

Strengthening The Literacy Culture Of Reading The Yellow Book At The Darus Salam Dringu Islamic Boarding School, Probolinggo District

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Abstract

This study discusses the strengthening of literacy culture in reading yellow books through the Sorogan method at the Darus Salam Dringu Islamic Boarding School, Probolinggo Regency. Yellow books as classical Islamic books have an important role in Islamic boarding school education. However, students' interest in literacy towards these books is still low. This study uses a qualitative approach with a case study method to identify effective strategies in strengthening literacy culture in Islamic boarding schools. The results of the study indicate that the Sorogan method, which involves direct interaction between students and teachers, is effective in improving students' understanding of yellow books. In addition, routine reading activities 15 minutes before learning, additional discussion sessions, and the provision of adequate library facilities also support increased literacy interest. However, this study also identifies challenges faced, such as limited access to technology and variations in students' abilities in understanding yellow books. The results of this study indicate that the Darus Salam Dringu Islamic Boarding School has succeeded in implementing several significant literacy strengthening strategies, although further efforts are still needed to overcome existing obstacles. Overall, this study offers a new perspective on the implementation of yellow book literacy in Islamic boarding schools, showing that innovative learning strategies and strengthening facilities can support the development of intellectual abilities and character of students in accordance with Islamic teachings.

Keywords: Literacy Culture; Yellow Book; Sorogan Method; Islamic Boarding School; Islamic Education.

Abstrak

Penelitian ini membahas penguatan budaya literasi dalam

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membaca kitab kuning melalui metode Sorogan di Pondok Pesantren Darus Salam Dringu, Kabupaten Probolinggo. Kitab kuning sebagai kitab klasik Islam memiliki peran penting dalam pendidikan pesantren. Namun, minat literasi santri terhadap kitab ini masih rendah. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus untuk mengidentifikasi strategi efektif dalam memperkuat budaya literasi di pesantren. Hasil penelitian menunjukkan bahwa metode Sorogan, yang melibatkan interaksi langsung antara santri dan guru, efektif dalam meningkatkan pemahaman santri terhadap kitab kuning. Selain itu, kegiatan membaca rutin 15 menit sebelum pembelajaran, sesi diskusi tambahan, dan penyediaan fasilitas perpustakaan yang memadai juga mendukung peningkatan minat literasi. Namun, penelitian ini juga mengidentifikasi tantangan yang dihadapi, seperti akses terbatas terhadap teknologi dan variasi kemampuan santri dalam memahami kitab kuning. Hasil penelitian ini menunjukkan bahwa Pondok Pesantren Darus Salam Dringu berhasil menerapkan beberapa strategi penguatan literasi yang signifikan, meskipun diperlukan upaya lebih lanjut untuk mengatasi kendala yang ada. Secara keseluruhan, penelitian ini menawarkan perspektif baru tentang implementasi literasi kitab kuning di pesantren, menunjukkan bahwa strategi pembelajaran inovatif dan penguatan fasilitas dapat mendukung pengembangan kemampuan intelektual dan karakter santri sesuai dengan ajaran Islam.

Kata Kunci: Budaya Literasi; Kitab Kuning; Metode Sorogan; Pesantren; Islam.

A. Introduction

The culture of reading literacy of the *kitab kuning* in Islamic boarding schools still requires significant improvement. Reading is a fundamental aspect of learning, as first taught by the Angel Gabriel to Prophet Muhammad (PBUH) when he received the initial revelation: *Iqra'*, which means "read." In

the pesantren (boarding school) environment, reading the *kitab kuning* requires additional attention from the administrators, as these texts are written in Arabic and demand a special method for proper reading. To enhance the culture of literacy at Pondok Pesantren Darus Salam Dringu, the administrators

have implemented several routines that all students are required to follow.

