

## Basic Introduction to Pegon Writing at MTs Walisongo 2 Students Krandegan Hamlet, Sukomakmur Village, Kajoran District, Magelang Regency

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**Abstract.** Learning to read and write in Arabic Pegon is not just a skill reserved for students in Islamic boarding schools, but it can also be an additional insight for students who have never learned it or are unfamiliar with it. The purpose of introducing the basics of Pegon writing is to facilitate students in understanding the yellow books (traditional Islamic texts). Additionally, this activity aims to cultivate students' enthusiasm for embracing the traditions of scholars and Islamic boarding schools, so they are not easily influenced by foreign cultures with their Latin language instruments. This community service adopted the ABCD approach, which consists of five main stages: Discovery, Dream, Design, Define, and Destiny. As a result of the learning activities provided with the ABCD approach, students were able to master the patterns of Pegon Arabic writing and apply them in understanding the texts according to the existing rules, as well as read them correctly. Thus, the introduction to basic Pegon writing at Walisongo 2 Junior High School served as an initial foundation for seventh-grade students to master the skills of reading and writing Arabic Pegon, enabling them to be prepared to study yellow books such as Fiqh, Tajwid, and Tauhid. Consequently, in the following grades, seventh-grade students will find it easier to understand yellow books both in reading and writing.

**Katakunci:**  
Pegon,  
Modifikasi tulisan  
Arab-Jawa,  
Pendekatan  
ABCD

**Abstrak.** Baca tulis Arab pegon adalah salah satu wawasan bahasa yang tidak boleh hanya dimiliki oleh para kalangan santri, akan tetapi juga bisa menjadi wawasan tambahan bagi para siswa yang memang belum pernah mempelajarinya atau bahkan belum mengenalnya. Tujuan pengenalan dasar penulisan pegon adalah untuk memudahkan para siswa siswi dalam memahami kitab kuning. Selain itu, kegiatan ini juga untuk menumbuhkan semangat para siswa untuk semakin mencintai tradisi ulama dan pesantren, agar mereka tidak mudah terpengaruh oleh budaya luar dengan instrumen bahasa latinnya. Pengabdian ini menggunakan pendekatan ABCD. Dalam pendekatan ini terdapat lima tahapan pokok yaitu *Discovery, Dream, Design, Define, Destiny*. Hasil dari kegiatan pembelajaran yang telah diberikan dengan pendekatan ABCD tersebut, para siswa siswi mampu menguasai pola penulisan arab pegon dan mampu

menerapkannya dalam pemaknaan kitab sesuai dengan kaidah-kaidah yang ada serta mampu membacanya dengan benar. Dengan demikian kegiatan pembelajaran pengenalan dasar penulisan pegon di Madrasah Tsanawiyah Walisongo 2 ini menjadi modal awal untuk para siswa siswi kelas tujuh menguasai keterampilan baca tulis arab pegon jawa sehingga mereka mempunyai kesiapan dalam mengikuti kajian kitab kuning yang diberikan di antaranya seperti ilmu Fiqih, ilmu tajwid, dan ilmu tauhid. Sehingga pada jenjang kelas berikutnya para siswa siswi kelas tujuh akan semakin mudah dalam memahami kitab kuning baik dalam membaca maupun menulis.

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## 1. Introduction

Pesantren based schools are one of the patterns of Islamic education that can combine two social systems, the two systems are the pesantren social system and the school social system. This Islamic education pattern has the aim of creating human resources who are religious as well as scientists as a whole, so that later in the social system society can play an integral role (Ardiansyah & Dardiri, 2019).

In developing the quality of human resources, the role of education has several dimensions of function, such as the transfer of the function of science and technology that focuses activities on the use of technology in the era of globalization, and as a transfer of value systems that lead to the target that educational products in addition to having knowledge also have personalities that are characteristic of Indonesia and always uphold noble cultural values. Thus, in practice humans are required to have an intelligent mindset and attitude so as not to lead to misuse of IT and remain on the path of educational goals, namely producing knowledgeable and noble morals (Ardiansyah & Dardiri, 2019).

To condition pesantren-based schools to be able to run effectively and be able to realize the above goals. Thus, it is very necessary to have a good governance system, directed, systematic and productive management. Management includes activities to achieve goals, carried out by individuals who have tried their best through predetermined actions, covering all knowledge which must be carried out (Muslim, 2021).

Madrasah Tsanawiyah Walisongo 2 is included in the category of advanced schools/madrasahs, both in terms of quantity and quality. This achievement cannot be separated from the efforts of all teacher councils in managing good school management, so it is not surprising that the

school is in great demand both by the local community and the outside community to send their children to the institution. In addition to implementing the National curriculum in general, MTs Walisongo 2 also developed the Foundation's local flagship curriculum, namely kitab kuning..

