



LEARNING THE AMTSILATI METHOD TO ENHANCE STUDENTS' TALENTS AND INTERESTS IN READING THE YELLOW BOOK

***Moh. Ainol Yaqin¹, Fathor Rozi², Rofika Tusshalihah³**

^{1,2,3}Universitas Nurul Jadid Probolinggo, Indonesia

ainolyaqin09@unuja.ac.id¹, fathorrozi330@gmail.com², rofikatusshali@gmail.com³

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Abstract

Learning the yellow book has many benefits, especially in understanding religious knowledge. Which learning mostly uses the classical yellow book, because many Muslim scientists and intellectuals refer to the yellow book. This research uses a qualitative approach with case studies. The research method used is qualitative. With data collection techniques in the form of observation (observation), interviews (interviews) and documentation. This study aims to describe the implementation of the amtsilati book method in increasing students' aptitude and interest in reading the yellow book, in the Zaid Bin Tsabit (K) Putri Region and also to understand and examine events and problems that occur in the field. The subjects in this study were participants of the Takhossus Diny Bahrul Ulum amtsilati. The results of the research show that there are several tricks in increasing students' talents and interest in reading the yellow book, resulting in the following: First, providing volumes of amtsilati learning material in the form of teaching and learning activities (KBM) starting from volumes 1-5 and additional material in the form of Qoidati, Tatimmah, Sharfiyah. Second, teaching practice learning (Amtsilati Theory Practice). Third, the deposit of koidah and khulashoh amtsilati. Fourth, Discussion or joint deliberation (Munaqosah) on amtsilati material. Fifth, Demonstration of amtsilati.

Keywords: Learning Amtsilati Book, Talents and Interests, Yellow Book.

(*) Corresponding Author:

Moh. Ainol Yaqin, ainolyaqin09@unuja.ac.id

INTRODUCTION

The curriculum is an important element in the education system, including in Islamic education that teaches classical religious sciences. In the pesantren environment, mastery of the yellow book is an important benchmark in achieving religious knowledge (Rozi and Aminullah 2021; Munawwaroh and Adeoye 2024). The yellow book contains material on fiqh, aqidah, morals, and other branches of science that require a deep understanding of classical Arabic (Nurgiansah 2022). Therefore, teaching and learning activities must always be developed to suit the demands of the times and the needs of students. The quality of learning is largely determined by the readiness of teachers to design effective methods. Teachers are not only as transmitters of knowledge, but also as drivers of student success (Munif, Rozi, and Yusrohlana 2021). Therefore, it is important for teachers to choose the right method in order to optimize the potential of students, especially in increasing their interest and talent in the yellow book which has so far been considered difficult to understand by most students.

One method that has proven effective in learning the yellow book is the Amtsilati method. This method was designed by KH. Taufiqul Hakim from Bangsri, Jepara, Central Java, who is the caretaker of the Darul Falah Bangsri Islamic Boarding School. This method focuses on learning the science of tools (Nahwu and Sharaf) in a concise and systematic form, with a target time of 3-6 months. The goal is to make it easier for beginner students to understand the structure of Arabic sentences used in the yellow book. Unlike traditional methods, Amtsilati presents material with a practical and gradual approach, so that students do not feel burdened (Azis 2019). This method is also arranged in the form of a programmed volume, so that students can follow

the development of learning continuously. The success of this method has been proven in various Islamic boarding schools, especially in building interest in learning and exploring the talents of students in reading classical Arabic texts independently and confidently.

Yellow books have a very important position in the treasury of Islamic knowledge. In addition to being a source of teachings that refer to the Qur'an and Hadith, yellow books are also a means to understand the thoughts of classical scholars (Sholehuddin and Wijaya 2019). The majority of yellow books are written in Arabic without harakat, so they require mastery of the science of tools in order to be understood. This challenge makes some students find it difficult, even reluctant to study it in depth. In today's digital era, not a few students prefer translated book references in the form of PDFs or explanatory videos rather than understanding the original text. Therefore, a method approach is needed that can bridge this gap (Nur Khafifah Kamiliya, Musleh 2021). The Amsilati Method is present as a solution by making it easy for beginners to master the science of tools and rekindle their enthusiasm in understanding classical texts through a structured, practical, and interesting learning process for the millennial generation.

