



IMPLEMENTING OF *AL BIDAYAH* METHOD TO IMPROVE THE *KITAB KUNING* READING SKILLS

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Abstract

This article aims to analyze the application of the al-bidayah method in reading the *Kitab Kuning* and its obstacles in Islamic boarding schools. The research method uses qualitative methods with an exploratory approach. The research was conducted at the Daar el Hasanah Islamic Boarding School, Jawilan District, Serang Regency, Banten Province. Collecting data through direct observation, interviews with ustadz and students, and document studies. The data processing technique was carried out by means of data verification, data presentation, data reduction, and drawing conclusions from the research results. The data analysis technique of the research results is done by interpreting and concluding the findings. The results showed that the application of the al-bidayah method combined with existing programs at the Daar El Hasanah Islamic Boarding School was very effective in developing the ability of students to read and understand the *Kitab Kuning*. The obstacles found in the application of the al-bidayah method in reading the *Kitab Kuning* in the Daar el Hasanah Islamic boarding school are the ability of students to be beginners, to memorize a lot of rules, and to have a solid student learning time. However, this study recommends that the al-bidayah method be applied in teaching how to read the *Kitab Kuning* in Islamic boarding schools.

Keywords: Al-Bidayah Method, Reading The *Kitab Kuning*, Islamic Boarding School

Abstrak

Artikel ini bertujuan untuk menganalisis penerapan metode al-bidayah dalam membaca kitab kuning dan kendala-kendalanya di pondok pesantren. Metode penelitian menggunakan metode kualitatif dengan pendekatan eksploratif. Penelitian dilakukan pada pondok pesantren Daar el Hasanah Kecamatan Jawilan Kabupaten Serang Provinsi Banten. Pengumpulan data melalui observasi langsung, wawancara terhadap ustadz dan santri, serta studi dokumen. Teknik pengolahan data dilakukan dengan cara verifikasi data, penyajian data, reduksi data, dan penarikan kesimpulan dari hasil penelitian. Teknik analisis data hasil penelitian dilakukan dengan menginterpretasikan dan menyimpulkan temuan. Hasil penelitian menunjukkan bahwa penerapan metode al-bidayah dikombinasikan dengan program-program yang ada di pondok pesantren daar el hasanah sangat efektif terhadap perkembangan kemampuan santri dalam membaca dan memahami kitab kuning. Kendala-kendala yang ditemukan dalam penerapan metode al-bidayah dalam membaca kitab kuning yang ada di pondok pesantren daar el hasanah adalah kemampuan santri masih pemula, hafalan kaidah yang banyak dan waktu pembelajaran santri yang padat. Namun demikian, penelitian ini merekomendasikan agar metode al-bidayah dapat diterapkan dalam mengajarkan cara membaca kitab kuning di pondok pesantren.

Kata Kunci: Metode Al-Bidayah, Membaca *Kitab Kuning*, Pondok Pesantren

INTRODUCTION

Islamic boarding schools are the oldest Islamic educational institutions in the archipelago in the history of education in Indonesia.¹ Islamic boarding school is one of the non-formal educational institutions that organize Islamic religious education and has a focus on certain disciplines in its learning activities which has become an identity in Islamic boarding schools which is different from other educational institutions.² In Islamic boarding schools, there are ustadz and clerics who teach religious sciences to students, even the kyai directly teach sciences to their students. Since the 13th century, Islamic boarding schools have existed in the archipelago and developed Islamic or religious education, although in a simple way and there are still many shortcomings in terms of physical and curriculum. According to historians, the first Islamic boarding schools were founded in the 15th century in East Java, at the initiative and direction of the guardians who advocated Islam. Maulana Malik Ibrahim is the founder of the first Islamic boarding school in Indonesia, and Raden Rahmat is famous as the founder of the first Islamic boarding school in East Java.³

