

An Application of the Arba'in Method in Learning How to Quickly Read the *Kitab Kuning* at Ma'had Tahfizh Al-Izzah Zam-Zam Surakarta

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Abstract

This study aims to analyze the effectiveness of the Arba'in method in improving the reading and comprehension skills of students at Ma'had Tahfizh Al-Izzah Zam-Zam Surakarta regarding kitab kuning. The method employed is a qualitative approach using observations, interviews, and document analysis to gather data from students and teachers. The findings indicate that the Arba'in method is effective in simplifying students' understanding of Arabic grammar rules, particularly in the field of nahwu. Through structured memorization and practical exercises, students can enhance their reading speed and comprehension of classical texts. Furthermore, the application of this method also boosts students' confidence in analyzing and discussing kitab kuning. This study concludes that the Arba'in method not only enhances students' technical abilities but is also relevant in the context of contemporary Islamic education. It is hoped that the findings of this research can serve as a reference for other educational institutions in implementing effective teaching methods to improve Arabic language proficiency and understanding of Islamic literature.

Keywords: Arba'in Method, Student Ability, Kitab Kuning, Islamic Education

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INTRODUCTION

Learning the yellow book, as one of the characteristics of Islamic boarding school education, is an integral part of efforts to form a generation of ulama who master religious knowledge. The yellow book is the main literature in Islamic teaching in Islamic boarding schools which contains various religious disciplines such as fiqh, tafsir, hadith, and kalam sciences. The teaching of classical Islamic books, especially the writings of ulama who adhere to Shafi'iyah ideology, is the only formal teaching given in the Islamic boarding school environment. (Dhofier, 1982) As an educational institution, Islamic boarding schools teach a value system by accessing religious teachings through the Yellow Book literature compiled by previous Salaf scholars. From these classical intellectual treasures, Islamic boarding schools are able to absorb religious teachings which become the development of value systems in religious and social life. (Ash, 2018)

However, mastering reading the yellow book properly and correctly is not an easy thing. Many students face difficulties, especially in understanding the Arabic language rules which are the basis of the yellow book texts. This difficulty is a challenge for

educational institutions, including Ma'had Tahfizh Al-Izzah Zam-Zam Surakarta, in improving students' ability to read and understand the yellow book.

The learning methods used in studying the yellow book are very diverse, including the Classical, Bandungan, Sorogan, Amstilati methods for teaching classical books, Turots, or the yellow book as an important element in Ma'had ma'had so that it is easy to learn and understand. However, studying the book classics or the yellow book are still considered difficult (Ikhsanuddin, Anshory, & Abbas, 2023). Another obstacle in studying classical books or yellow books is that it takes quite a long time to be able to read them, let alone understand their contents. There are levels of nahwu and sharaf books that must be studied sequentially. It is not surprising that the students who understand the classics or yellow books are senior students who have studied for years.

At Ma'had Tahfizh Al Izzah Zam Zam Surakarta, method *Arba'in* has been implemented to speed up students' understanding in reading the yellow book. This method offers a simpler systematic approach than traditional methods. By focusing on mastering the 40 main rules of nahwu and shorof, the Arba'in method is expected to provide a more effective solution for students in studying the yellow book quickly and accurately (Azizah & Shodiq, 2024). At Ma'had Tahfizh Al-Izzah Zam-Zam Surakarta, the application of the Arba'in method in learning how to quickly read the yellow book is expected to provide solutions to the problems faced by many students. This method emphasizes intensive understanding of sentence structure and Arabic grammar, so that students can quickly identify the meaning of the text they read.