Kitab kuning is one of the classics that carries an important role in the transformation of religious science in various fields, including in answering new problems in the current era. Thus, the study of kitab kuning remains fairly relevant during the development of today's sophistication of science and technology. Referred to as kitab kuning because it is usually printed with slightly yellowish colored paper which has a special characteristic, which is given meaning with pegon Arabic writing hanging under every sentence in the book, the text of the book is not harokat aka bald. Because of this baldness, not everyone is able to read it. Special tricks are needed to be able to read these hopeless writings, namely by learning the science of nahwu, sharaf, and Arabic pegon (Tika et al., 2023).

The word Pegon comes from the Javanese word pego, which means 'unnatural in pronunciation' which means unusual in pronouncing it. It is said to be unusual because it is physically Arabic writing, but it is actually Javanese writing (Pudjiastuti, 2015). Some say Arabic letters that are modified to write Javanese and also Sundanese or more precisely the local language, are said to be local languages because it turns out that pegon Arabic writing not only uses Javanese but also uses Sundanese as happened in West Java, in Sulawesi using Bugis language, and in the Sumatra region using Malay (Wahyuni & Ibrahim, 2017). Indeed, this script is different from others (Arabic is not, Javanese is not) (Elmubarok et al., 2020). In written form, Pegon Arabic script is indeed in the form of Arabic letters, but the languages that are the content of the writing are Javanese, Sundanese, Madurese, Indonesian and other regional languages that developed in Indonesia (Muqtadiroh & Miqsan Ansori, 2021). This pegon writing can only be read eloquently and clearly by indigenous groups from Javanese, Sundanese, Madurese and other regional language populations that developed in Indonesia (Fauzi, 2021).

Reading and writing Arabic pegon is one of the language insights that should not only be possessed by students, but can also be an additional insight for students who have never learned it or even do not know it, because the wealth of Islamic knowledge is written by many alim and

Ulama' using pegon Arabic (Agus Setiawan, 2020). Like the work of Kyai Asrori Ahmad Wonosari Magelang, he became one of the authors of prolific pegon books in the XX century, recorded approximately 30 titles of books that have been published from his hands. All of his works are in various Islamic science such as tawhid, fiqh, hadith, morals, Sufism to history (Jamaluddin et al., 2023).

Pegon's writing is a product of acculturation of Islamic culture with local communities (Hidayani, 2020) which used to aim to spread Islamic teachings, so that Javanese people who are not good at Arabic can understand and understand the meaning of these teachings well (Pudjiastuti, 2015). This writing can be classified into the Nasta'liq type of writing, which is writing that began in the 6th and 7th centuries AH, and entered the maturation period of the school in the 8th and 9th centuries AH from the hands of Iranian calligraphers (Maryono, 2017). This writing is a writing that has never been used to write the Qur'an or hadith, previously this writing was only used to write administrative purposes, daily needs, and literary works (Pudjiastuti, 2015).

Pegon's writing is also a bulwark both in maintaining Islamic traditions, especially the world of Islamic boarding schools and education or a fortress "so as not to be entered" by other foreign cultures such as Western / European culture with Latin instruments (Noordyanto, 2017). So that by learning pegon writing we can continue to maintain Islamic culture in the future.

The development of the Pegon script cannot be separated from the role of students who study in Islamic boarding schools. In addition to learning Islamic religious knowledge, students also learn Arabic script (Hidayani, 2020). Pegon is very familiar among Islamic boarding schools to interpret or translate Arabic books into Javanese or Indonesian to facilitate writing, because Arabic writing is not the same as Latin writing, which starts from right to left, as well as pegon writing (Wahyuni & Ibrahim, 2017).

In writing Pegon, no longer using harokat, but replaced with vowels. Unless there is a mess of reading, you must use harokat. In addition, in the Pegon script there is also the Arabic word Absorption. So, every word derived from Arabic should not be written with Pegon, meaning it must be written as the original letter, for example the words "*Solawat and Salam*"

and the word "*Muhammad*", then it must be written properly (Muqtadiroh & Miqsan Ansori, 2021).

Examples of pegon in Indonesian. The truth is that the letters are Arabic, but the language that is the content of the writing is Indonesian.

صلوات دان سلام سموكا سنانتيا سا ترجورا هكان كفادا باكيندا نبي بسار محمد  
صلی اللہ علیہ وسلم سموكا كيتا سمووا دي اكوئي سباكي امتيا. امين

It reads: "Solawat and Salam may always be poured out to His Majesty the great prophet Muhammad (peace be upon him) may we all be recognized as his ummah. Amen". The words solawat and salam there are native Arabic, so they must match the original writing, must not use pegon writing.