The implementation of the Amsilati method at the Nurul Jadid Islamic Boarding School, especially in the Zaid bin Tsabit (K) Putri area, is one example of success in developing the interests and talents of students in the yellow book. During its 13 years of implementation, this method has graduated a number of female students who are able to understand and re-teach the science of tools to novice students (Rozi 2021). This program is specifically designed through the division of materials per volume, teaching theoretical practices, memorizing rules and khulashoh, as well as discussions (munasabah) and demonstrations. This strategy combines classical and individual approaches so that students not only memorize the rules, but truly understand their use (Brier and Lia Dwi Jayanti 2020). In addition, this program also provides additional private learning space for students who experience difficulties (Rodiah, Zulkarnain 2018). This personal approach encourages the intellectual and emotional growth of students, so that they are more confident and interested in continuing to study the yellow book in depth and sustainably.

Previous studies have shown the effectiveness of the Amsilati method in improving the ability to read yellow books (maharah qiro'ah), such as studies by Nur Khafifah Kamiliya, Musleh, (2021). However, this study focuses more deeply on how the Amsilati method can develop the talents and interests of students, not just reading skills alone (Manasikana et al. 2022; Sholehuddin and Wijaya 2019). The learning strategy in this study involves a combination of emphasizing individual understanding, mental coaching through demonstrations, and the active role of *asatidz* in guiding students intensively. Another uniqueness of this study is the emphasis on the formation of *ghirah* (spirit) for learning that grows from within the students themselves. With this approach, students do not only learn because of obligation, but also because of their interest and high enthusiasm for the science of tools, so that the results achieved are much more meaningful and sustainable in their lives.

The purpose of this study is to analyze how the implementation of the Amsilati method in improving the talent and interest in reading yellow books at the Nurul Jadid Islamic Boarding School, Zaid bin Tsabit (K) Putri area. The main focus of this study lies in how this method develops the potential of students personally and academically. This study is important as a scientific contribution in studying the practice of Islamic boarding school education that is innovative and relevant to the needs of the times. With an approach that emphasizes understanding, individual guidance, and exploration of student talents, this study is expected to provide new references for Islamic education managers, especially in developing effective yellow book learning methods. In addition, this study also seeks to build a learning model that is able to maintain the tradition of classical science while answering the challenges of modern education that is more flexible and adaptive to the needs of the current generation.

RESEARCH METHOD

The research method used is a qualitative method. Qualitative methods are methods that focus on the process, not on the results. The type of research used is a case study. This research was conducted at the Diniyah Takhossus Diny Bahrul Ulum Education Institution, Zaid Bin Tsabit (K) Putri Region, Nurul Jadid Islamic Boarding School, Paiton Probolinggo. The problem

that needs to be improved with this research is the improvement of the talent and interest in reading yellow books of students and also to understand and examine events or problems that occur in the field.

Data collection techniques in the form of observation, interviews and documentation. Each data obtained has been through direct observation in the field. The observations obtained are in the form of data, information or documentation regarding the improvement of the talent and interest in reading books of students. The source of data obtained through direct interviews by conducting questions and answers to the head of the Takhossus Diny Bahrul Ulum and the head of the Amtsilati section in the Zaid Bin Tsabit (K) Putri Region, Nurul Jadid Islamic Boarding School, Paiton Probolinggo.

The data in this study are in the form of data reduction, presentation, and drawing conclusions. The subjects in this study were participants of the Takhossus Diny Bahrul Ulum amtsilati. With details of the amtsilati participants divided into two classes, consisting of class amtsilati (A) totaling 15 people and class amtsilati (B) totaling 15 people. From this study it can be concluded that the use of the amtsilati method in Takhossus Diny Bahrul Ulum has become part of the supporting media for students in developing talents and interests in reading yellow books which are effective to be applied in other institutions or schools.