Times are growing, and so are Islamic education and Islamic institutions. In the 20th century, the development of Islamic boarding schools developed with the division of Islamic boarding schools into two parts: *Salafi* Islamic Boarding Schools and *Khalafi* Islamic Boarding Schools (modern).⁴ Until now, Islamic boarding schools have an important role in developing Islamic education, especially in the development of *nabwu* and *shorof* sciences to develop the ability to read the *Kitab Kuning* a classic book written several centuries ago. Islamic boarding schools are the best place to learn these sciences. There are many methods of reading the *Kitab Kuning* written by the scholars to improve the ability to read the *Kitab Kuning* used by Islamic

¹ Usman, Idris Muhammad. "Pesantren sebagai lembaga pendidikan islam." *Jurnal Al Hikmah* 14, no. 1 (2013): 101-119; Hidayat, Tatang, Ahmad Syamsu Rizal, and Fahrudin Fahrudin. "Peran Pondok Pesantren Sebagai Lembaga Pendidikan Islam di Indonesia." *Ta'dib: Jurnal Pendidikan Islam* 7, no. 2 (2018): 461-472; Baharun, Hasan, Moh Tohet, Juhji Juhji, Siti Maryam Munjiat, Adi Wibowo, and Siti Zainab. "Modernisasi Pendidikan Di Pondok Pesantren: Studi Tentang Pemanfaatan Sistem Aplikasi Pedatren Dalam Meningkatkan Mutu Layanan Pondok Pesantren." *Al-Tarbawi Al-Haditsab: Jurnal Pendidikan Islam* 6, no. 1 (2021): 1-22.

² Tolib, Abdul. "Pendidikan di pondok pesantren modern." *Risâlah, Jurnal Pendidikan Dan Studi Islam* 2, no. 1 (2015): 60-66; Syafe'i, Imam. "Pondok pesantren: Lembaga pendidikan pembentukan karakter." *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 8, no. 1 (2017): 61-82; Mu'izzuddin, Mochammad, Juhji Juhji, and Hasbullah Hasbullah. "Implementasi metode sorogan dan bandungan dalam meningkatkan kemampuan membaca kitab kuning." *Geneologi PAI: Jurnal Pendidikan Agama Islam* 6, no. 1 (2019): 43-50.

³ Ramayulis, Sejarah Pendidikan Islam, and Perubahan Konsep. "Filsafat dan Metodologi Dari Era Nabi SAW Sampai Ulama Nusantara." *Jakarta: Kalam Mulia* (2011); Nursyarief, Aisyah. "Pendidikan Islam di Indonesia dalam Lintasan Sejarah (Perspektif Kerajaan Islam)." *Lentera Pendidikan: Jurnal Ilmu Tarbiyah Dan Keguruan* 17, no. 2 (2014): 256-271; Tang, Muhammad. "Kajian Religius-Historis Pendidikan Islam di Indonesia." *EL-BANAT: Jurnal Pemikiran dan Pendidikan Islam* 8, no. 1 (2018): 52-74.

⁴ Ramayulis, Sejarah Pendidikan Islam, and Perubahan Konsep. "Filsafat dan Metodologi Dari Era Nabi SAW Sampai Ulama Nusantara." *Jakarta: Kalam Mulia* (2011); Fadhila, Lita Nala. "Pendidikan Alternatif dengan Model Pesantren Salafi-Khalafi (Studi Komplek R2 Pondok Pesantren Al Munawwir Krapyak Yogyakarta)." *Al-Tarbawi: Jurnal Kajian Kependidikan Islam* 2, no. 1 (2017): 1-20; Arifin, Zainal. "Perkembangan pesantren di Indonesia." *Jurnal Pendidikan Agama Islam* 9, no. 1 (2012): 40-53.

boarding schools in the archipelago, including the *amtsilaty* method,⁵ the *tamyiz* method,⁶ and the *sorogan* method.⁷