Example of pegon in Javanese. The truth is that the letters are Arabic, but the language that is the content of the writing is Javanese.

صلوات اوکي سلام موکيياو تانساه کونجوك وونتن کانجج نبي اکوع محمد صلی  
اللہ علیہ وسلم موکيياو کيتاو سدوياو فيکانتوک شفاعتيفون . امين

It reads: "Solawat and Greetings, may always be the daily of the great prophet Muhammad (peace be upon him), may we all have his intercession amiin. The word Muhammad there is native Arabic, so the way to write it must be in accordance with the original writing, not using pegon writing. Actually, there are no real pegon letters, all follow the language used, such as Indonesian, Javanese, and other languages.

Madrasah Tsanawiyah Walisongo 2 was established in 2019 under the auspices of the Kyai Dipodrono foundation. Currently, the madrasah has accommodated approximately 113 students and female students. Madrasah Tsanawiyah is the only formal educational institution in Krandegan hamlet that applies the pesantren curriculum or what is called the Madrasah Diniyah Curriculum.

The program implemented at MTs Walisongo 2 is an integrated program, combining National curriculum subjects with the Madrasah Diniyah Curriculum. The existence of this program is to provide opportunities for all students to learn Islam in more detail directly from the source (kitab kuning) and also to make it easier for students to be able to pay as well as school. Kitab kuning lessons such as Fiqh, Tajweed, and

Tawhid are taught integratively during madrasah study hours from 07.00 WIB to 14.00 WIB

The problem is that the majority of seventh grade students in MTs have not learned the basic knowledge of pegon. They have not fully mastered the technique of reading and writing Arabic pegon either in translation or blanks. While in the eighth and ninth grades they will get intensive reading and understanding of kitab kuning. To make it easier for students to read and understand kitab kuning, they need capital in the form of Arabic pegon, especially Javanese pegon Arabic. Students who will move up from the seventh grade need special skills in pegon Arabic literacy in preparation for intensive study of kitab kuning in the eighth and ninth grades.

Referring to this case, there is a need for basic introduction activities to pegon Arabic writing, especially for MTs walisongo 2 students who will graduate from seventh grade to eighth grade. Through this activity, it is hoped that students will not only master the theory of reading and writing Arabic pegon but also immediately be able to practice it in their respective books which are then continued with the practice of reading and writing on basic kitab kuning such as *tuhfatul athfal*, *'aqidatul awam*, and *matan taqrib*. This must be taught because between reading and writing Arabic pegon with kitab kuning are two things that cannot be separated in the world of pesantren

Research related to pegon Arabic writing has been widely conducted. However, from some of these studies, the place of research is in Madrasah Diniyah using the PAR approach. Therefore, this paper will review the activities of Basic Introduction to Pegon Writing at Madrasah Tsanawiyah Walisongo 2.

Thus, this basic introduction to Javanese pegon writing aims to provide basic knowledge and skills for students who will graduate from the seventh grade at Madrasah Tsanawiyah Walisongo 2, so that they can become skilled students who are able to read and write (validate) kitab kuning with pegon arabic as well as train students in applying the knowledge of nahwu and sorof (Chiari & Zahid, 2019).

This dedication is important to do because it is to provide the provision of pegon Arabic literacy which aims to make it easier for seventh grade students of MTs Walisongo 2 to read and understand kitab kuning and so

that seventh grade students have the readiness to continue to the next class.

## 2. Method

This activity uses the Asset Based Community Development (ABCD) approach, which is an approach in community service by seeing and knowing the strengths and assets that exist to create an empowered society. This theory was first developed by John McKnight (Mallapiang et al., 2020). Owned assets and sustainable programs are large capital in making changes in order to achieve improvements in the quality of education (Samsuri et al., 2021). The ABCD approach assumes that what can solve community problems is the community itself (Mallapiang et al., 2020). There are five main stages in this approach, namely Discovery, Dream, Design, Define, Destiny (Rinawati et al., 2022).

### a. Discovery

Discovery, which is to find problems in kitab kuning lesson, by conducting interviews with teaching staff at MTs Walisongo 2. In this case, the author has prepared questions to dig deeper related to the existence of the problem.

### b. Dream

Dream, which is the dream of the teaching staff at MTs Walisongo 2. Of course, with this kitab kuning lesson, all MTs Walisongo 2 students are able to master the science of reading and writing Arabic pegon to make it easier for students to read and understand kitab kuning.