Learning the yellow book in Islamic boarding schools is a characteristic that differentiates Islamic boarding school education from other educational institutions. The yellow book as an important resource in Islamic education plays an important role in shaping students' understanding of Islamic teachings and principles. The yellow book, which is often written in Arabic without pronouns or meanings, has become a standard reference for students to understand Islamic teachings (Yozi et al., 2023). At the Darus Salam Islamic boarding school, literacy culture is also applied in learning the yellow book, however literacy culture among the students is less popular. According to (Tabroni et al., 2022) The yellow book, a fundamental component of Islamic education in Islamic boarding schools, functions as the main source for teaching Islamic religious knowledge passed down by previous ulama. It is used in various educational environments to convey important teachings related to Islamic sciences such as fiqh, Sufism, aqidah, and history. Therefore, literacy

in reading the Yellow Book must be made into a daily habit by students because it becomes a reference for students in social life.

Literacy in Islamic boarding schools, especially those based on the Yellow Book, is very important for developing mastery of religious knowledge, critical thinking skills, and character formation of students. This literacy allows students to access and understand classical Islamic texts, which helps them internalize Islamic moral and ethical values, as well as connecting them with the rich Islamic scientific tradition. According to (Mawardi & Sartika, 2023) Literacy plays an important role in Islamic boarding schools, covering various forms of knowledge and skills outside of religious education. Research shows that these activities contribute to the holistic development of santri, improving their soft skills, and expanding their knowledge base beyond traditional academic subjects (Mawardi & Sartika, 2023).

However, there are various challenges in developing a culture of literacy in Islamic boarding schools,

such as limited access to literacy resources, traditional teaching methods, and limited time due to busy schedules. To overcome this obstacle, Islamic boarding schools can develop complete libraries, hold literacy training for teachers and students, utilize digital technology, and hold creative literacy activities. By including a variety of educational materials in their libraries, Islamic boarding schools can offer students access to a comprehensive collection of resources that support their academic and personal growth (Haryono et al., 2019). Research shows that students in Islamic boarding schools generally demonstrate good literacy skills; however, there are several areas, such as information technology-based information retrieval, that require further improvement (Nuhrodin & Dhina, 2021).

The yellow book has a very central role in Islamic boarding school education, functioning as the main source of Islamic teachings and knowledge. Mastery of the yellow book also improves students' analytical and cognitive abilities, which supports their overall academic competence (Fitriyah

et al., 2019). The yellow book refers to a collection of classical Arabic texts that cover various Islamic disciplines, such as tafsir, hadith, fiqh, Sufism, and Arabic. Through the yellow book, students study Islamic teachings in depth and authentically, directly from original sources. It provides a comprehensive understanding of religion, which is not only limited to ritualistic aspects, but also includes ethics, law, and spirituality.

Apart from that, learning the yellow book trains students in critical and analytical thinking skills. Learning the Yellow Book in Islamic boarding schools can make a significant contribution to the development of students' critical and analytical thinking skills. The Yellow Book, a fundamental text in Islamic education, provides a rich source of knowledge that requires students to engage in in-depth analysis, interpretation, and critical reflection (Apduludin & Martinisyamin, 2022). The process of reading and interpreting these classical texts demands an understanding of complex historical, linguistic, and methodological contexts. Students are invited to compare various opinions of scholars, analyze arguments,

and develop deep and logical thinking. Thus, the yellow book not only enriches students' religious knowledge, but also shapes their character and intellectual abilities, making them individuals capable of contributing significantly to society.

The condition of literacy culture at the Darus Salam Islamic Boarding School shows significant development with various efforts to increase interest in reading and writing among students. There are various factors that influence the literacy interest of students at the Darus Salam Islamic boarding school and several steps have been taken to increase the students' literacy interest, as well as literacy activities that support the students' critical and analytical thinking skills. One of the efforts made in Islamic boarding schools is to implement reading activities for 15 minutes before starting learning every day. And also applied the sorogan method activity to the class teacher, where each student took turns coming forward and reading a book in front of the teacher.

