

(Research Article)

Implementation of the *Al-Miftah Lil Ulum Method* in Learning Yellow Books at the Tarbiyatul Aulad Islamic Boarding School Sukadana, North Kayong Regency in 2024

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Abstract: This study is a field research that attempts to see the extent of the application of the *Al-Miftah Lil Ulum method* in learning yellow books at the Tarbiyatul Aulad Sukadana Islamic Boarding School, Kayong Utara Regency. The success or failure of learning can be seen from the accuracy in choosing the method. This study aims to describe how the planning, implementation and supporting and inhibiting factors in the application of the *Al-Miftah Lil Ulum method* in learning yellow books at the Tarbiyatul Aulad Sukadana Islamic Boarding School, Kayong Utara Regency. The data collection methods used in this study are; observation , interviews and documentation. Data analysis was carried out through four stages, namely data collection, data reduction, data presentation, and drawing conclusions. The results of the study indicate that 1) The planning of the *Al-Miftah Lil Ulum method* in learning yellow books at the Tarbiyatul Aulad Islamic Boarding School includes a) the ustadz first reads the learning objectives in the *Al-Miftah Lil Ulum method* guidebook b) the ustadz first muthala'ah again the material to be delivered, c) the ustadz tells the students to memorize vocabulary and nadzhom imrithi and alfiyah related to the material to be studied. 2) The implementation of the *Al-Miftah Lil Ulum method* in learning yellow books at the Tarbiyatul Aulad Islamic Boarding School includes the following steps : Opening with Prayer and Intention, Introduction to Vocabulary (Mufradat), Gradual Understanding of Nahwu and Shorof Rules, Application of Rules Through Practical Exercises, Memorizing Vocabulary and Rules, Dialogue and Light Conversation (Muhadatsah), Reading and Translating Texts, Periodic Evaluation and Tests, Reinforcement with Yellow Books (Advanced Level) . 3) supporting factors: availability of competent Ustadz, structured and gradual curriculum, student discipline in memorizing and muthala'ah, supportive learning environment, inhibiting factors: differences in academic background of students, limited learning time, lack of supporting learning media, physical fatigue of students.

Keywords: Implementation, *Method Al-Miftah Lil Ulum* , Yellow Book Learning

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1. Introduction

Based on the Law of the Republic of Indonesia Number 20 of 2003, education plays a very important role in human life. Education is a basic need for every individual to improve civilization and create a generation that is able to contribute maximally to the progress of the nation. Article 3 Chapter II explains that the purpose of national education is to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation. This goal includes developing the potential of students to become individuals who believe in and are devoted to God Almighty, have noble morals, are physically and mentally healthy, intelligent, skilled, creative, independent, and become democratic and responsible citizens.

According to Binti Maunah (2009), Islamic boarding schools are non-formal educational institutions of a traditional nature, and are a form of Islamic education in Indonesia. This institution focuses on teaching Islamic religious knowledge and its practice in everyday life. Furthermore, Binti Maunah (2009) stated that Islamic boarding schools have long been present and developed in society even before Indonesia's independence, and have become centers of Islamic religious learning. One of the unique things about Islamic boarding

schools is the use of classical books or what is known as the yellow book.

Yellow books are a collection of classical Islamic texts written in Arabic without harakat, usually printed on yellow paper. To understand this book, special skills are needed that are not just mastering Arabic. The material taught through yellow books includes various disciplines, such as nahwu, sharaf, fiqh, ushul fiqh, hadith, tauhid, tafsir, tasawuf, ethics, and other branches of Islamic science.

The Ministry of Religion (2003) emphasized that Islamic boarding schools and yellow books are two inseparable elements in Islamic education in Indonesia. Since its inception, Islamic boarding schools have made yellow books an integral part of the learning system, making it a characteristic of Islamic boarding school education. The success of learning in Islamic boarding schools is highly dependent on the ustadz's understanding of the right teaching methods to be delivered to the students. So far, teaching and learning activities in Islamic boarding schools have generally been carried out by the kiai or his representatives.

According to the Department of Religion (2003), learning methods in Islamic boarding schools are divided into two, namely traditional methods such as bandongan, sorogan, and discussion, as well as modern methods which are the result of renewal and adaptation of contemporary educational methods.