In addition, the concept of the thuluz of the era has undergone many changes so that new ideas are needed that are more effective in anticipating the limited time in learning the *Kitab Kuning* but still being able to produce maximum results. The researcher in this paper wants to examine a new method, namely the Al-Bidayah method. The Al-Bidayah reading guidance method is a learning method used in guiding the students to learn to read the yellow book. This method is a breakthrough in learning to read the yellow book. This method was first introduced by the Al Bidayah Islamic Boarding School in Jember, and the author of the Al Bidayah method is the founder of the Al Bidayah Islamic Boarding School itself, namely *Almukarom* KH. Abdul Haris, M.Ag.⁸ Therefore, the name of this method is taken from the name of the Islamic boarding school, namely "Al-Bidayah". This method was later also practiced at the Daar El Hasanah Civilization Islamic Boarding School in the Jawilan area of Serang, Banten because the pioneers of the Daar El Hasanah Islamic Boarding School were students of the authors of this method.

This method is based on the concepts contained in the Arabic language code books such as *al-Jurumiyah*, *Nadhom Imrithi*, which is enriched with information from *Alfjyah ibn Malik* and is also based on the author's teaching experience. This method has levels in learning there is a basic level method (beginner) with a basic theory guidebook of *nahwu* and *shorf*, namely for students who are new to the term *nahwu-shorf*. There is an advanced level (high level) for those who are familiar with the science of *nahwu* and *shorf*.

This al-bidayah method has its own characteristics in the delivery of its method, namely in delivering the discussion of this method in Indonesian, this is what makes this method interesting, and other things from the conclusion, the formula is simple and practical, equipped with tables, schematics, exercise models, questions and answers, the design is attractive, and the material is adapted to today's children and combined with nadhom tones with children's songs

⁵ Sholehuddin, Ach, and Mualim Wijaya. "Implementasi Metode Amtsilati Dalam Meningkatkan Kemampuan Maharah Qiro'ah." *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 1 (2019): 47-64; Rahma, Afifatul. "Implementasi Metode Amtsilati Dalam Membaca Kitab Kuning Di Pondok Pesantren Nurul Karomah Galis Madura." PhD diss., Universitas Islam Negeri Maulana Malik Ibrahim, 2020.

⁶ Fauziyyah, Alfi, Ulfiah Ulfiah, and Ila Nurlaila Hidayat. "Efektivitas Metode Tamyiz Terhadap Memori Dalam Mempelajari Alquran Pada Santri Pondok Pesantren Quran." *Jurnal Psikologi Islam dan Budaya* 1, no. 1 (2018): 37-52; Wildan, Khoirul, and A. Jauhar Fuad. "Implementasi Metode Tamyiz Dalam Pembelajaran Baca Kitab Kuning." *AL-WIJDÂN: Journal of Islamic Education Studies* 4, no. 1 (2019): 91-105; Hairani, Esi, Nadjematul Faizah, Muzayyanah Muzayyanah, and Nur Izzah. "Kohesi Metode Tamyiz Dalam Pelajaran Bahasa Arab Di Pesantren Takhasus Bayt Tamyiz Indramayu." *MISYKAT: Jurnal Ilmu-ilmu Al-Quran, Hadist, Syari'ah dan Tarbiyah* 3 (2018).

⁷ Mu'izzuddin, Mochammad, Juhji Juhji, and Hasbullah Hasbullah. "Implementasi metode sorogan dan bandungan dalam meningkatkan kemampuan membaca kitab kuning." *Geneologi PAI: Jurnal Pendidikan Agama Islam* 6, no. 1 (2019): 43-50; Wakit, Ahmat. "Efektivitas Metode Sorogan Berbantuan Tutor Sebaya Terhadap Pemahaman Konsep Matematika." *Jurnal Edukasi dan Sains Matematika (JES-MAT)* 2, no. 1 (2016); Nurjanah, Lia. "Efektivitas Penerapan Metode Sorogan Terhadap Kemampuan Membaca Kitab Kuning Di Pondok Pesantrenal-Hikmah Kedaton Bandar Lampung." PhD diss., UIN Raden Intan Lampung, 2018.