Overall, Darus Salam Islamic Boarding School continues to strive to strengthen literacy culture among

students through various programs and facility support, although it is still faced with several challenges in implementation.

In previous research, Anggraeni explained that religious literacy does not only emphasize understanding texts but also understanding context. In the educational process, religious learning is applied not only through reading but also through an interactive and dialogic learning process (Anggraeni & Karnubi, 2023). According to (Fitriyah, 2019), there are two methods developed in the *pesantren* environment for studying the *kitab kuning*: the *sorogan* method and the *bandongan* method. The *sorogan* method involves students reading the *kitab kuning* in front of a *ustadz* or *kyai*, who directly observes the accuracy of the student's reading, both in terms of meaning and language (syntax and morphology).

This research aims to complement previous studies, in which literacy culture can be fostered by encouraging each student to spend 15 minutes reading the material that was taught in the previous session. This way, students can recall what has been taught by the

teacher and be prepared to answer questions that the teacher may ask at the beginning of the lesson.

The innovation offered by this research lies not only in understanding yellow book literacy in this specific location, but also in presenting a unique and in-depth perspective on this literacy. This research highlights innovative strategies and teaching methods that have not been widely revealed in previous studies, making a significant contribution to the development of yellow book literacy. In addition, this research comprehensively investigates the impact of yellow book literacy on the social, ethical and moral dimensions of santri, providing new insights into how this literacy shapes their character and behavior. Furthermore, this research contributes by developing a model for measuring the effectiveness of the yellow book literacy program which is not only relevant for the Islamic boarding school studied, but can also be adapted and applied in various other Islamic boarding schools, thereby expanding the practical benefits of this research in the broader context of Islamic boarding school education.

B. Research methods

This research aims to identify and analyze strategies for strengthening the literacy culture of reading the Yellow Book at the Darus Salam Dringu Islamic Boarding School, Probolinggo Regency using qualitative methods and a case study approach. According to (Waruwu, 2023) Natural, organic and in-depth research uses qualitative research. By using qualitative research methods such as in-depth interviews, participant observation, and documentation studies, researchers can capture the nuances and intricacies of how literacy is cultivated and integrated into the fabric of Islamic boarding school education (Nisa Fitriani et al., 2023). The research design used is a case study which allows it to focus on the Darus Salam Dringu Islamic Boarding School and explore various aspects related to the literacy culture of reading the Yellow Book.

The research will be carried out at the Darus Salam Dringu Islamic Boarding School, Probolinggo Regency. Research participants consisted of students, teachers, Islamic boarding school leaders, and parents of students if relevant. Data was collected through in-

depth interviews with students, teachers and boarding school leaders to obtain information about their experiences and views regarding the literacy culture of reading the Yellow Book, participatory observation to observe the learning process and reading activities of the Yellow Book, as well as documentation to collect relevant documents such as the curriculum, learning schedule, and teaching materials. With this research method, it is hoped that an in-depth understanding will be obtained regarding strategies for strengthening the literacy culture of reading the Yellow Book at the Darus Salam Dringu Islamic Boarding School, Probolinggo Regency, as well as the factors that support and hinder these efforts.

C. Result and Discussion

This research identified several key findings related to strengthening the literacy culture of reading the Yellow Book at the Darus Salam Dringu Islamic Boarding School, Probolinggo Regency. The literacy strengthening strategy implemented includes improving the quality of interactive and student-centred teaching where the ustadz not only delivers material but also encourages

discussion and questions and answers. By incorporating an interactive whole-class teaching approach, educators can facilitate high-quality interactions that improve student understanding and performance (Smith et al., 2004).