One of the modern methods in learning yellow books is the al-miftah lil ulum method, as explained by Achmad Ainur Ridho (2019). This method originates from the Sidogiri Islamic Boarding School and is designed to accelerate the process of learning to read yellow books. This method combines various disciplines of Arabic grammar in an easier, more practical, and more enjoyable format—suitable for children. One of its characteristics is the use of songs and nazam from Alfiah Ibnu Malik which are easy to memorize and can be directly applied in practice.

Based on the results of observations conducted by researchers on January 19, 2024 at the Tarbiyatul Aulad Islamic Boarding School, initially the learning of yellow books still used traditional methods such as sorogan and bandongan. However, this approach has not been able to maximally improve the ability of students to read and understand yellow books, both in terms of material and learning procedures. For this reason, the Tarbiyatul Aulad Islamic Boarding School is now implementing the modern Al-Miftah Lil Ulum method, which is expected to be able to read yellow books, both under guidance and independently.

Based on the explanation above, the researcher is interested in examining the application of the al-Miftah lil Ulum method in learning yellow books at the Tarbiyatul Aulad Islamic Boarding School, Sukadana, North Kayong Regency, because this Islamic boarding school is the only pioneer in implementing this modern method in learning yellow books in North Kayong Regency, West Kalimantan.

2. Research methods

This study uses a qualitative descriptive approach. This approach aims to describe, explain, and describe as it is the object being studied, in accordance with the situation and conditions when the research is taking place (Sugiyono, 2017). Through this method, it is expected to obtain a comprehensive and in-depth picture of the application of the *Al-Miftah Lil Ulum method* in learning yellow books at the Tarbiyatul Aulad Islamic Boarding School, Sukadana, North Kayong Regency. Data collection was carried out directly at the research location, in the form of words and actions, obtained through interviews and observations of the implementation of the *Al-Miftah Lil Ulum method* in learning yellow books. This data was used by researchers to gain direct understanding regarding the implementation of the method. In addition, documentation was also used as an additional data source to obtain written information relevant to the implementation of the method. The data analysis process is carried out through three stages, namely data reduction, data presentation, and drawing conclusions. This stage includes recording regularities, emerging patterns, explanations, possible configurations, causal flows, and related propositions.

3. Results and Discussion

a. Planning the Al-Miftah Lil Ulum Method in learning the Yellow Book at the Tarbiyatul Aulad Sukadana Islamic Boarding School, North Kayong Regency

1) Reading the Learning Objectives in the *Al-Miftah Lil Ulum Method Manual*

Ustadz who teach using the Al-Miftah Lil Ulum method have an important role in ensuring that the learning process runs effectively and in accordance with the objectives that have been set. Before starting learning, the ustadz must first read and understand in depth the learning objectives contained in the Al-Miftah Lil Ulum method guidebook. This step is taken so that the ustadz can direct the teaching and learning process clearly and systematically in accordance with the existing curriculum design. By reading the learning objectives first, the ustadz can prepare appropriate teaching materials and teaching strategies, and ensure that each learning activity supports the achievement of student competencies.

This also helps the ustadz in adjusting the teaching method to the needs and abilities of the students, so that learning becomes more meaningful and effective. A comprehensive understanding of learning objectives is the foundation for the ustadz to guide students to achieve optimal learning outcomes, as well as instill Islamic values deeply through the Al-Miftah Lil Ulum method.

2) Complete Material to be Delivered

Before starting the learning process with the Al-Miftah Lil Ulum method, a ustadz has an important habit, namely doing *muthala'ah* or rereading the material to be taught. This activity aims for the ustadz to truly master and understand the contents of the material thoroughly before delivering it to students. By doing *muthala'ah*, the ustadz can re-evaluate the concepts to be taught, deepen understanding of the material, and prepare an effective and interesting way of delivering it. This is very important because the Al-Miftah Lil Ulum method emphasizes deep understanding and mastery of knowledge gradually and systematically.

Muthala'ah process also allows the ustadz to adjust the material to the character and abilities of the students, so that learning can run more optimally. In addition, the ustadz can also prepare a variety of teaching methods that are in accordance with the principles of Al-Miftah Lil Ulum, so that each learning session can provide maximum benefits and help students understand religious knowledge more easily and enjoyably.

