the yellow book is important to study. Islamic scientists wrote it down in a book that is uniquely colored yellowish which is studied by Madrasas and Islamic Boarding Schools. The book contains Islamic sciences, especially jurisprudence, which is written or printed in Arabic letters in Arabic or Malay, Javanese, Sundanese and so on. It was called the "yellow book" because it was generally printed on low-quality yellow paper. Sometimes the sheets come off unbind so the parts that need to be removed are easy. The yellow book as a scientific treasure and heritage of previous Islam scholars, is very familiar in the pesantren environment. The yellow book is a characteristic and identity that cannot be separated. It is actually the result of written work by past scholars is not a unique icon for pesantren (Yusri, 2019).

(Mustofa, 2019) defined that yellow book is Islamic literature and references in Classical Arabic includes a variety of fields of Islamic studies such as the Quran, Tafsir,

Science of Tafsir, Hadith, Science of Hadith, Fiqh, Usul Fiqh, Aqidah Fiqh, Tawhid, Science Kalam, Nahwu and Sharaf or knowledge lughah including Ma'ani Bayan Badi' and Science of Mantik, Dates or Islamic history, Sufism, Tarekat, and Morals, and any knowledge written in Arabic without harokat, has the format own distinctive and paper color "yellowish", which is usually studied mainly in boarding schools. Judging from the unique color of the book, this book is better known as the yellow book. However, recently these characteristics have undergone changes. The new printed yellow book already uses a lot of white paper which is commonly used in the printing world. There are also many who are not "bald" because they have been given a prayer to make it easier for students to read. Most of the yellow books have been bound. Thus, its physical appearance is no longer easy to distinguish from the new books which are usually called "al-kutub al-'ashriyyah" (modern books). The difference lies in the content, systematics, methodology, language, and author. Even so, the nickname "the yellow book" remains attached to it (Dahlan, 1996).

There are some methods in learning yellow book. The differences yellow book from the others is the method of studying it. Some of the yellow books learning methods can be used to explore the yellow books are:

1. Sorogan Method

The Sorogan method (Arief, 2002) means individually where a student faces a teacher, there is an interaction between them, or a learning system in which students come forward one by one to read and describe the contents of the book in front of a teacher.

2. Bandongan Method

Bandongan means a group of students listening to a teacher who reads, translates, explains and often reviews Islamic books in Arabic. Each student looks at his or her own book and makes notes (both meanings and descriptions) of difficult thought words. Or a method in which the kiai reads a book at a certain time and the students bring the same book, then the students listen and listen to the teacher's reading. In the bandongan method, the teacher uses the local language.

3. Muzakarah Method

Mudzakarah Method is a method used in delivering learning materials by holding a scientific meeting that specifically discusses issues of a religious nature.

4. Muhawarah or Muhadatsah Method

Muhawarah or muhadatsah according to (Arief, 2002) is an activity to practice conversing in Arabic which is required by Islamic boarding schools to students during their stay in Islamic boarding schools. In some pesantren, muhawarah or muhadatsah exercises are

not required every day, but only once or twice a week which is combined with some muhawarah or muhadatsah exercises, the aim of which is to train students' speech skills.

#### 5. Majlis Ta'lim Method

Majlis ta'lim (Arief, 2002) is a medium for the delivery of Islam that is public and open. The congregation consists of various layers of society who have various knowledge backgrounds and are not limited by age levels or gender differences. This kind of study is only held at certain times. Some are once a week and some are once every two weeks or once a month. Sometimes the kiai also hold special recitations for men or specifically for women.

#### 6. Lecturing

The way of teaching using the lecture system is in the first session, the lecturer explains about what the source of the book is nature, scope, and scope. This lecture ends with a special question and answer on issues related to the introduction to the book only. In the second session, the kiai-ulama explained the contents of the book, for example the Fath Wahhab books from several chapters, and each chapter has several chapters, and is detailed one by one. After that, the lecturer provides an abstraction of the material contained in each chapter in brief but complete language. The lecturer does not need to explain the pillars of prayer, the pillars of hajj, and the like, because all senior santri are aware. Thus, the lecture at this time is only emphasized on the things that stand out from Fath al-Wahhab. This lecture also ends with a question and answer session about all problems from Fath al-Wahhab's understanding.

### **B. METHOD**

This study used descriptive qualitative research methods. The selection of this method was determined by the consideration to the purpose of this research, it was to describe research problems in its social setting (natural setting). This research was conducted at the Faculty of Sharia and Law of UIN Sumatera Utara, Al-Ahwal al-Syakhsiyah study program. The subjects of this study were head program of, lecturer and 77 students of Al-Ahwal al-Syakhsiyah. The source of data was used primary and secondary data (Sugiyono, 2013). Data collection was done by interview, observation, test and documentation. And the data analysis was taken from (Miles & Huberman, 2014).