According to (Smith et al., 2004) To improve literacy, especially in the context of interactive teaching, it is important to focus on strategies that promote engagement and dialogue in the classroom. Interactive teaching methods have been proven effective in raising literacy and numeracy standards by encouraging meaningful discussions and an inclusive learning environment. Such programs highlight the importance of addressing multiple dimensions of literacy to effectively improve students' overall literacy competency. In the field of teacher education, increasing information literacy among vocational teachers is very important to improve their teaching and research abilities, which will ultimately benefit classroom learning and the development of students' information literacy. According to (Li & Guo, 2021) In addition, teacher data literacy plays an important role in

building smart classrooms that serve the ever-evolving educational landscape.

Regular reading activities are scheduled in the daily routine of the students which must be followed by all students. Incorporating regular reading activities into students' daily routines is critical to encouraging literacy development and fostering a lifelong love of reading. Research shows that establishing consistent reading habits can have a significant impact on students' reading proficiency and overall academic success (Smith et al., 2004). Furthermore, implementing a sustained silent reading (SSR) program has been shown to improve students' reading fluency, comprehension, and vocabulary acquisition. SSR involves allocating specific time during the school day for students to independently read self-selected material. This practice not only improves students' reading skills but also fosters a positive attitude towards reading (Subagja et al., 2022). In addition, reading aloud activities improve listening skills, critical thinking, and comprehension abilities among students (Subagja et al., 2022).

The main supporting factors include the involvement of Islamic boarding school leaders, which is very important to provide adequate facilities and infrastructure to increase literacy activities to provide motivation to students (Rahayuningsih et al., 2023). (Mawardi & Sartika, 2023) highlighted literacy activities in Islamic boarding schools, emphasizing the importance of integrating various activities to develop students' literacy skills in the Islamic boarding school environment.

Rewarding students who actively read is very important to foster a culture of learning and academic excellence. Investigating the effects of proximal rewards on reading motivation (Sidin, 2021). Research has shown that students who read regularly not only perform better academically but also develop stronger critical thinking skills, improve concentration, and increase vocabulary. Critical reading skills play an important role in encouraging students to engage more deeply and actively with reading material (Tan, 2023).

The dedication shown by the ustadz in guiding students to read and understand the Yellow Book is an

important element in Islamic education. The role of ustadz is not only as teachers, but also as mentors, facilitators and role models in the students' educational journey. Through various activities such as reading, providing explanations, asking questions, and providing consistent support, the ustadz make a significant contribution in increasing students' understanding and fostering a deep understanding of religious texts (Hairul Huda et al., 2023). Ustadz who acts as a facilitator who creates a conducive learning environment, encourages active participation of students, and helps them overcome various obstacles in the learning process. Apart from that, ustadz are also role models who are exemplary in behavior, ethics and commitment to religious teachings. With these various roles, the influence of the ustadz extends to shaping the moral character of the students, increasing their religious awareness, and guiding them towards the realization of Islamic principles (Najib, 2020).

They also often hold additional sessions outside study hours for discussions and questions and answers.

This session aims to facilitate a question and answer session that provides an opportunity for participants to deepen their understanding, several strategies can be applied. One effective approach is to encourage participants to ask open-ended questions that encourage critical thinking and reflection (Morcom, 2021), clarify difficult concepts, and ask about material that is not yet well understood. In a more relaxed and informal atmosphere, (Haruta et al., 2020) say, participants are more likely to participate actively and share their views. Additionally, incorporating group activities, such as brainstorming sessions, debates, or role-playing exercises, can stimulate engagement and encourage participants to explore different aspects of the topic being discussed. These additional sessions not only help increase knowledge, but also build a sense of community and cooperation among the participants.

Santri showed high enthusiasm in this literacy activity. The students are active in reading, discussing and often holding study groups to deepen their understanding. They use their free time to read various references and literature

relevant to the learning topic. increasing active engagement between students and reading is a primary method for increasing reading depth (Garner & Neal, 2022). The discussions they hold are not only limited to the classroom, but also extend to informal settings, where they share knowledge and perspectives. The study groups they hold regularly are a place to review material, complete assignments together, and solve problems they face. With this approach, participants not only enrich their insights, but also develop effective collaborative and communication skills.