RESEARCH RESULTS AND DISCUSSION

Here are some tricks in implementing learning the Amtsilati book to improve the talent and interest in reading the yellow book of students in the Zaid Bin Tsabit (K) Putri Region, as follows:

Providing bound Amtsilati Learning Materials

By providing this amtsilati perlilid learning, participants can more easily and simply understand the learning of the amtsilati book which indeed has quite a lot of discussions and branches.

Table 1. Details of the amtsilati perlilid material, starting from volumes 1-5 and additional materials in the form of Qoidati, Tatimmah, Sharfiyah

MATERIAL	DISCUSSION
Amtsilati Volume 1	There are four chapters, namely: Huruf Jar (preposition), Isim Dhamir (pronoun), Isim Isyarah (demonstration), and Isim Maushul (conjunction).
Amtsilati Volume 2	There are five chapters discussing, namely: Signs of Isim, Types of Isim, Indications of Isim Fa'il, Indications of Isim Ma'ul, and Indications of Masdar.
Amtsilati Volume 3	There are six chapters of discussion, namely: Mu'tada' An-Nawasikh (which influences Mu'tada'), Isim Ghairu Munsharif, (Isim without tanwin), Isim Musytaq (Isim formed from other words), Isim Mu'tal (Isim that is defective), and At-Tawabi' (Isim that follows the previous I'rob).
Amtsilati Volume 4	There are four discussion chapters, namely: Fi'il Madli (past tense verb), Fa'il (actor), additional Wazan-wazan Fi'il Madli, and Sentence Complements.
Amtsilati Volume 5	There are six discussion chapters, namely: Fi'il Mudlari' (verbs that indicate the present or future), Wazan-wazan Mudlari' Mazid, What Establishes Mudlari', What Establishes Mudlari', Fi'il Amar (command words), and Important Qoidahs.
Qoidati	Qoidati is the essence of Amtsilati's teachings from volume IV.

Kindness	Khulasoh contains Nadhom Alfiyah Ibn Malik which was created based on the Arabic language principles or arguments used in Amtsilati. This book consists of 184 Alfiyah verses, and has been translated into Indonesian and Javanese, in the form of Kalam Nadhom.
Tatimmah volume I	Explains the practice of Mentaqrar per sentence, and explains the function and position in per sentence.
Tatimmah Volume II	Explaining the practice of Mentaqrar per sentence, and explaining the function and position in per sentence.
Shorfiyah	Explaining shorof and i'lal.

The steps for Amtsilati learning activities in the Zaid bin Tsabit (K) Puti Region include:

First : A joint prayer reading, held in front of the dormitory, led by the management and (PMTD) Power Muslimah Takhossus Diny or equivalent to OSIM which is indeed trained to help with conditioning.(saying)students to participate in teaching and learning activities (KBM).

Second : The joint Takriran activity which was previously started with the reading oftawassulto the musonnif of the Amtsilati book and the Caretakers and Teachers of the Nurul Jadid Islamic Boarding School.

Third : The activity (KBM) started, guided directly by senior Ustadz Amtsilati, in the learning process the Ustadz used the methodlecture.Which is delivered in detail by applying to sample questions, one of which is by using exercises (tamrin). To train the sensitivity of participants in understanding the material that has been delivered.

Table 2. questions and answers to material about Nakiroh and Makrifah, including:

NO	QUESTION	ANSWER
1	What is called isim nakiroh, explain?	The term Nakiroh is a noun that shows a general meaning.
2	Give an example of the noun Nakiroh!	Example: (مسجد) indicates the general meaning.
3	What is the basis of the name Nakiroh?	نكرة قابل مؤثر # اوواقع مآقد ذكر
4	What is called isim ma'rifat? Mention its types!	Isim Ma'rifat is isim that shows special meaning. There are six contents of Ma'rifat, namely: 1. Nouns that contain AL Example: الرجل 2. Isim Dhomir, Example: هو 3. Noun Isyaroh, Example: هذا 4. Isim Maushul, Example: زيد 5. Name, Example: الذي 6. The mudhof Idhofah is Isim Makrifat, Example: The name of the prophet
5	State the basis of the term ma'rifat?	وغيره معرفة كهم وذى # وهند وابنى واللام والذى
6	What was the status of Nakiroh's name when AL entered? Explain!	The status of Isim Nakiroh when AL entered changed to Ma'rifat.
7	Give an example of the isim Nakiroh becoming the isim Ma'rifat!	Rosol Becoming a God

8	Give the basis for the isim Nakiroh to become the isim Ma'rifat!	ال حرف تعريف او اللام فقط # فنمظ
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Fourth : Providing additional assignments to be done in the dormitory, in order to train amtsilati participants to be more sensitive and understand the material that has been presented. In this case, amtsilati participants usually ask for help (guidance) from amtsilati alumni, if there is an assignment that they do not understand.

Fifth : Closing activity, by reading prayers led directly by the ustadz.



Figure 1. learning activities for the Amtsilati volume material

Planning in learning is very necessary, so that the learning process can run optimally. Among them by compiling learning materials, using learning media, using a method and teaching design, and assessment at a certain time that will be carried out and at a certain time, so that learning can run according to what has been planned. Learning itself is a subsystem of education other than the curriculum. So learning planning is a process of planning materials, media and methods that will be used in an education subsystem.

Based on the results of the interview with Ustadz Amtsilati, he said that the purpose of the learning method of the Amtsilati book in volumes is so that students can channel their talents and interests in reading the yellow book. The advantages of learning this material in volumes include having an attractive and simple design, because it only consists of 5 volumes that are collected into one book that only focuses on important points.. Because in the millennial era like today, there are already many media that offer various kinds of translated books. In which case, it is no longer necessary to be able to read the yellow book directly. To minimize this, this amtsilati method is very suitable to be developed especially among students who live in Islamic Boarding Schools, in order to produce a generation of graduates of students who are qualified both in terms of academics and in religious knowledge.

Teaching Practice Learning (Implementation of Amtsilati Theory)

In addition, Amtsilati participants are not only given theoretical provisions, but Amtsilati participants are also equipped with teaching exercises (Practice), so that Amtsilati participants can also teach (practice) understanding both theoretically and practically that has been learned to others. To foster talent and interest in teaching, it is very necessary that with this teaching practice, Amtsilati participants can be more (confident or skilled) in delivering the material that has been

mastered. Because sometimes many students have an interest in studying Amtsilati material to understand it themselves, but the talent in practicing or sharing understanding with others is very lacking. It is hoped that with this teaching practice learning, in addition to being able to foster the spirit of students in increasing their talent and interest in reading yellow books and practicing them to others. In essence, Amtsilati alumni will later be needed for the Amtsilati participant cadres afterward to be used as Amtsilati mentors (Asatidz) in the following year.

The teaching skills enrichment program is an activity designed to equip students. The main goal is to further strengthen the theoretical knowledge of teaching that students have previously obtained. The practice of this theory is very good to be applied during the learning period for students, because during this period students can apply theoretical understanding into amaliyah (teaching practice).

The readiness of the participants to carry out teaching practice of previously studied subjects. With this teaching practice, it can be used as a benchmark as a form of evaluation, to what extent the participants have studied the material. In teaching practice, they must also be able to use various types of learning media in a varied manner so that they can meet the learning evaluation criteria in terms of content quality and objectives, learning quality, and technical quality, as well as demonstrating skill abilities in teaching practice. Because in this case the participants are still in the learning process, it is understandable if there are still shortcomings in teaching practice activities..