⁸ Abdul Haris, "Metode Al-bidayah, Teori Dasar Nahwu dan Shorf (tingkat lanjut)". Jember Al-bidayah, 2018.

today. This method describes the applicable and effective *nabwu shorof* learning strategy. Like doing the practice repeatedly until students are able to apply it in reading the yellow book.⁹

METHOD

The research method used in this research is field research with the aim of being able to find out and solve a problem that exists in the research area. Because the method used in this study is a qualitative method where the place under study is the Daar El Hasanah Islamic Islamic Boarding School.¹⁰ In the study of the effectiveness of the application of the al-bidayah method in improving reading skills of the *Kitab Kuning* at the Daar El Hasanah Islamic Boarding School, the data sources are divided into two, namely primary sources and secondary sources. As for what is meant by primary sources are those who provide direct data sources to researchers, namely teachers (*ustadz*) the al-bidayah method, leaders of Islamic boarding schools and students. While secondary data sources are those that provide indirect data sources to researchers, including student activity data, location data, infrastructure and so on. The data collection used by the researchers in this study were interviews, observations, and documentation.¹¹

The interview technique in the study of the effectiveness of the application of the al-bidayah method in improving reading skills in the *Kitab Kuning* at the Daar El Hasanah Civilization Islamic Boarding School focused on santri, the al-bidayah method teacher who was at the Daar El Hasanah Islamic Boarding School. In addition, interview data will be presented in the form of descriptive narratives. The descriptive narrative is then analyzed using theories and literature references relevant to the topic of study. The results of the analysis of the descriptive narrative of the research above are the conclusions of research related to the topic of the study, namely information about the success of Islamic boarding school Daar El Hasanah in applying the al-bidayah method to improve students' proficiency in reading the *Kitab Kuning* at Islamic Boarding School Daar El Hasanah in Jawilan Serang Banten. In this study, the data obtained are the results of interviews conducted at the Islamic boarding school Daar El Hasanah in Jawilan Serang Banten. The interviewees in this study amounted to 35 people, the details were 5 ustadz (teacher) of Islamic boarding school Daar El Hasanah and this included the leader of the Islamic boarding school kiyai, and 30 students of Daar El Hasanah from 30 students who were the research sample or whether or not their reading ability improved the *Kitab Kuning* using this method. Al bidayah.

⁹ Farhan Zaky Audani, Fathma Fauziah, Fina Rizqina Mardhotillah, pembelajaran Bahasa Arab Dengan Metode Al bidayah Di Pondok Pesantren Al-Bidayah. Prosiding Semnasbama IV UM Jilid 1 Peran Mahasiswa Bahasa Arab dalam Menghadapi Revolusi Industri 4.0, P-ISSN 2598-0637 E-ISSN 2621-5632. hlm 245.

¹⁰ Albi Anggito and Johan Setiawan, *Metodologi Penelitian Kualitatif* (CV Jejak (Jejak Publisher), 2018); Moh Kasiram, 'Metodologi Penelitian: Kualitatif–kuantitatif' (Uin-Maliki Press, 2010).

¹¹ Mudjia Rahardjo, 'Metode Pengumpulan Data Penelitian Kualitatif', 2011; Hasyim Hasanah, 'Teknik-Teknik Observasi (Sebuah Alternatif Metode Pengumpulan Data Kualitatif Ilmu-Ilmu Sosial)', *At-Taqaddum*, 8.1 (2017), 21–46.

RESULTS AND DISCUSSION

The results of this study include a study of the effectiveness of the application of the albidayah method on students in improving their reading skills of the yellow book, which is taught by *ustadz* (*kiyai*) at the Daar El Hasanah Islamic boarding school. The researcher describes the results of the interviews in the form of descriptive narrative paragraphs. The following questions were asked by the researcher to the informants, the first question was asked to the *ustadz* (*kiyai*) of the al-bidayah method at the Daar El Hasanah Islamic boarding school, and coincidentally the main teacher was the leader of this boarding school or Mr. Kyai *Almukarrom* KH. Bakroni Latar, S. Pdi, Lc, MM (*Buya Albi Adha*).