3) Students Memorize Vocabulary and Nadzhom Imrithi and Alfiyah Related to the Material to be Studied

In the learning process using the Al-Miftah Lil Ulum method, the ustadz does not only act as a material deliverer, but also as a guide in forming the basics of nahwu and shorof knowledge solidly. One of the steps taken by the ustadz is to ask the students to first memorize the vocabulary (mufradat) and nadzhom Imrithi and Alfiyah related to the material to be studied.

This memorization is carried out before entering the core learning session, with the aim that students have initial readiness in understanding the structure of the Arabic language and the rules that will be explained. Nadzhom Imrithi and Alfiyah Ibnu Malik are classic works that contain the essence of nahwu knowledge in the form of verses, so that by memorizing them, students can more easily remember and understand Arabic grammatical concepts.

In addition, mastery of relevant vocabulary also helps students understand the context and meaning of the material being studied. Ustadz accustoms students to recite and repeat memorization routinely so that the material really sticks and becomes a strong foundation in the next learning process. Through this approach, the Al-Miftah Lil Ulum method not only forms academic abilities, but also trains discipline, perseverance, and love for Islamic sciences from an early age.

b. Implementation of the Al-Miftah Lil Ulum Method in Learning Yellow Books at

the Tarbiyatul Aulad Sukadana Islamic Boarding School, North Kayong Regency

Based on the results of research data related to the implementation of the Al-Miftah Lil Ulum Method in learning the Yellow Book at the Tarbiyatul Aulad Sukadana Islamic Boarding School, North Kayong Regency, it can be explained as follows:

1) Opening with Prayer and Intention

Opening the lesson with prayer and intention is an important and inseparable part of the teaching and learning process at the Tarbiyatul Aulad Islamic Boarding School, especially in the application of the Al-Miftah Lil Ulum method. Before entering the lesson material, the ustadz guides the students to read a prayer together and straighten their intention to learn. The opening prayer usually contains a request to Allah to be given ease in understanding knowledge, to be blessed with study time, and to be kept away from laziness and forgetfulness. While the intention to learn is intended solely for Allah SWT, as a form of worship and devotion in pursuing religious knowledge.

This tradition has a deep spiritual meaning. By involving the heart and consciousness from the beginning, students are taught to always associate the learning process with the values of sincerity, trust, and manners towards knowledge and teachers. This is in line with the main objective of the Al-Miftah Lil Ulum method, which is to form the character and morals of students that are in line with the knowledge they are studying. This habituation also provides a solemn and blessed learning atmosphere, building awareness that knowledge is not only studied for intellectual intelligence alone, but also to form a strong Islamic personality. Thus, the opening with prayer and intention becomes the spiritual foundation in every teaching and learning activity at the Tarbiyatul Aulad Islamic Boarding School.

2) Introduction to Vocabulary (Mufradat)

Arabic language learning with the *Al-Miftah Lil Ulum method* at the Tarbiyatul Aulad Islamic Boarding School is carried out in stages, systematically, and structured. One of the characteristics of this method is the beginning of the learning process with the introduction of vocabulary (*mufradat*) that is directly related to the subject matter to be discussed. The introduction of mufradat is an important initial step, because it helps students understand the meaning and context of the sentences or texts to be studied.

3) Understanding the Rules of Nahwu and Shorof in Stages

After the students have the mufradat, the learning is continued with a gradual understanding of the rules of *nahwu* (grammar) and *shorof* (word formation). The Al-Miftah Lil Ulum method emphasizes a gradual approach, starting from the easiest basic rules to more complex discussions. This approach makes it easier for students to absorb the material, because each level of learning is adjusted to their abilities and comprehension.

4) Implementation of Rules Through Practical Exercises

At the Tarbiyatul Aulad Islamic Boarding School, this process is not only carried out through theoretical explanations alone, but is also reinforced with exercises, memorization of nadzhom, and practice of application in Arabic sentences or texts. Thus, students not only understand the rules cognitively, but are also able to use them applicatively in reading and understanding classical books (turats). This method has proven effective in shaping the linguistic abilities of students, as well as building their love for the science of tools as the main foundation in exploring the treasures of Islamic knowledge.