Figure 2. practice learning activities of Amtsilati participants

Deposit (Memorization) of the Law and the Law of Amtsilati

Deposits of the Amtsilati code and khulasoh are a means so that when the learning activity begins, students can be more responsive in understanding the material that will be delivered. With the provision that Amtsilati participants are required to memorize the Amtsilati code, at least according to the material being studied. In this case, for deposits every day, five verses of nadzhom (Khulasoh) with their explanations (Koidah), and for Amtsilati participants who are behind in memorizing (Not depositing) then for the next deposit (Double) deposit. So that the memorization obtained does not lag behind other Amtsilati participants and the deposit can be completed when entering the evaluation exam per volume or the final Amtsilati exam (UAA). And can complete all the material perfectly until the Amtsilati graduation, namely within a period of 1 year. The memorization deposit process every day, each Amtsilati participant deposits one by one to their respective deposit recipients smoothly, and if there are still those who are not fluent, a re-deposit will be applied. This is done so that the amtsilati participants do not just memorize it but can memorize it by heart.

Memorizing the verses of Nadzhom is one of the characteristics of students in which the students are free to create the desired tones to facilitate memorization and also to improve the talents and interests of participants in reading yellow books. The efficiency of the method of singing or chanting the verses of Nadzom with the lyrics of various songs has very optimal benefits in terms of implementation and process..

Especially for participants who have the talent to recite nadzhom verses with a melodious voice, so that they can attract the attention of other participants to join together. The nadhom verses memorized by students vary in the number of verses, usually nadzhom verses number tens to thousands of verses. Nadzhom verses are used as a source of learning for students and are also a medium for preaching, because in terms of their meaning they contain the same meaning as da'i (teacher), mad'u (student), maudhu' (material or teaching material), uhlub (method), wasilah (media).

Discussion or Joint Deliberation (Munaqosah)

Discussion or deliberation (Munaqosah) in this activity, amtsilati participants gather together, forming groups (halaqoh). To discuss the learning material that has been delivered by the ustadz during the learning activity (KBM). Accompanied by seniors or Amtsilati administrators, in order to unite or synchronize the results of understanding that have been received by each amtsilati participant. So that learning can be digested well and in the same direction or one understanding with other amtsilati participants. In this munaqosah activity, amtsilati participants are also trained to be able to work together to train their talents and interests in solving amtsilati material problems that are still not understood, and foster a sense of solidarity between other amtsilati participants.

Starting from a community that held a discussion forum involving parties who were sources of information in Islamic boarding schools. The forum was held to accommodate and realize the dreams that were expected for the future. From the assets owned, namely the abilities of the students themselves, where the students who still do not understand the material that has been delivered. With the hope that this discussion can overcome existing problems. And to realize all that, through scientific discussion forums and learning in understanding the yellow book.

Amtsilati participants can be said to be able to solve problems, where participants can know and even understand problems by using clear thinking in the situation. High Thinking Skill is the ability that is needed by amtsilati participants, the ability to unite, manipulate, and implement what has been owned creatively and critically in making decisions to solve certain problems. Speaking skills or public speaking skills really need to be developed especially as amtsilati participants, because in everyday life, namely to exchange information (discuss or deliberate) with other friends. In discussions, speaking skills are needed (public speaking) to support the explanations that will be delivered later so that they can be easily accepted by others.

Amtsilati Demonstration

Amtsilati Demonstration is a series of activities that emphasize the agility, skill and speed of Amtsilati participants in answering all questions given by the examiner. In this activity, Amtsilati participants take turns to come forward to be tested with various kinds of question and answer tests and sentence connection (koidah and khulashoh) quickly and accurately. In addition, the Amtsilati demonstration teaches Amtsilati participants to be more confident and agile when appointed to come forward to other Amtsilati participants and audiences, especially for Amtsilati participants who have stage fright.

The demonstration method is carried out by demonstrating events, how tools work, or sequences of activities either directly or through the help of learning media that are in accordance with the learning material. The demonstration method is a method used to teach participants by telling and demonstrating a step in doing something. Demonstration is a practice that is demonstrated, therefore demonstrations can be divided into two objectives: First, demonstration of the process to understand step by step. Second, demonstration of results to show or demonstrate the results of a process. Usually, after the demonstration, it is continued with practice by the participants themselves. As a result, participants will gain direct learning experience after seeing, doing and feeling it themselves. The purpose of the demonstration combined with practice is to make changes in the realm of skills.

