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## **The Teacher Efforts In Improving The Students Reading Ability Of MA Hamzanwadi AT Pancor**

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### **Abstract**

Dormitory or boarding school education is non-formal education in Islamic boarding schools. Where the dormitory is managed by a teacher who has a very important role in teaching the yellow book which is the hallmark of Islamic boarding schools. The yellow book itself is a classic book written in Arabic without harokat, making the yellow book a fairly high level of difficulty to study. So the teachers must try so that students can read and understand the Yellow Book properly and correctly.

Research focus: 1) How do the teachers improve the students' ability to read books? 2) what supporting factors does the teachers have? 3) What are the obstacles for the teachers in teaching the Yellow Book? This research aims to determine the teachers' efforts to improve students' ability to read the Yellow Book, supporting factors and obstacles experienced by teachers. The type and approach of this research is descriptive qualitative research. Researchers obtained data through observation, interviews and documentation, the data analysis techniques used were collecting, reducing and displaying data, testing the validity of the data using triangulation.

The results of the research conducted by the researchers concluded that: the teachers reviewed the efforts made by previous teachers, listened to the students' reading books and then put the students into certain classes based on their understanding of the books. The teachers determines the method used to teach the yellow book. The supporting factors are books and scriptures, students' interest and enthusiasm for learning and competent teachers in the field of yellow books. The challenges for teachers are the lack number of the teachers who teach the yellow book and the fluctuating morale of the students as well as the teachers ' status as students.

**Keywords:** *the teachers efforts, the students reading ability.*

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**Introduction**

Islamic boarding school is an institution or private institution that is involved in the field of religious education which has unique characteristics in its learning activities. This characteristic differentiates Islamic boarding schools from other formal educational institutions, and also the orientation of education at Islamic boarding schools prioritizes matters of religion and the afterlife, so that learning feels sacred and solemn. Learning at Islamic boarding schools is identical to classical books or known by the public as the yellow book.

The position of the yellow book is very strategic in the world of Islamic boarding schools, because the yellow book is used as a reference, text book, and curriculum in the Islamic boarding school education system. Apart from being a guide for religious procedures, the yellow book is also used by Islamic boarding schools as a universal reference in responding to all life's challenges.<sup>1</sup>

The existence of the yellow book in an Islamic boarding school is placed in a very important position, so that it is seen as one of the elements that shape the existence of the Islamic boarding school itself alongside the santri, kiai, Islamic boarding school and mosque (prayer room). Yellow books are Arabic writings without harakat printed on yellow paper.

This yellow book lesson has a high level of difficulty, with the writing in Arabic without lines, making it difficult for the students to understand it. This problem is also felt by the students at the MA Hamzanwadi males' dormitory who still have difficulty reading it. The teachers play an important role in arranging strategies to improve students' ability to read the yellow book at the MA Hamzanwadi NWDI Pancor male's dormitory, because in the dormitory, students receive guidance on the yellow book from teachers without having to worry about running out of time.

Based on initial observations, the MA Hamzanwadi NWDI Pancor male's dormitory has superior programs in the fields of tahfidz, recitations and yellow

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<sup>1</sup> Abdullah Aly, *Pendidikan Islam Multikultural di Pesantren* (Yogyakarta: Pustaka Pelajar, 2011), hlm. 185.

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books. The yellow book ranks first in terms of student interest.<sup>2</sup> The results of the interview with Ustadz Zainuddin QH as the teachers of the male's dormitory stated:

"The ability to read the yellow book of students at the MA Hamzanwadi NWDI Pancor male dormitory is grouped into three levels, namely; uulaa, wustho and ulya. The uulaa level is filled by beginners, the wustho level is filled by students who already have a basic understanding of theory but still have difficulty in reading or understanding, and at the ulya level it is filled by students who are already adept at reading and interpreting the yellow book and usually students at the ulya level who help guide students who still need guidance in reading and understanding."<sup>3</sup>

The success of the teaching and learning process at the MA Hamzanwadi NWDI Pancor male's boarding school cannot be separated from the efforts of the teachers in teaching and guiding the students in improving their ability to read the yellow book. There are two important reasons underlying the importance of the yellow book's position as a curriculum and reference in the Islamic boarding school education system. First, the truth of the yellow book for Islamic boarding school circles is a reference whose contents no longer need to be questioned. Second, that the yellow book is very important to facilitate the process of deep religious understanding.<sup>4</sup>

### **Research methods**

This type of research is qualitative research. Researchers using this method are based on qualitative research, namely a research procedure in social sciences by observing, which then produces descriptive data in the form of words or verbal expressions both in the area and in terms of terminology.