The application of the Arba'in method in learning the yellow book at Ma'had Tahfizh Al-Izzah Zam-Zam Surakarta is very important considering the urgent need to improve the quality of teaching the yellow book. As an Islamic educational institution, Ma'had Tahfizh Al-Izzah Zam-Zam is responsible for equipping its students with the ability to read the Yellow Book. If the method used is not effective, it will have an impact on the low quality of the graduates produced. Therefore, it is important for this institution to continue to innovate in teaching methods that can improve students' abilities. The Arba'in method not only makes it easier to understand the yellow book, but also emphasizes the importance of mastering Arabic grammar as a whole. This is in line with the learning objectives at Ma'had Tahfizh Al-Izzah Zam-Zam Surakarta, namely to produce students who not only memorize the Koran, but are also able to understand and apply religious knowledge from primary sources, such as yellow book. Thus, students are expected to not only read, but also be able to understand and translate these texts well.

However, even though the Arba'in method is considered effective, there are still challenges in its implementation. Some students may still have difficulty following the fast rhythm of learning, while others may have difficulty understanding the Arabic grammar concepts being taught. Therefore, this research aims to comprehensively evaluate the application of the Arba'in method at Ma'had Tahfizh Al-Izzah Zam-Zam Surakarta, as well as identifying factors that influence success and obstacles in learning. Apart from that, this research will also examine the effectiveness of the Arba'in method in improving the reading ability of the yellow book among students. Is this method really able to provide significant results in a short period of time, or is there another method that is more suitable to be applied at Ma'had Tahfizh Al-Izzah Zam-Zam Surakarta? This is important to consider so that the learning process can run optimally and provide maximum benefits for the students.

Furthermore, it is hoped that this research can make a real contribution to the development of the yellow book learning method, not only at Ma'had Tahfizh Al-Izzah Zam-Zam Surakarta, but also at other Islamic educational institutions. With this research, it is hoped that a more effective and efficient learning model can be found, so that students can master the yellow book more quickly and in depth. Apart from that, it is also hoped that this research can become the basis for developing the yellow book learning

curriculum at Ma'had Tahfizh Al-Izzah Zam-Zam Surakarta. By knowing the advantages and disadvantages of the Arba'in method, it is hoped that improvements and adjustments can be made to the curriculum, so that learning of the yellow book can run better and more effectively. It is also hoped that the results of this research can become a reference for other Islamic educational institutions in developing yellow book learning methods.

Finally, this research has high urgency considering the importance of mastering the yellow book in the world of Islamic education. As the main source for studying religious sciences, the yellow book is the key for students to understand Islamic teachings in depth. Thus, it is hoped that this research can provide the right solution in improving the ability of students to read the yellow book, especially at Ma'had Tahfizh Al-Izzah Zam-Zam Surakarta.

Even though the Arba'in method is considered effective in accelerating learning of the yellow book, there are several issues and gaps that need to be considered in its application at Ma'had Tahfizh Al-Izzah Zam-Zam Surakarta. One of the main issues is the difference in the level of mastery of Arabic among the students, which makes it difficult for some of them to keep up with the fast pace of learning. In addition, this method is often applied uniformly without paying attention to variations in students' ability levels, so it is less than optimal for those who need further adjustments. The speed of learning required by the Arba'in method is often a burden for some students who need more time to understand the concepts, while others feel the rhythm is too slow.

Other issues that also arise are the limited mastery of the method by teachers, the lack of continuous evaluation, and the lack of learning resources that support this method. Too much focus on grammatical aspects often sacrifices contextual understanding of the text, so that students are only able to read technically without understanding the deep meaning of the yellow book. In addition, differences in motivation and interest in learning between students also influence the effectiveness of this method, while the lack of specific feedback from teachers makes it difficult for students to correct their weaknesses appropriately. All of these factors create gaps in the learning process, which require more attention so that the application of the Arba'in method can run more optimally.