First question: I'm sorry, dear, I apologize in advance for asking, how do you apply the Al Bidayah Method to students at the Daar El Hasanah Islamic boarding school so that the ability of students to read the *Kitab Kuning* increases? The answer from the first resource person was Mr. Kyai Almukarrom KH. Bakroni Background, S.Pd.I, Lc, MM. (leader of Daar El Hasanah Islamic Boarding School): *"Alhamdulillah, in applying the Al Bidayah method at our boarding school, apart from the study of the book, this method has a special schedule for all students, which is read simultaneously as a form of ta'wid (habituation) at certain times, namely every new year. da maghrib and isya and this method is included in the morning school schedule or KBM hours so high school level students have the Al Bidayah method lesson schedule on Thursday mornings for 2 hours KBM (@40 minutes) With buya from 08.00-0920 WTB, while the junior high school level on Wednesday morning at the same time, besides that there is obligatory ta'wid/ reading or repeating the special rules of the Al Bidayah method, whether the shorf or nahwu rules are for special evening prayers on Saturdays. And also in this method besides ta'wid there is tahfidz and tafhim, and also direct tatbiq by reading the yellow book. What I saw, thank God, the students were very enthusiastic about memorizing the nadhoms of the Al bidayah method and also the rules of this method, and they did not feel burdened because when memorizing it used the tone that the students liked, even because of the frequent nadhom of the Al bidayah method by the students When the schedule of recitation methods Al bidayah by all students with a decent voice was heard in the cottage area, my son only heard because he often also memorized it. And this is where the benefits of repeating with the ta'wid method / habituation in this method help make it easier to memorize this method and maintain the memorization of students, and this can help students improve their ability to read the yellow book, because they have memorized the rules of nahwu and also laafadz- lafadz wazan and mauzun shorof which are often found in the yellow book....alhamdulillah, hopefully this is a blessing for the santri and the but,"¹²*

The next answer from the second resource person was Ustadz Abror (the caretaker of the Daar El Hasanah Islamic boarding school): *"I am here given the mandate and trust by our kiai (Buya Albi Adha) as part of the care for students, and I and other clerics are also still learning the Al bidayah method. from our teacher, Mr. Kyai (Buya Albi Adha) but we were also given the task of being a mentor or fostering students in the implementation and application of ta'wid in the Al-bidayah method, and also the application of this method was strengthened by Arabic language coaching activities, in the form of giving mufrodat and mubadasa activities are obligatory every Tuesday-Wednesday-Thursday at 07.00 am. This mubadasa activity and provision of Arabic vocabulary aims to make students able to practice the al bidayah method from the nahwu and shorf rules and this helps strengthen their memorization and understanding so that it will help*

¹² Hasil wawancara dengan pimpinan ponpes daar el hasanah sekaligus guru utama metode Al bidayah,1 juni 2022

*their ability to read the yellow book, especially reading the Kitab Kuning in addition to understanding koidah or me tode al bidayah (nahwu & shorf rules) must also enrich Arabic vocabulary. And thank God the Al bidayah method can work well when combined with other cottage programs".*¹³

The next question: how can the boarding school know if the santri can already read the book or their ability to read the book has increased with this Al bidayah method? The answer from the resource person ustadz at the Daar El Hasanah Islamic Boarding School was: *"To find out the development and improvement of the ability of students in reading the Kitab Kuning with this method, at Daar El Hasanah boarding school there is a boarding exam called imtihan syafahi / oral exam and imtihan tabriri / written exam. With this exam there is a syafah/oral test for students, there is an oral test for reading the Kitab Kuning that is bald or has no virtue, in this exam students are asked to read the Kitab Kuning bald/no dignity, from here it will be seen whether the development of the ability of students can read the yellow book, and The examiner ustadz will give a score and there will also be a written test. From the results of the exam, we were able to assess the ability of the students in reading the Kitab Kuning and it could be seen whether the Al Bidayah method was successful or not. And also in addition to the exam, Buya When teaching this method he often chooses 2 or 3 students to read the Kitab Kuning directly in front of all the students, this is to see the ability of the students, and also to study other yellow books taught by Buya or another ustadz all teachers are asked when teaching the book to appoint 1 or 2 students to read the yellow book."*¹⁴