The research approach used is descriptive. Descriptive of one approach in research. Descriptive is research into problems in the form of current facts from a

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<sup>2</sup> Observasi, Asrama Putra MA Hamzanwadi Pancor, 3/11/2022, Pukul 20:38 WITA

<sup>3</sup> Zainuddin, *Pengasuh, Wawancara*, 12/11/2022. Pukul 20:44 WITA Asrama Putra MA Hamzanwadi Pancor

<sup>4</sup> Zamakhsari Dhofier, *Tradisi Pesantren*, (Jakarta: LP3ES, 1982), Hlm. 29.

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population which includes activities to assess attitudes or opinions towards individuals, organizations, situations or procedures.

The research instrument used in this research is the researcher himself as a human instrument, where the researcher makes a plan, then becomes the implementer in the field, the researcher also collects and also acts as an interpreter of the data obtained in the field. The techniques used in this research for data collection are interviews, observation and documentation.

Interviews are a method of collecting data by asking something to someone who is an informant or respondent. The way to do this is by having a face-to-face conversation. Observation is a technique for collecting data. Observation means the observer's observations or observations observing and recording the behavior of individuals or groups of study objects in scientific conditions. Researchers used participant observation techniques, including the teachers and students at male's dormitory of MA Hamzanwadi NWDI Pancor. Meanwhile, documentation is data that is searched for things or variables in the form of notes, transcripts, books, newspapers, magazine inscriptions, agendas and so on.<sup>5</sup> Therefore, the instruments needed are observation sheets, interview sheets, recording equipment, camera and writing equipment.

Data analysis is the process of compiling data so that it can be interpreted. Data analysis activities can be carried out with three components simultaneously, namely: first, data collection in qualitative research using triangulation consisting of interviews, observation and documentation. In the research conducted by researchers, the data collection process was carried out by observing the efforts of the teachers in improving the students' book reading skills in the MA Hamzanwadi NWDI Pancor male's dormitory, the students and their environment. Conduct interviews with informants related to this research, namely the teachers and students. This was done to obtain clear information, to find out the efforts made by the teachers in improving the students' yellow book reading skills in the MA Hamzanwadi NWDI Pancor male's dormitory environment.

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<sup>5</sup> Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: PT Rineka Cipta, 2014), hlm. 274.

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Second, reducing data means summarizing, selecting the main things, focusing on the important things, looking for themes and patterns and discarding what is not necessary. Thus, the reduced data will provide a clear picture, and make it easier for research to carry out further data collection if needed.<sup>6</sup>

Third, in qualitative research, data presentation can be done in the form of short descriptions, charts, relationships between categories, and the like. By displaying data, it will be easier to understand what happened and plan further work based on what has been understood.<sup>7</sup>

The final step in qualitative data analysis is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if strong supporting evidence is not found at the next stage of data collection. However, if the conclusions put forward at the initial stage are supported by valid and consistent evidence when the research returns to the field of collecting data, then the conclusions put forward are credible conclusions.

## Results and Discussion

The teachers try to improve the students' book reading skills by studying the efforts made by previous teachers, then looking at the students' development and understanding by listening to each student's reading before being placed in a class or level appropriate to their level of book understanding.<sup>8</sup> This is relevant to research methodology theory, namely qualitative studies that use interviews with religious education teachers and observations of schools and religious teaching classes.<sup>9</sup> Experience-based learning is an action taken to obtain something based on experience that undergoes continuous change in order to increase the effectiveness of the learning outcomes themselves.<sup>10</sup>

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<sup>6</sup> Sugiyono, *metode penelitian kuantitatif, kualitatif, dan R&D*, (Bandung: Alfabeta, cet. Ke – 23, 2017), hlm. 246.

<sup>7</sup> *Ibid.* Hlm. 339.

<sup>8</sup> Yosi Hendrawan, Pengasuh, *Wawancara*, 8/09/2023. Pukul 20:44 WITA. Asrama Putra MA Hamzanwadi Pancor.