This research lies in a comprehensive evaluation of the application of the Arba'in method in yellow book learning at Ma'had Tahfizh Al-Izzah Zam-Zam Surakarta. Although the Arba'in method has been widely used in various Islamic educational institutions, in-depth research regarding the effectiveness of this method in the specific context of Islamic boarding schools is still limited. This research will not only identify the strengths of the Arba'in method, but also examine teachers' strategies in making it easier and more understandable for students in reading the yellow book, weaknesses and obstacles that may not have been widely revealed. This creates an opportunity to formulate a more adaptive and personalized approach to learning the yellow book, taking into account the variations in the abilities of students and the skills of teachers in applying this method. Another uniqueness of this research is its approach which integrates evaluation of external factors such as students' learning motivation, use of learning resources, and feedback methods from teachers. This research is expected to provide a new contribution in the development of the yellow book learning method, by introducing the concepts of continuous evaluation and personalization of learning. In addition, the results of this research can be a basis for developing a more effective and relevant curriculum in other Islamic educational institutions, which face similar challenges in improving students' ability to read and understand the yellow book quickly and accurately.

The theoretical basis in this research is rooted in the concept of language learning, especially learning Arabic as a foreign language, and theories related to teaching classical texts. One relevant theory is *Socio-Cognitive Language Learning Theory*, which prioritizes the role of social interaction and cognition in the learning process (Istiadah, 2020). According to this theory, language understanding occurs through active interaction

between teachers and students, as well as contextual learning. In the context of learning the yellow book, the Arba'in method seeks to facilitate this interaction by focusing on mastering Arabic grammar and structure, so that students are able to understand classical texts better (Rosyid & Baroroh, 2019). The principles of this theory support the idea that effective learning occurs when students are directly involved with material that is appropriate to the level of difficulty and taught continuously.

Besides that, *Accelerative Learning Theory* is also an important basis for this research (Istiadah, 2020). This theory emphasizes approaches that speed up the learning process by maximizing the use of certain techniques, such as repetition, visualization, and conditioning a supportive learning environment. The Arba'in method can be categorized as a form of accelerated learning because it focuses on accelerating understanding of Arabic language rules and their application in reading the yellow book. By optimizing practice and repetition, this method is expected to speed up students in understanding and translating texts more efficiently. However, this theory also emphasizes that excessive acceleration without considering the student's level of readiness can cause difficulties, which is one of the issues that needs to be considered in implementing the Arba'in method. Another theory underlying this research is *Constructivism Theory*, which focuses on how students build knowledge through experience and active learning processes (Sutarjo Adisusilo, 2016). In the context of yellow book learning, constructivism theory emphasizes the importance of students being actively involved in understanding the structure of the Arabic language through direct interaction with yellow book texts (Suparlan, 2019). The Arba'in method, which focuses on intensive understanding of grammar, seeks to equip students with tools to build their own understanding of the text. This is in line with constructivism theory, which views that students must interpret the information they receive for themselves and relate it to existing knowledge. In this case, it is hoped that the Arba'in method can become a medium that allows students to internalize the structure and meaning of the Arabic language in depth.

The problem formulation in this research includes several important aspects related to the application of the Arba'in method at Ma'had Tahfizh Al-Izzah Zam-Zam Surakarta. *First*, how the Arba'in method can be adjusted to accommodate differences in levels of Arabic language skills among students so as to maximize their learning outcomes. *Second*, what strategies are used by the teachers to make it easier for santri to understand and practice reading the yellow book. *Third*, How effective is the Arba'in method in improving students' ability to read and understand the Yellow Book quickly and accurately?

METHOD

This research uses a qualitative approach (Roosinda et al., 2021) with the aim of understanding in depth the application of the Arba'in method in learning the yellow book at Ma'had Tahfizh Al-Izzah Zam-Zam Surakarta. A qualitative approach was chosen because this research focuses on exploring the learning process, interactions between teachers and students, as well as direct experiences experienced by the participants. Data collection was carried out through several techniques, including in-depth interviews, participant observation and document analysis. Interviews were conducted with teachers, students, and ma'had leaders to gather information about the application of the Arba'in method, the obstacles they faced, and their perceptions of the method's effectiveness. Participatory observation is carried out by directly monitoring the learning process in the classroom to get a real picture of teacher-student interactions and learning dynamics. Apart from that, document analysis is used to evaluate teaching materials, modules and syllabi used in the learning process (Sugiyono, 2013). The data that has been collected is analyzed using thematic analysis techniques. Any data obtained from interviews and observations is organized into certain themes, such as method effectiveness,