5) Memorizing Vocabulary and Rules

Learning the science of nahwu and shorof at the Tarbiyatul Aulad Islamic Boarding School using the *Al-Miftah Lil Ulum method* emphasizes three main aspects: the application of rules through practical exercises, memorization of vocabulary (mufradat), and systematic mastery of rules. All three are important pillars in forming a deep understanding of Arabic as the key to understanding yellow books (turats). First, the application of the rules through practical exercises is carried out by providing various

examples of questions and direct exercises related to the material that has been delivered. Students are directed to apply the rules contextually, both in the form of sentence analysis (i'rab) and in composing correct Arabic sentences according to the structure of nahwu and shorof. This approach trains the reasoning power and strengthens the students' understanding in an applicable manner.

Second, memorizing vocabulary becomes a routine activity that aims to increase the vocabulary of students. With extensive mastery of vocabulary, students find it easier to understand Arabic texts and apply the rules well. Memorization is done periodically, usually accompanied by a teacher, and is directly related to the material of the rules being studied.

Third, memorizing the rules, both in the form of nadzhom such as *Imrithi* and *Alfiyah Ibnu Malik*, and in the form of a summary of the rules from the book *Al-Miftah Lil Ulum*, is an important part of learning. This memorization not only makes it easier for students to remember the rules of Arabic grammar, but also instills learning discipline and a love of knowledge. With the synergy of these three aspects, the *Al-Miftah Lil Ulum method* at the Tarbiyatul Aulad Islamic Boarding School not only produces students who are able to understand and master the science of tools, but are also able to practice it in reading and understanding classical Islamic literature properly and correctly.

6) Dialogue and Light Conversation (Muhadatsah)

In the application of the *Al-Miftah Lil Ulum* method at the Tarbiyatul Aulad Islamic Boarding School, *muhadatsah* or dialogue and light conversation in Arabic is one of the important components in the learning process. *Muhadatsah activities* are carried out routinely as part of a strategy to accustom students to using Arabic in everyday life, while also honing speaking skills (*maharah kalam*).

The dialogues used are simple and contextual, such as conversations about daily activities, introductions, asking for directions, or polite expressions in social interactions. Ustadz usually gives an example of a dialogue first, then students are asked to imitate, practice in pairs, or create similar dialogues according to the learning theme.

This activity is in line with the communicative approach in the *Al-Miftah Lil Ulum* method which emphasizes mastery of vocabulary, sentence structure, and strengthening understanding through direct practice. *Muhadatsah* is also a means to strengthen memorization of vocabulary and nahwu structures that have been learned through nadzhom *Imrithi* or *Alfiyah*.

In addition to improving speaking skills, *muhadatsah* encourages students to be confident in communicating using Arabic, and to make the language an active means of communication in the pondok environment. Thus, *muhadatsah* is not only a part of formal lessons, but also forms a living language culture at the Tarbiyatul Aulad Islamic Boarding School.

7) Text Reading and Translation

In the learning process using the *Al-Miftah Lil Ulum* method at the Tarbiyatul Aulad Islamic Boarding School, the activity of reading and translating texts is one of the core stages that cannot be separated. After the students understand and memorize the vocabulary and nadzhom related to the material, the ustadz guides them in reading classical Arabic texts in tartil and slowly. This reading is continued with word-by-word translation (*literally*) and the overall meaning (*tafsihili*), so that students can understand the structure of sentences, the meaning of the text, and the context of its use in the science of nahwu and shorof.

This method emphasizes gradual and in-depth understanding, so that students not only memorize, but also truly understand the contents and functions of the texts they study. The texts used usually come from classical books that are appropriate to the level of learning, such as *Imrithi*, *Alfiyah Ibnu Malik*, and other basic books in the science of tools.

8) Periodic Evaluation and Review

To ensure the effectiveness of learning, evaluation and repetition Periodic evaluations are routinely carried out by the ustadz. This evaluation is carried out in various forms, such as oral questions and answers, writing exercises, and written tests. These periodic tests aim to measure the extent of the students' understanding and mastery of the material that has been taught, as well as to find out which parts still need to be improved or repeated.

Evaluation is also a tool for ustadz to adjust teaching strategies, so that learning continues to run effectively and on target. At the Tarbiyatul Aulad Islamic Boarding School, this activity is not only an academic assessment, but also part of the character education process, training students' perseverance, discipline, and responsibility for the knowledge they learn.