The second question that was shown to the resource persons: Are there any obstacles/difficulties in applying the al-bidayah method to Daar El Hasanah students in improving their reading ability of the yellow book? The answer from the resource person: *"Every teaching process has ups and downs, there are difficulties or conveniences, there are shortcomings or advantages, as well as our efforts to apply the Al Bidayah method at our boarding school, we must not be free from obstacles. The obstacles are various, the first is the problem of students, namely the ability to memorize different students, students with low memorization abilities have a little difficulty memorizing certain rules in al bidayah, and also difficulty understanding this method so that this affects their ability to read. the Kitab Kuning so that the ability is slow and sometimes does not increase, cannot yet distinguish which I'rab dhomah and which lineage is fail or maf'ul when reading the book. Another obstacle is the lazy attitude of some students so that they do not want to take this method seriously. Another obstacle is the amount of material that must be memorized and studied so that students have given up before trying. And another obstacle is the lack of knowledge of Arabic vocabulary for some students, which makes them less enthusiastic about deepening this method. Because this method must be practiced with the Kitab Kuning or Arabic-language books."*

The next question: did the 30 students I chose improve their ability or proficiency in reading the *Kitab Kuning* with the al-bidayah method? The answer from the next interviewee: *"Alhamdulillah, the progress of these 30 students varies, reports from the academic section on the results of the Syafahi test scores of the Kitab Kuning of Kamren dated May 23, 2022, 20 of these 30 students have very good test scores or oral book exams for boarding scores. And 5 students on the Kitab Kuning reading test were quite good, and 5 other students were not very good."*¹⁵

¹³ Hasil wawancara dengan ustadz abror(bagian pengasuhan santri dan ketua Bahasa pondok pesantren Daar El Hasanah.3 juni 2022.

¹⁴ .hasil wawancara dengan ustdz ponpes Daar El Hasanah,4 juni 2022 diponpes Daar El Hasanah,kp sabrang jawilan.

¹⁵ Hasil wawancara dengan ustadz ponpes Daar El Hasanah,4 juni2022,

In addition to interviewing clerics and ustadz, the researchers also conducted observations or went directly to the field by interviewing 30 students who were the samples of this study and the researchers also conducted a simple test with 30 students who had been selected, and thank God the results were the same as what was conveyed by the ustadz. The first question to the students: how is the development of the ability of the *Kitab Kuning* adek in reading the *Kitab Kuning* by learning the al-bidayah method? The answer from the interviewee: "Hmmm...Alhamdulillah since I learned the *Al Bidayah* method with our teacher, namely Buya, I can read the *Kitab Kuning* well, I can distinguish which sentences should be read rofa' or nasab, which sentences are fail or maf'ul, and also I am no longer confused with isim sentences with fiil sentences, the *Al bidayah* method really helped me in improving my reading ability in the yellow book, and I am very grateful to buya, ust2 and Pondok Daar El Hasanah ...".¹⁶

Answers from other students: "At first... I was confused and surprised, because I just heard this method, and at first I also couldn't learn this method, but thank God because Buya explained it very clearly and also interestingly, and also Buya often gave easy examples understood from this method and also often provide exercises to students, my ability to read the *Kitab Kuning* in particular increases and also when I read the Arabic text bald, I can read it well according to the nabu and shorf rules".¹⁷