implementation obstacles, and student responses. The qualitative data is then interpreted to find patterns and relationships between existing elements (Nartin et al., 2024). To ensure the validity of the data, triangulation techniques are used by comparing data from various sources, such as interviews, observations and documents. This is done to increase the validity and reliability of research results. The results of this research will be presented in qualitative descriptive form, with the aim of providing a clear picture of how the Arba'in method is applied, the challenges that arise, as well as recommendations for developing more effective methods.

RESULTS AND DISCUSSION

A brief History

Ma'had Tahfizh Foundation Izzah Zamzam Surakarta, which is located on Jl. Satrio Wibowo Selatan No. 4, Purwotomo, Purwosari, Laweyan, Surakarta, was founded in 2005 with the vision of producing a generation of Al-Qur'an hafiz who also have a deep understanding of religious knowledge, including learning the yellow book. Since its inception, this institution has been committed to providing religious-based education that is not only of high quality, but also relevant to current developments. By combining Arabic language teaching and Islamic knowledge, the curriculum at Ma'had Izzah Zamzam is designed so that students are not only able to read texts, but also understand and deepen the meaning contained in the yellow book, in accordance with the aim of establishing this institution. Over time, Ma'had Izzah Zamzam has adopted various innovative learning methods, one of which is the Arba'in method, which is used to speed up students' understanding in reading and comprehending the yellow book accurately. This method is considered capable of accommodating differences in levels of Arabic language skills among students, so that more students are successful in mastering classical Islamic literature. The results of applying this method can be seen from the increasing ability of students to understand complex religious texts, making them not only memorize the Koran, but also have deep academic competence in the field of religious knowledge.

The success of Ma'had Izzah Zamzam cannot be separated from the support of experienced teachers and a conducive learning environment. With adequate facilities and an education system that continues to be adapted to the needs of the times, this institution continues to produce graduates who are ready to contribute positively to society. The students who graduated from Ma'had were not only able to master memorizing the Al-Qur'an, but were also proficient in reading and understanding the yellow book quickly and accurately, thus making Ma'had Tahfizh Foundation Izzah Zamzam Surakarta one of the leading Islamic educational institutions in Surakarta.

Adapting the Arba'in Method for Various Students' Arabic Language Abilities

The application of the Arba'in method at Ma'had Tahfizh Al-Izzah Zam-Zam Surakarta has had a significant impact in improving the students' ability to read and understand the yellow book. Through this method, teachers focus on strengthening the basic rules of the Arabic language which are conveyed intensively and systematically. The aim is for students to be able to apply this language knowledge when dealing with religious texts. Observation results show that students who follow the Arba'in method experience significant improvements, both in reading speed and in understanding the meaning of the text they read.

One of the main advantages of the Arba'in method is its practical approach. Santri are involved in repeated reading exercises, with emphasis on aspects of grammar and understanding the text. This method focuses on direct application-based learning, where students not only memorize rules, but are also invited to apply them in real contexts. This makes it easier for them to understand various terms and concepts in the yellow book, so that the learning process becomes more dynamic and not monotonous (Haque, 2022).

However, although this method is effective, adjustments are still needed to accommodate differences in the level of Arabic language skills among the students. Not all students have the same background in mastering Arabic, so challenges arise when teachers have to balance the different needs of students. Some students who are new to Arabic require more intensive assistance, while more advanced students need more challenging material to sharpen their skills.