### c. Design

Design, which is designing a schedule of activities with teaching staff in providing teaching related to pegon writing material to MTs Walisongo 2 students. Making this design, involving one of the teaching staff so that the design can be in accordance with what we expect.

### d. Define

Define, which is the process of determining strategies in providing learning to students. In this case, the author makes learning media in the form of whiteboards, markers and picture tables, so that students can more easily understand each material to be delivered

e. Destiny

Destiny, which is a variety of actions carried out to help smooth the learning process. Including part of this fifth stage, the author asks for a list of names of members of each class to control the attendance of all class members.

### 3. Result

This service activity lasted for 45 days. Starting from Thursday 20 July 2023 to Saturday 2 September 2023. This activity is held every Friday and Saturday from 12.30 to 13.55 at MTs walisongo 2 Krandigan Hamlet, Sukomakmur Village, Kajoran District.

a. Discovery

Discovery is the first step of ABCD, by looking back at the work, activities, expertise and skills possessed by each person (Septoyadi et al., 2021). At this stage, identification and mapping of assets and potentials owned by schools are carried out (Samsuri et al., 2021). These assets can be in the form of human resources as well as facilities and infrastructure owned. This stage is carried out to find problems and obstacles in the study activities of kitab kuning lesson, especially in terms of writing Javanese pegon characters in MTs Walisongo 2. This process is carried out through the FGG (Focus Group Discussion) process or interview (Falakhunnisa et al., 2021). with one of the school parties, in this case the teaching staff at MTs Walisongo 2, namely Mr. Ata.



Figure 1. Interview with teacher staff, namely Mr. Ata



As for the problem received, according to him, kitab kuning lesson in MTs Walisongo 2 is still ineffective. This problem arises because students in writing the meaning of mufrodat which generally uses Javanese pegon letters written with Latin letters. Whereas when Latin letters are used to write the meaning of mufrodat it will be very difficult. Because, the distance between the upper and lower sentences is very minimal. This is because, almost the majority of MTs Walisongo 2 students do not know what pegon writing is, as well as low interest in reciting. So, these activities have not been able to run optimally.

b. Dream

Dream is a dream or desire or goal that is expected together in developing assets (potential) (Hanisy & Anam, 2023). At this stage, existing problems are expressed again as a hope for the future and as a tool to move forward as opportunities and aspirations (Septoyadi et al., 2021).

The dynamics that exist and surround the activities do not weaken the hopes and dreams of the madrasah teacher council. Their dream is that MTs Walisongo 2 students can read and write pegon letters, especially Javanese pegon in accordance with the rules of writing. After knowing the desire or dream, the next step is to design an activity to fulfill the dream.

c. Design

Based on the results of the asset identification, several relevant programs are designed and discuss program plans that will be carried out to realize the desires, dreams or goals that have been set (Hanisy & Anam, 2023).



Figure 2. Introduction the pegon study to MTs students

The first step at this stage is to identify the potential possessed by MTs Walisongo 2 students by asking about what Javanese pegon writing is. The result of this identification is that there is still a lack of knowledge about pegon. After knowing these shortcomings, the basic training method of reading and writing pegon letters is the right step in the introduction of pegon basics. In this stage, the learning media used are whiteboards and markers for the presentation of the writing, then using table images.

d. Define

After designing the stages to be implemented to achieve the goals, the next stage is to determine the details of the material and implementation related to the time and job description of each party (Rinawati et al., 2022).

The target object of providing material for writing Javanese pegon letters is the seventh grade MTs Walisongo 2. In delivering material, there are two ways that will be used. The first is to write the material, starting from chapter one on the board as well as explaining and giving examples listed in the book of imla (the book of pegon). Then followed by all students writing in their respective books. With this method, it is hoped that it can make it easier for students to remember the material that has been delivered. The second is the practice method, meaning that the author gives assignments to the students to do on the spot and gives directions if there are errors and explanations related to the writing. This second method is to ensure that students can understand the material that has been delivered.

e. Destiny

In the final stage of the ABCD method, this process aims to ensure that the goals that have been set are further affirmed and strengthened, as well as provide encouragement and motivation to the individuals involved to achieve their dreams (Santi, 2023). Destiny is a stage where everyone in the organization implements various things including the implementation and control or evaluation of programs for the community that have been formulated at the Dream and Design stage (Hanisy & Anam, 2023). At this stage, learning activities began to introduce the basics of pegon writing to MTs Walisongo 2 students.



Figure 3. Submission of pegon writing materials

The first method is to write the material starting from chapter one on the board as well as explain and give examples listed in the book of imla'. Then followed by all students writing in their respective books.