Demonstration activities generally consist of teachers showing tools and then asking students to investigate or answer a question from the learning so that they can predict the answer that will be submitted properly. The purpose of using the demonstration method is to teach students about an action, process, or physical skill procedure (motoric), develop the ability to

observe the views and vision of students together, and concretize information or explanations to students.

Discussion

Provision of Structured Amtsilati Learning Materials

The provision of structured and bound Amtsilati materials from volumes 1 to 5, as well as additional Qoidati, Tatimmah, and Sharfiyah, shows that learning this yellow book has been designed to facilitate participants' understanding (Miftahurrohman, Mustajab 2022). The material is arranged in stages starting from the basics such as the letter jar, isim dhomir, to the important verbs amar and qoidah, helping students to understand Arabic grammar concepts systematically (Abidah et al. 2022). This is in line with the view that well-planned learning, including in terms of materials, methods, and media, will encourage effectiveness in achieving learning objectives (Kusumawardani, Fahmi, and Zaini 2022).

In addition, the use of practical approaches such as the tamrin method (practice questions) and assignments in the dormitory add dimensions to strengthening students' understanding (Rohman, Istiningsih, and Hasibuan 2022). The existence of additional materials such as Qoidati and Khulasoh also enriches the learning process because it functions as a summary and in-depth study of the main material (Danutirto et al. 2022). With this method, participants are not only directed to understand the contents of the book theoretically, but are also trained to master it in an applicable manner, in line with the goal of producing students who are competent in reading and understanding the yellow book (Wahidin, Sarbini, and Tabroni 2022).

Teaching Practice as an Implementation of Amtsilati Theory

The implementation of teaching practice in Amtsilati learning is a strategic step to train participants' courage, communication skills, and knowledge transfer abilities. Participants are not only asked to understand the theory, but also to practice it directly by teaching peers or juniors (Agus R, Rozi, and H.K 2022). This is a form of transformative learning that emphasizes the importance of developing soft skills such as public speaking, classroom management skills, and sensitivity to the needs of other students.

Through this practice, participants are also directed to become prospective Amtsilati asatidz (teachers) in the future, strengthening the cadre system in the pesantren environment (Misbah and Rasyid 2022). This activity can also be an evaluation indicator of their understanding of the material, because they must be able to explain coherently and use a variety of learning media (Ihsan Budi Satria 2022). Teaching practice also strengthens the leadership character and responsibility of participants, making it a means of forming educators who are not only academically capable, but also emotionally and socially mature.

CONCLUSION

From the results of research and discussion on the Implementation of learning the Amtsilati book in improving the talent and interest in reading the yellow book of students, several conclusions can be drawn. First, Providing Amtsilati learning materials in volumes in the form of teaching and learning activities (KBM) starting from volumes 1-5 and additional materials in the form of Qoidati, Tatimmah, Sharfiyah. Second, Learning teaching practices (Amtsilati Theory Practice). Third, Depositing Amtsilati koidah and khulashoh. Fourth, Discussion or joint deliberation (Munaqosah) of Amtslati material. Fifth, Demonstration of Amtsilati.

Of the many tricks applied, for the Zaid Bin Tsabit (K) Putri Area of Nurul Jadid Islamic Boarding School. The purpose of this amtsilati book learning method is not only to improve the ability of students' talents and interests in reading yellow books. Also to increase the enthusiasm (Ghiroh) of students to study the science of tools (Nahwu and Shorrof) both in terms of quality and quantity in reading yellow books. If it is still considered less understood, then the amtsilati participants will learn Prifat from alumni and amtsilati administrators. And to test how far the abilities of the amtsilati participants are, in understanding the learning material, an amtsilati

demonstration is held twice during the learning period. so that the amtsilati participants can be more sensitive and agile again to the material and questions being tested.

SUGGESTIONS/RECOMMENDATIONS

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