To overcome this challenge, teachers at Ma'had Tahfizh Al-Izzah Zam-Zam Surakarta apply a learning differentiation strategy. Teaching is carried out by dividing students into groups based on their level of ability, so that each student can learn according to their own speed and capacity. These groups are then given material that is adapted, both in terms of level of difficulty and method of delivery, so that the learning process is more effective. In addition, evaluations of student progress are carried out periodically to ensure that each student gets optimal improvement. Teachers use oral and written tests to assess the extent to which students are able to apply the Arba'in method in understanding the yellow book. From the results of this evaluation, teachers can adjust the approach applied, both in terms of providing additional material and more personalized teaching strategies.

The application of the Arba'in method also has a positive impact on students' self-confidence. Many of those who previously found it difficult to read the yellow book began to show increased confidence after understanding the structure of the Arabic language better (Bahrudin & Rifa'i, 2021). They are no longer afraid of dealing with texts that are considered difficult, and are even able to explain the meaning of the text well to their friends. This reflects a significant increase in students' cognitive abilities and contextual understanding. On the other hand, applying this method also helps students improve their memory. Intensive training in understanding and memorizing Arabic rules makes it easier for them to remember certain patterns in the text. Apart from that, with repeated practice, their understanding of the context of the contents of the Yellow Book also matures. They are not only able to read quickly, but also understand the meaning contained more precisely (Rosalinda, 2022).

However, there are several obstacles encountered in implementing this method. One of them is limited study time. Considering the dense curriculum that students must follow, not all material can be absorbed well in the limited time. Therefore, some students need additional study time outside of class to deepen their understanding. Apart from that, limited learning facilities are also an obstacle. Even though Ma'had Tahfizh Al-Izzah Zam-Zam Surakarta has competent teachers, sometimes the facilities available are not adequate to support optimal learning. Equipment such as additional books or digital learning media is still limited, so teachers have to innovate in delivering material with existing tools. Thus, the Arba'in method has proven to be effective in improving students' ability to read and understand the yellow book, as long as adjustments are made according to the students' varying Arabic language abilities. With a flexible approach and the support of experienced teachers, these challenges can be overcome. Adapting this method allows every student, whether they are just learning Arabic or those who are already advanced, to get optimal benefits from learning.

Teacher's Strategy to Make It Easy for Students to Understand and Read the Yellow Book

In applying the Arba'in method, teachers at Ma'had Tahfizh Al-Izzah Zam-Zam Surakarta utilize the simplicity of the definition of the term nahwu to make it easier for students to understand the yellow book, especially the Jurumiyah book. This book is used as a basis for teaching nahwu, and through the Arba'in method, important terms such as Isim, Fi'il, and Letters are introduced with simple formulas and charts. Teaching begins with an introduction to these concepts, which are then arranged systematically so that students can memorize and understand more easily.

One of the key strategies implemented by teachers is to break down material into small parts that can be memorized gradually by students. Terms such as *Isim Mufrad*, *Isim Jama' Taksir*, *Jama' Mu'anas Salim*, and others are conveyed in formulas that are easy to understand. Santri are not only expected to memorize these terms, but also understand the concepts in depth so that they can apply them in reading yellow book texts. After mastering the basic terms, students are invited to further understand *i'rab* terms such as *Rafa'*, *Nashab*, *Jer*, and *Jazem*. These terms are integrated into the *Arba'in* method, making it easier for students to differentiate between various types of words and sentence structures (Ibrahim, 2022). Teachers use interesting diagrams and visualizations, so that students can more easily grasp these concepts and immediately practice them in daily reading. The memorization system implemented in the *Arba'in* method has also proven to be very helpful for students in strengthening their memory. After memorizing, they are expected to directly practice reading in more complex books, such as *Safinatun Najah*, *Fathul Qarib*, and *Taqrib*. Teachers provide intensive guidance during reading practice so that students can not only read quickly, but also understand the meaning of the text contextually (Muhammad, 2019). Another strategy implemented by teachers is the use of repeated exercises and periodic evaluations. Santri are given reading assignments with various levels of difficulty, ranging from simple texts to more complex ones. With this repeated practice, students gradually improve their ability to read and understand classical Islamic texts, especially the yellow book. Teachers also provide direct feedback to correct errors or weaknesses that arise during the learning process.