<sup>9</sup> Raihani, *Pendidikan islam dalam masyarakat multikultural*. (yogyakarta: Pustaka Pelajar, 2017). Hlm. 41

<sup>10</sup> Baharuddin dan Esa Nur Wahyuni, *Teori Belajar Pembelajaran*, (Bandung: Ar-ruz media, 2015), hlm. 83

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The teachers use it to teach the yellow book in the dormitory using the A BA TA, ta'lim and halaqoh methods. The A BA TA method, researchers see that the application is the same as the ta'lim method, namely teaching in the form of delivering material by a teacher to a group of students, but the book or book used is called the A BA TA method.<sup>11</sup> The ta'lim method is a method that takes the form of teaching or delivering material like a formal school, while the halaqoh method is a classic method of learning for ancient Islamic scholars, namely santri or students sitting cross-legged on the floor and ustadz sitting on chairs.<sup>12</sup>

This method is relevant to the theory that says the ta'lim method is a medium for conveying the Islamic religion that is general and open. It is attended by congregations consisting of various levels of society who have various knowledge and are not limited by age levels or gender differences.<sup>13</sup>

The halaqah method is a teaching and learning activity carried out by an ustadz or kiai by sitting in front of his students while reading book material. The students who take part in this lesson sit in a semicircle and are in harmony. The ustadz always tries to read the contents of the book, word by word or sentence by sentence and then explains it in Arabic, Indonesian or other certain languages.<sup>14</sup>

Evaluation in learning is a very urgent stage in learning. Evaluation is a means of assessing and seeing how far students have progressed in learning. The teachers of the MA HAMZanwadi Pancor males' Dormitory evaluate the students by listening to the students' reading of the book directly face to face, then the teachers ask the students about the book they read regarding their position, shigot and rules, apart from reading, the students are asked to translate the text they read.

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<sup>11</sup> Observasi Pembelajaran Kitab Asrama Putra MA Hamzanwadi Pancor. rabu 6 September 2023, pukul 16:35 WITA

<sup>12</sup> Khairul Adib dan Yosi Hendrawan, Pengasuh, *Wawancara*, 8/09/2023. Pukul 20:44 WITA. Asrama Putra MA Hamzanwadi Pancor.

<sup>13</sup> Zamakhsyari Dhofier, *Tradisi Pesantren ( studi tentang pandangan hidup kiai)*, Jakarta: LP3ES, 1982, hlm. 28

<sup>14</sup> Ani Nuryani, *Kajian Pembinaan Akhlak Mulia Melalui Kegiatan Ekstrakurikuler Rohani Islam di Sekolah*, (Jakarta: UIN Syarif Hidayatullah, 2013), hlm. 19

<sup>15</sup> Zainuddin, Pengasuh, *Wawancara*, 10/09/2023. Pukul 17:23 WITA. Asrama Putra MA Hamzanwadi Pancor.

The evaluation method carried out by the teachers is in accordance with the yellow book learning theory, namely learning where students come forward one by one to read and explain the contents of the book in front of a teacher or kiyai.<sup>16</sup> Of the many types of yellow books, the teachers of the MA Hamzanwadi males' dormitory studied three types of books apart from nahwu and shoref knowledge, the three types of books are; Firstly, the Aqidatul Layman Book is a nadzhom book in the form of narrated poems. This book contains a discussion of the obligatory, impossible and jaiz traits for Allah SWT, then the obligatory and impossible traits for the prophets and apostles and contains about the angels, heaven and hell. This type of book is relevant to the type of book in terms of its presentation, namely a book that is structured concisely and presents the main issues, whether they appear in the form of nadzom or syair (poetry), or nasr (prose). Second, the Book of Fiqh (Fathul Qorib) is a basic book of fiqh in the form of summaries of the fiqh of worship such as; thaharah (purification), fasting, prayer and zakat. Apart from the fiqh of worship, this book also contains the fiqh of muamalah such as; buying and selling, marriage, waqf, talak (divorce). Third, the Book of Morals (Ta'limul Muta'allim) contains procedures for studying, the discussion of which includes intentions, etiquette towards teachers and taboos that students must avoid. Types of books number 2 and 3 are relevant to the type of book when viewed in terms of presentation, namely mutawassithoh (middle) books, namely the composition of books that are not too concise and not too long.<sup>17</sup>