9) Strengthening with the Yellow Book (Advanced Level)

In the implementation of the Al-Miftah Lil Ulum method of learning at the Tarbiyatul Aulad Islamic Boarding School, one of the important stages carried out to strengthen the students' understanding is reinforcement through advanced *yellow book studies*. Yellow books or turats books are classical Arabic literature that have been the main reference in Islamic boarding school education for centuries. This reinforcement aims to test the extent of the students' understanding of the rules of nahwu and shorof that they have learned through the Al-Miftah Lil Ulum method.

After students master the basics of Arabic grammar through the Al-Miftah Lil Ulum method, they are directed to apply it directly in reading and analyzing the contents of the yellow book. Books such as *Fathul Mu'in*, *Taqrib*, *Imrithi*, and *Alfiyah Ibnu Malik* have become real practice media for students in understanding bare Arabic texts (without harakat) which are full of complex linguistic structures. Through this activity, students are not only tested in theoretical aspects, but are also trained in practical skills such as understanding context, taking legal benefits, and organizing thoughts systematically. Thus, strengthening through the advanced yellow book becomes a very important bridge between mastering Arabic linguistic theory and its application in Islamic scientific knowledge.

This approach shows that the Tarbiyatul Aulad Islamic Boarding School is committed to forming a generation of students who are not only able to memorize and understand the rules, but are also skilled in reading, analyzing, and practicing knowledge from authentic Islamic sources.

c. Factors in the Implementation of the Al-Miftah Lil Ulum Method in Learning Yellow Books at the Tarbiyatul Aulad Sukadana Islamic Boarding School, North Kayong Regency

The following are supporting factors for the implementation of the *Al-Miftah Lil Ulum* method in learning *yellow books* at the Tarbiyatul Aulad Islamic Boarding School:

1) Availability of Ustadz Competent

The ustadz at the Tarbiyatul Aulad Islamic Boarding School are generally experienced and understand the structure of the Al-Miftah Lil Ulum method well. They are able to guide students gradually and systematically, and can relate the rules to the practice of reading yellow books.

2) Structured and Gradual Curriculum

This method offers a clear learning sequence, starting from basic to advanced material. This makes it easier for students to build a foundation of nahwu and shorof knowledge before entering the level of understanding classical texts.

3) Discipline of Students in Memorizing and Reciting

Students are accustomed to memorizing vocabulary and nadzhom and carrying out muthala'ah before learning, so that they are more prepared to understand new material and apply it in reading yellow books.

4) Supportive Learning Environment

The conducive atmosphere of the Islamic boarding school, full of nuances of knowledge and the spirit of *thalabul 'ilmi* is an important supporting factor in the success of this method.

While the factors obstacles to the implementation of *the Al-Miftah Lil Ulum* method in learning *yellow books* at the Tarbiyatul Islamic Boarding School include:

1) Differences in Academic Background of Students

Not all students have the same initial abilities. Some are still weak in reading basic Arabic, so they have difficulty following the relatively dense rhythm of Al-Miftah Lil Ulum learning.

2) Learning Time Limitations

In the Islamic boarding school system, students also participate in various other activities (such as worship, cleanliness, and extracurricular activities), so that the time to deepen this method is sometimes not optimal.

3) Lack of Supporting Learning Media

Some of the materials in the Al-Miftah Lil Ulum method can actually be understood more easily if supported by visual or audio media, but in some classes this is still not available.

4) Physical Fatigue of Students

The busy daily schedule of Islamic boarding schools sometimes causes students to experience physical fatigue, so that concentration while studying, especially in understanding yellow books, can decrease.

4. Conclusion

Based on the discussion that has been presented, it can be concluded that the focus of the study in this study is on the planning, implementation, and supporting and inhibiting factors for the application of the Al-Miftah Lil Ulum method in learning yellow books at the Tarbiyatul Aulad Sukadana Islamic Boarding School, Kayong Utara Regency. In the planning, the ustadz read the learning objectives, reviewed the material, and ordered the students to memorize vocabulary and nadzhom. The implementation of this method includes a series of systematic steps starting from the opening with prayer to strengthening the material through the continuation of the yellow book. The supporting factors for the success of the application of this method include the availability of competent ustadz, a structured curriculum, student discipline, and a conducive learning environment, while the main obstacles include differences in student backgrounds, time constraints, lack of learning media, and physical fatigue of students.

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