The answers above are the answers of some of the students who felt an increase in their reading of the *Kitab Kuning* after learning the al-bidayah method. Next was the answer from another source: "Honestly, I haven't read the *Kitab Kuning* fluently, because honestly I'm one of the students with a low IQ, I find it very difficult to memorize the rules and nadhoms of the *Al bidayah* method, and I'm still very confused when reading which book. which becomes a fail or maf'ul, when I'm studying with Buya sometimes I understand a little... but when I'm dealing with the yellow book, all Arabic words and bald, I'm confused to read it behe...".¹⁸

Answers from other students regarding the questions above: "I'm not fluent in reading the book, I don't understand nahwu and shorf, I don't understand the *Al Bidayah* method, I only memorize the nadhom-nadhom, if I read the *Kitab Kuning* I can't, ma'am,"¹⁹ The answer from another student, "Thank God, ma'am, I have been able to read books a little bit since learning the *Al bidayah* method with Buya and also directions from other clerics, yes, but not as fluently as kaka hayatunnisa, but God willing, if ordered or asked to read the yellow book, the cleric said reading nahwu My shorof is good, and thank God I can tell the difference between I'rob, rofa, nasab and jer... alhamdulillah ma'am".

The next question is, do you find any obstacles in learning the al-bidayah method or not? The answer from the resource person: "definitely ma'am, there must be obstacles, my problem is that it is difficult for me to memorize the rules in the *Al bidayah* method both nahwu and shorof because there are many for me, if I memorize the nadhom I memorize it because it's not too much and memorize it using tone so it's easy to remember ma'am,,,".²⁰ Answers from other students: "Alhamdulillah I do not feel there are no obstacles because although it is not easy to learn nahwu and shorf in this *Al bidayah* method, I consider it a challenge and motivation for me to keep learning, only a few obstacles from the outside, namely I don't have a lot

¹⁶ Hasil wawancara dengan santri Bernama hayatunnisa kelas 6 atau 3 SMA Daar El Hasanah.5 juni 2022.

¹⁷ Hasil wawancara dengan santri Bernamaburhanuddin abdul aziz kelas 5/2 SMA Daar El Hasanah, 5 juni 2022.

¹⁸ Hasil wawancara dengan santri Bernama farhah kelas 5/2 SMA Daar El Hasanah,5 juni 2022.

¹⁹ Hasil wawancara dengan santri dede zahrotul habibah kelas 3 SMP Daar El Hasanah/ponpes Daar El Hasanah.6 juni 2022.

²⁰ Hasil wawancara dengan santri fajar kelas 2 SMP Daar El Hasanah,7 juni 2022.

of Arabic vocabulary, so when there are examples from Arabic guide books, I don't know a little about the high level of vocabulary/vocabulary or rarely mentioned,"

Answers from other sources: "Thank God, the problem is only from the students, ma'am, like me personally, sometimes the enthusiasm for learning is sometimes lazy, ma'am. The name is learning science, there will be difficulties, ma'am, but if we are enthusiastic, it becomes easy, ma'am." Answers from other students: "My only problem with this method is that I don't have enough time to learn this method because there are many other activities, I personally have not been able to manage my time, so I don't have much time to learn this method".²¹

CONCLUSION

The application of the al-bidayah method combined with existing programs at the Daar El Hasanah Islamic boarding school, Jawilan, Serang, Banten Province is very effective and very helpful for the development of students' abilities in reading yellow (bald books). This is evident from the results of the 30 students' test scores delivered by the Ustadz and also the results of the researcher's observation that from these 30 students 20 students were able to read the *Kitab Kuning* very well, and 5 students were quite good, and 5 students were not good or not fluent. This shows that the effectiveness of the application of the Al bidayah method in this boarding school provides a good improvement and development of the ability to read the *Kitab Kuning* of students at the Daar El Hasanah Islamic boarding school. The obstacles in applying the Al Bidayah method at Ponpes Daar El Hasanah are the students' learning abilities and motivation are still low, the memorization ability of some students is a little slow, the memorization of many rules and some students are reluctant to understand it, and the lazy nature of the dominant students. and also the students' study time which is very dense so that it becomes one of the obstacles in learning the albidayah method at the Daar El Hasanah Islamic boarding school.

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