### **C. RESULT AND DISCUSSION**

Students' ability in reading yellow book was tested by giving reading test and the result was shown in the table 1 below.

Table 1. Students' Ability in Reading Yellow Book

Score	Category	Frequency	Percentage (%)
80-100	Excellent	15	20
66-79	Good	18	23
56-65	Fairly Good	14	18
46-55	Poor	17	22
0-45	Very Poor	13	17
	Total	77	100

Based on the table above, it can be seen that there were 15 students who got excellent category with a percentage of 20% and 18 students in the good category with a percentage of 23% while the remaining 14 students were in fairly good category with a percentage of 18%, 17 students got the category poor with a percentage of 22% and 13 students got a very poor category score with a percentage of 17%. So from the data above, it can be concluded that the average the students' ability to read the yellow book is fairly good. The percentage of student's ability in reading yellow book can be shown in figure 1 below.

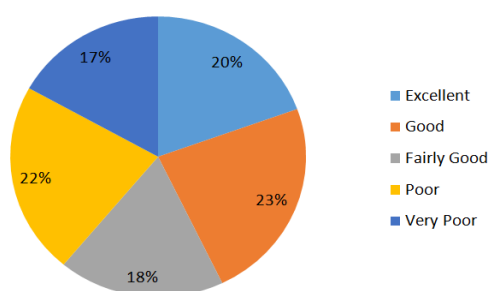


Figure 1. The Percentage of Students' Ability In Reading Yellow Book

Giving teaching material sourced from the yellow book based on the syllabus set by the department for the Al-Ahwal Al-Syakhsiyah study program and it turns out that there are many things that support the implementation of the program. The existence of pesantren graduates makes it easier to carry out learning the yellow book, because they already have the knowledge of nahwu from the pesantren. Boarding school graduate students have mastered the rules of nahwu science, so in carrying out the yellow book teaching, the lecturer

no longer need to explain the rules of nahwu science in the discussion. Students who enter the Al-Ahwal Al-Syakhsiyah program are selected first. In the implementation of the selection, we prioritize students who are later graduates from other pesantren. This is intended so that in the implementation of learning the yellow book later they already have a basis both in terms of nahwu science and in terms of their experience in studying the yellow book.

### **1. Method in Learning Yellow Book in Al-Ahwal Al-Syakhsiyah Program**

The implementation of learning yellow book at Al-Ahwal Al-Syakhsiyah program of UIN Sumatera Utara is held interactively, challenging and motivating students to participate actively, the lecturer explains the learning material first, then the students explain the lecture material again in front of the class in turn. In carrying out learning, I usually start by motivating students to be serious in participating this learning, after students are motivated then learning can begin. Students combine the conventional methods applied in Islamic boarding schools with formal (modern) education methods, the methods used are: the sorogan method, the bandongan method, the lecture method, the discussion method, the demonstration/experiment method, the question and answer method, and the recitation method, assignment).

The method used in learning the yellow book is the bandongan method. Bandongan method is a method for lecturers to read, translate, and explain the contents of the book, while students listen and rewrite what has been explained by the lecturer. In addition, it also uses the lecture method, the sorogan method, and the rote method. As far as researchers observe in the field, the dominant method used by lecturers is the bandongan method. The lecturer conveys the yellow book material that is taught through the bandongan method, and in applying this method the students follow it actively, all students give meaning to the book that is still empty, and the lecturer in conveying this method is more flexible and conditional unlike the delivery of the bandongan method in Islamic boarding schools, meaning that the lecturer reads the meaning of the book slowly and students who are late in giving the meaning of the book are welcome to ask questions and the lecturer is willing to repeat it.

During the research, soragan and bandongan method were effective to use in learning yellow book. The success of the bandongan method is because students feel the need to complete the meaning of the book so that they know its contents and can read the text, moreover so that they can read it when asked to read by the lecturer who is usually told to come forward or be appointed one by one. Soragan and bandongan method were proven to

have high effectiveness and significance in achieving learning outcomes (Hartono, 2020). Soragan and bandongan method are traditional methods that become a habit in learning yellow book in Islamic boarding schools and they can improve students ability in learning yellow book (Rosi & Azisi, 2021).

After giving the bandongan method, the lecturer immediately explained the intent contained in the book material through the lecture method, but in the application of this lecture method there were many obstacles such as students tended to be passive and paid less attention to the material presented by the lecturer, although in the delivery the lecturer generalized and The application is good because the lecturer has combined some general information related to teaching materials and finally provides conclusions or conclusions on the teaching materials that have been given.