Learning is also carried out interactively, where the teacher encourages students to discuss the meaning of the texts they read. Through this discussion, the students' understanding of the yellow book became deeper because they not only read passively, but were also actively involved in analyzing and interpreting the text. This method helps students to be more confident in conveying their understanding of Islamic texts. In the learning process, teachers also utilize simple technology, such as the use of visual and audio devices, to facilitate students' understanding. For example, they use slides or graphics that visualize the rules of *nahwu* and *sharaf*, so that it is easier for students to remember and understand the complex structure of the Arabic language. The use of this technology speeds up the learning process, especially for students who absorb material more quickly through a visual approach.

During the lesson, the teacher also ensures that the *Arba'in* method is adapted to the abilities of each student. If there are students who have difficulty, they are given additional assistance or re-explanation until they really understand the material. This strategy allows each student to get maximum benefit from the *Arba'in* method, without being left behind by their peers. In addition, teachers also teach students to be independent in learning. They are taught how to do *talaqqi* or read independently outside of formal learning hours. Thus, santri can continue their learning process continuously, even after the class session ends. This approach makes learning more flexible and provides space for students to develop their abilities individually. Overall, the strategies used by teachers at *Ma'had Tahfizh Al-Izzah Zam-Zam Surakarta* in implementing the *Arba'in* method are very effective in making it easier for students to understand and read the yellow book. With structured methods, the use of memorization, practical exercises, and technological support, students are able to master reading the yellow book quickly and accurately. The result of this strategy is that students are not only able to read, but also understand and apply the knowledge they gain from religious texts in their daily lives.

The Effectiveness of the *Arba'in* Method in Improving the Ability of Santri *Ma'had Izzah Zam-Zam* to Read the Yellow Book

The *Arba'in* method applied at *Ma'had Tahfizh Al-Izzah Zam-Zam Surakarta* has proven effective in improving the students' ability to read and understand the yellow book. This method is designed to simplify students' understanding of Arabic language

rules, especially in the sciences of nahwu and sharaf. With a structured approach, the Arba'in method makes it easier for students to memorize and apply the basic concepts they learn, thereby speeding up the learning process and significantly improving understanding of the text.

One of the main factors in the success of the Arba'in method is its emphasis on memorization and repetition. Santri are taught to memorize basic terms and rules of Arabic grammar, such as isim, fi'il, i'rab, and other terms, in a simple but effective way. After mastering this memorization, students are trained to apply their knowledge to reading the yellow book (Wahdah, 2018). This process not only helps improve students' reading skills, but also strengthens their memory of the rules they have learned. Apart from memorization, the Arba'in method also emphasizes continuous practical practice. Every student is given the opportunity to practice reading classical books such as Safinatun Najah, Fathul Qarib, and Taqrib. Through this exercise, students are guided to understand the context of the text and the meaning contained in it. With repeated practice, students become more adept at applying the Arabic language rules they have learned, thereby increasing their reading accuracy and speed.

This method also makes it easier for students to understand sentence structures in Arabic. The nahwu and sharaf rules taught in the Arba'in method are presented in a way that is easy to understand, especially through visualization of formulas and charts. This helps students understand the role of words in sentences, so that they recognize text patterns and structures more quickly when reading the yellow book (Ihwan, Mawardi, & Ni'mah, 2022). This increase in analytical skills has a positive impact on their overall understanding of the contents of the book. One of the advantages of the Arba'in method is its flexibility in accommodating various levels of student abilities. Students who already have a basic Arabic language can immediately speed up their learning process, while students who are just starting out can continue learning at a slower pace, but still effective. This flexibility allows the Arba'in method to be used widely and adapted to the needs of each student. Using this method not only improves students' cognitive abilities in understanding classical texts, but also gives them confidence in reading complex books. With this increase in self-confidence, students become more courageous to take an active role in discussions and teaching involving religious texts. They are no longer afraid to deal with complicated texts, because they already have a strong foundation in understanding the structure of the Arabic language.