As for the knowledge of tools, we use the A BA TA method book as our boarding guide which was adopted from the Majidi Sawing Islamic boarding school, tuhfatussaniyah, namely the nahwu book in the form of questions and answers, and muthammimah, namely the book in the form of sharia from Matan Jurumiyah.<sup>18</sup> This type of book is relevant to the type of book when viewed in terms of its presentation, namely the mutawassithoh (middle) book, namely the

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<sup>16</sup> Hasan Basri dll, Ilmu Pendidikan Islam (Jilid II), CV Pustaka Setia, Bandung, 2010, hlm 234

<sup>17</sup> Said Agil Siradj, *Pesantren Masa Depan*, (Cirebn: Pustaka Hidayah, 2004), hlm. 335

<sup>18</sup> Yosi Hendrawan, Pengasuh, *Wawancara*, 8/09/2023. Pukul 20:44 WITA. Asrama Putra MA Hamzanwadi Pancor.

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composition of the book that is not too concise and not too long.<sup>19</sup> According to Nurcholid Madjid, the types of books above are scientific concentrations that have developed in Islamic boarding schools in general, covering no less than 12 scientific disciplines; nahwu, shoref, bhalagoh, tauhid, fiqh, ushul fiqhiyyah, qowaid fiqhiyyah, tafsir, hadith, musthalahul hadith, tasawwuf and mantiq.<sup>20</sup>

The most important goal of learning is so that there is a change in a person from not being able to being able to being able from not being good to being good. The main aim of learning the yellow book at the MA Hamzanwadi Pancor male's dormitory is to form Islamic souls so that students can worship and congregate in accordance with Islamic law.<sup>21</sup> The types of books studied at the MA Hamzanwadi Pancor male's dormitory with the aim of each book include: studying fiqh books so that students can worship based on Islamic law. The aim of the book of morals is to form Islamic characters in students so that they can interact with fellow humans with good morals and behavior typical of Islamic boarding schools. The book of monotheism aims for students to know divine knowledge, believe in the existence of God who created this world and live by the rules that have been made by God, the creator of the universe.<sup>22</sup> The aim of studying the yellow book is relevant to the aim of Islamic education according to Imam Ghazali, namely directing individuals towards Allah, deepening religious knowledge and forming good character.<sup>23</sup>

The teachers as teachers of the yellow book have proven their ability to read and understand the yellow book because before taking care of them in the boarding house, the teachers first studied at Ma'had Pancor for four years. Usually those who take care of them in the dormitory are MA Hamzanwadi alumni who

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<sup>19</sup> Said Agil Siradj, *Pesantren Masa Depan*, (Cirebn: Pustaka Hidayah, 2004), hlm. 335

<sup>20</sup> Nurcholis Madjid, *Bilik Bilik Pesantren, Sebuah Potret Perjalanan*, (Jakarta: Paramadina, 1997) Hlm. 28 – 29

<sup>21</sup> Khairul Adib, Pengasuh, *Wawancara*, 11/09/2023. Pukul 20:44 WITA. Asrama Putra MA Hamzanwadi Pancor

<sup>22</sup> *Ibid.*

<sup>23</sup> Abuddin Nata, *perspektif tentang pola hubungan guru dan murid*, (Jakarta: PT. Raja Grafindo Persada, 2015), Cet. Ke-2. Hlm. 83



are called by the madrasah to serve.<sup>24</sup> This is relevant to Sholeh RM's statement which says that a teacher who teaches religious lessons such as fiqh, monotheism, morals and so on is required to have an understanding of religion and be of the *ahlussunnah wal jama'ah* school of thought.<sup>25</sup>

## Conclusion

Based on the research results, it can be concluded that the teachers' efforts to improve the yellow book reading ability of the male's dormitory's students in the MA Hamzanwadi Pancor include: reviewing the efforts made by previous teachers, then grouping the students into several class levels based on their understanding of the yellow book. Determining a method that is appropriate to the conditions of the dormitory environment, where the teachers at the MA Hamzanwadi Pancor males' dormitory apply the *ta'lim* and *halaqoh* methods. Evaluate the development of students using oral tests by listening to students' reading books face to face.

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<sup>24</sup> Khairul Adib, Pengasuh, *Wawancara*, 11/09/2023. Pukul 21:25 WITA. Asrama Putra MA Hamzanwadi Pancor

<sup>25</sup> Abdullah Syafi'i, *Pendidikan Pesantren Dan Perkembangan Sosial Kemasyarakatan*, (Yogyakarta: CV Budi Pratama, 2018) Hlm. 188

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