There were passive students when the lecture method applied is very reasonable, because when the bandongan method is over (students write to give meaning to their books) their physical condition becomes tired and tends to lack concentration and pay less attention to the material presented by the lecturer. As with the lecture method, the question and answer method implemented there also experienced the same problems, namely students were less enthusiastic and active, this was because in the application of this question and answer method, the lecturer did not give a special score to students who asked questions, so students were less stimulated. to ask the lecturer and seem to be a complement, and about the silence of most students during the question and answer method, it could be that the environmental conditions do not support asking questions, usually this is because students are embarrassed if the questions they are about to ask are wrong or less weight so that his friends laugh at him.

To solve the passive students when participating in learning, a student-centered learning method is also applied, namely students who are active in learning the yellow book. The goal is that students are active in learning the yellow book. In this regard, in learning the yellow book, in addition to using the traditional teaching method, now it is also using the drill method. To increase students' understanding and knowledge of the course material, the lecturer provides additional assignments related to the course. lecturer always gave additional assignments to students about the material being studied, for example we are learning about fiqh, so lecturer gave them assignments about subject matter that comes from other books.

The sorogan method applied in the teaching of the yellow book at the Al-Ahwal Al-Syakhsiyah study program encountered many problems so that in its implementation the



lecturers had not been able to apply it optimally. Due to the limited time during the yellow book lesson, in applying the sorogan method the lecturer only asked some students to come forward to read the material that had been delivered, because the students who were appointed to read only part of it, then in the application of this method the lecturer had not been able to measure students' abilities. In the implementation of teaching yellow book at k at the Al-Ahwal Al-Syakhsyah study program, none of the yellow book lecturers have applied the discussion method, and according to the author's analysis this is due to the limited time to apply the method. Thus, it will be better if the lecturer applies it and if there is not enough time to implement this method, the lecturer can place it in extra hours or the lecturer holds additional hours outside of class hours.

In general, it can be concluded that the application of teaching methods in the implementation of the yellow book teaching at Al-Ahwal Al-Syakhsyah study program hours in teaching yellow book, and there is still one method that has not been implemented at all, namely the teaching method. It is hoped that the lecturers can apply the discussion method in their teaching, because this method can generate cognitive, affective and psychomotor abilities possessed by students still use Arabic. Even for certain materials, many lecturers give assignments to their students to look for various literatures on yellow book learning materials in the library, because in the UIN Sumatera Utara library there are several classic books that use Arabic.

## **2. Supporting and Inhibiting Factors In Learning Yellow Book**

### **a. Supporting the implementation of the yellow book learning**

Supporting factor in learning of the yellow book is the religious environment owned by UIN Sumatera Utara. In the campus mosque, the yellow book recitation is also held every Sunday. In addition, what supports the implementation of the yellow book learning is the availability of yellow books in the UIN Sumatera Utara library.

### **b. Inhibiting Factors In Learning Yellow**

#### **Book**

#### **1) Lack of Library Services**

The library at UIN Sumatera Utara is quite good, there are many yellow book collections available. However, the management of the utilization and arrangement of the catalog looks not neat. The library is enriched with yellow books or religious books so that students can add scientific references so that in

the implementation of yellow book learning, the management of the library at UIN Sumatera Utara.

2) Lack of Time Allocation

The implementation of learning which is only 1.5 hours, causes lecturers to be less than optimal in achieving their teaching targets, because teaching the yellow book takes a long time, because in addition to the lecturers having to translate Arabic texts in the book material, the lecturers also have to explain the contents contained in the book.

3) Lack of Student Knowledge about Nahwu and Sharaf

To be able to study the contents of the contents listed in the yellow book, the science of tools that must be owned by students is the science of nahwu and sharaf. This is the main obstacle in the yellow book learning process. Sometimes in reading the yellow book, the lecturer explains the rules of nahwu and sharaf science contained in the reading.

4) Lack of Arabic Vocabulary Mastered by Students

Since the yellow book is an Arabic book, mastery of Arabic vocabulary is an important factor that must be owned by students. This is one of the weak points of students in studying the yellow book.

#### **D. CONCLUSION**

Based on the results of the study it was concluded that 77 students there were 20 students who were very good at reading the yellow book and 16 students had good abilities and 16 students had sufficient ability in reading the yellow book. The implementation of the yellow book learning at Al-Ahwal Al-Syakhsiyah program is held interactively, challenging and motivating students to participate actively, combining methods applied in Islamic boarding schools with formal (modern) education methods, the methods used are: sorogan, bandongan method, lecture method, discussion method, demonstration/experiment method, question and answer method, and recitation method (assignment). Constraints faced by students in reading and understanding the yellow book include the basic education of students who do not come from boarding schools, student trends that do not lead to the yellow book trend but skills that tend to be unclear, the boredom that afflicts students includes being lazy because of the influence of the environment and facilities.

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