In the teaching context, teachers also play an important role in ensuring this method is effective. Teachers at Ma'had Izzah Zam-Zam Surakarta use various teaching techniques, such as interactive discussions, periodic evaluations, and the use of visual aids. This approach helps students not only learn passively, but also actively criticize and understand the texts they read. Teachers also provide constructive feedback, which encourages students to continue to improve their abilities. Apart from the technical aspects, the Arba'in method also has implications for improving students' manners and discipline in learning. Because this method requires discipline in terms of memorization and regular practice, students learn to manage their time better and become more responsible for their own learning process. These disciplinary values are very important in forming the character of students who are not only intelligent, but also have good morals.

The success of the Arba'in method at Ma'had Izzah Zam-Zam Surakarta has had a positive impact not only in the scope of learning at the ma'had, but also on the lives of students outside the ma'had. Santri who have mastered this method are able to contribute to society with a deeper understanding of religion, especially in terms of reading and studying Islamic texts. They are also better prepared to continue their studies to a higher level, especially in the field of religious knowledge.

The Arba'in method has strong relevance in the current context of Islamic education, where mastery of the yellow book is one of the main keys in accessing classical Islamic literature. With the growing need for a deep understanding of Islam in society, students who master the yellow book have a distinct advantage in making intellectual and spiritual contributions. This method allows students to become agents of change who not only understand the text, but are also able to interpret and teach it to others.

In this modern era, the use of structured methods such as Arba'in also has implications for improving the quality of education in Islamic institutions. This approach can be applied in various Islamic boarding schools and other ma'had as an effective learning model to improve mastery of Arabic and classical texts. Ma'had Izzah Zam-Zam's experience in applying this method can be used as an example for other institutions that want to improve the quality of their education. With the increasingly complex challenges of globalization and modernization, mastery of the yellow book remains relevant as a foundation for a deep understanding of religion. Students who are able to read and understand the Yellow Book quickly and accurately will have a solid foundation in facing today's intellectual and spiritual challenges. Therefore, the Arba'in method not only improves the technical abilities of students, but also strengthens their resilience in maintaining Islamic scientific traditions that are rooted in classical literature. Overall, the effectiveness of the Arba'in method in improving the ability of students at Ma'had Tahfizh Izzah Zam-Zam Surakarta in reading the yellow book is very real. This success cannot be separated from the role of teachers, a good teaching system, and the dedication of students in carrying out the learning process. With adjustments and innovations in this method, students are not only ready to master religious texts in depth, but are also able to implement their understanding in everyday life.

CONCLUSION

The application of the Arba'in method at Ma'had Tahfizh Al-Izzah Zam-Zam Surakarta has proven effective in improving the students' ability to read and understand the yellow book. Through a structured approach that emphasizes memorization, repeated practice, and practice-based learning, students have succeeded in increasing their reading speed and understanding of religious texts. This method also succeeded in overcoming the challenges of differences in students' Arabic language ability levels through flexible and individual learning adjustments. The success of the Arba'in method lies not only in the technical aspects of learning Arabic, but also in increasing students' self-confidence in dealing with classical Islamic texts. Santri become braver and able to study and discuss complex books, which strengthens their intellectual and spiritual foundations. The application of various strategies by teachers, such as the use of visual aids and periodic evaluations, also supports the effectiveness of this method in creating a conducive learning environment. In the context of today's Islamic education, the Arba'in method has significant relevance as a learning model that can be adopted by other educational institutions. Apart from giving students better abilities in reading the yellow book, this method also helps them to be better prepared to face the challenges of globalization with a strong understanding of religion.

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