Literacy Challenges at the Darus Salam Islamic Boarding School

In implementing literacy culture at the Darus Salam Islamic boarding school, we encountered many challenges which made the students less aware of the importance of literacy in understanding the yellow book. One of the inhibiting factors is:

1. Limited Access to Technology

Limited access and understanding of technology among religious students and teachers is a significant obstacle in effectively integrating technology in the

educational environment. These challenges include funding constraints, limited infrastructure, lack of openness to new technology, inadequate technological resources, and lack of technological knowledge and skills among educators. Various studies have highlighted the need to identify these challenges in depth to maximize the benefits of technology integration in education (Zhang & Tahir, 2023).

Overcoming barriers related to limited access and understanding of technology in educational environments requires a comprehensive approach that includes addressing funding and infrastructure issues, providing training to improve technology skills, fostering openness to new technologies, and exploring innovative strategies to effectively integrate digital tools into learning practices. Technology in the educational environment has the potential to improve learning quality, accessibility, and create

interactive learning models (Sholeh, 2023).

2. Variations in Santri Abilities

Differences in the ability to read and understand the Yellow Book among students cause gaps in learning. However, challenges arise when students face difficulties in understanding the contents of the Yellow Book. For example, problems with learning *I'rab*, which is important for understanding the Yellow Book, can hinder students' progress (Arifin et al., 2023). (Sirad et al., 2023) said, To bridge this gap, various teaching methods have been proposed, such as utilizing Arabic Pegon symbols and implementing special learning approaches adapted to the Yellow Book and it is important to consider pedagogical approaches that meet students' needs and reduce boredom (Rahmatul Aziz Al Mursyidin & Hakim, 2023).

Furthermore, promoting literacy skills from an early age, incorporating local cultural elements, and utilizing assistive

technology can support students, including those with learning disabilities, in improving their literacy abilities (Spooner et al., 2015). Overall, by using a combination of traditional teaching methods, technological tools, and adapted approaches, educators can help narrow the gap in reading and understanding of the Yellow Book among students, thereby fostering a deeper understanding of this important religious text.

3. Limited Resources

Limited resources, such as the availability of traditional Islamic texts such as the Yellow Book, and inadequate learning facilities pose significant challenges in the Islamic education environment. The scarcity of the Yellow Book may limit students' access to important religious texts, impacting their learning and understanding of Islamic teachings. Additionally, inadequate classrooms, libraries, and educational materials can further hamper students' educational experiences and hinder their

academic progress (Nur et al., 2022).

To overcome these challenges, initiatives are needed to increase the availability of the Yellow Book through digitization projects, online repositories, and partnerships with libraries and educational institutions. Additionally, improving learning facilities by investing in infrastructure, expanding library resources, and providing access to modern educational tools can improve the overall learning environment for students (Aulia & Antariksa, 2022).

D. Conclusion

The Darus Salam Dringu Islamic Boarding School is working to strengthen the literacy culture of reading *kitab kuning* (traditional Islamic texts) to deepen religious understanding among its students. Learning to read *kitab kuning*, which requires the skill of reading unvowelled Arabic texts, is considered essential for shaping a deep understanding of Islamic teachings and developing students' critical thinking

skills. To support this, the school implements a 15-minute reading habit before lessons and uses the *sorogan* method, where students read the texts in front of their teacher.

However, there are challenges that hinder the strengthening of this literacy culture, including limited access to technology, varying student abilities, and restricted learning resources. Efforts have been made to address these obstacles by developing facilities like a library and providing literacy training for teachers and students. This study also emphasizes the importance of interactive teaching methods that involve discussions and question-and-answer sessions, allowing students to delve deeper into the material and engage actively in the learning process.

Overall, this research offers a new perspective on the implementation of *kitab kuning* literacy in Islamic boarding schools, showing that innovative learning strategies and improved facilities can strengthen the literacy culture among students, fostering their intellectual abilities and character development according to Islamic teachings.

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