The pegon writing material taught is as follows:

- 1) Know the hijaiyah letters from beginning to end
- 2) Know the Arabic letters that can be assembled and not
- 3) Introducing Arabic letters allied with Java
- 4) Know the letters that are reasonable (match) with the vowel
- 5) Explain the vowels used in pegon writing
- 6) Write the honocoroko alphabet with pegon writing

The learning media used are whiteboards and tools in the form of markers for the presentation of the writing, then use table images as follows :

امثلة	نحو	خط	حروف	رقم
<i>Coro</i>	چورو			
<i>Cukur</i>	چوکور	چ/C	ج	.۱
<i>Dudo</i>	دوداو			
<i>Dampar</i>	دامغار	د/D	د	.۲

<i>Ngomong</i>	غومونغ	غ/Ng	ع	.٣
<i>Ngumbe</i>	غومبي			
<i>Goweng</i>	كويغ	ك/G	ك	.٤
<i>Garing</i>	كاريغ			
<i>Pawon</i>	فاوون	ف/P	ف	.٥
<i>Pinggir</i>	فيغكير			
<i>Nyowo</i>	پاوواو	پ/Ny	ي	.٦
<i>Nyapu</i>	پافو			
<i>Nyoto</i>	پوظو	ظ/To	ط	.٧
<i>Tombo</i>	ظومبو			

The table above is a table of recognition of consonants that are not found in the Arabic alphabet. For example, the letter "g". When going to write the letter "g" then what is written is the letter "ك" with a three dots added below it then automatically the letter kaf is read as the letter "g". Like the example again the letter "p", in the Arabic alphabet there is no letter read "p". When going to write the letter "p", then what is written is the letter "ف" with the addition of a three dots at the top, the letter fa' is automatically read "p". In addition to the consonants listed in the table above, all are found in the letters of the Arabic alphabet, such as writing the letter "r" with "ر", the letter "b" with "ب", the letter "m" with "م", and so on.

The second method is the practice method, meaning that the author gives assignments to the students to do on the spot and gives directions if there are errors and explanations related to the writing. After doing

the task, the author gave an evaluation to the students regarding the conclusion of each task that had been given.



Figure 4. Giving direction to students

At certain moments the author gives one or two assignments on the board and then appoints one of the students or students, to work in front, to train the students mentally and to ensure that they have understood the material that has been presented.



Figure 5. Whiteboard assignment

#### 4. Discussion

The results of this community service highlight several critical aspects related to the basic introduction of pegon writing in MTs Walisongo 2. The discovery process, which included an interview with one of the teaching staff, Mr. Atta, revealed that the lack of effectiveness of kitab kuning lessons in the Madrasah was due to the lack of religious knowledge in Sukomakmur Village.

In the dream stage, the hopes and dreams of the teachers at MTs Walisongo 2 include producing students who are able to master the

science of Arabic reading and writing pegon to make it easier for students to read and understand kitab kuning. They remain optimistic even though the dynamics of the teaching and learning process of kitab kuning have not been able to run effectively, which of course does not always support this dream.

Furthermore, at the design stage, it was identified that the learning activity of introducing the basics of pegon writing was a very appropriate solution to introduce the basic science of pegon. The implementation of these activities is expected to provide positive values to students and prepare them to continue to the next class.

At the define stage, the author implements cultivating the basic introduction of pegon writing in teaching and learning activities. This is done so that students who take part in the activity can gain the knowledge of pegon Arabic literacy and can practice it directly.

Finally, in the destiny stage, a structured and creative introduction to pegon writing every Friday and Saturday after dhuhur prayers in the seventh grade room of MTs Walisongo 2. The author always plays an active and passionate role in carrying out these activities. However, some obstacles arise such as the lack of concentration of students in understanding the material and the origin of writing pegon Arabic without using existing rules.

Overall, this community service makes a real contribution in designing and implementing tutoring activities with the ABCD approach. This process is expected to overcome the problem of the lack of effectiveness of kitab kuning lessons in MTs Walisongo 2, guide students to know religion, and create the next generation of the nation who are religious as well as scientists as a whole. In addition, the obstacles that arise are also a point that is focused on improving in the later stages.

## 5. Conclusion

This activity makes MTs Walisongo 2 students, especially grade seventh, able to have skills in terms of reading and writing pegon letters by fulfilling existing rules. And the most important thing is that this basic introduction to pegon writing is the initial capital for students, especially grade seventh, in understanding and mastering pegon Arabic literacy skills,

so that MTs Walisongo 2 students can easily understand kitab kuning that will be given and are better prepared to take the next levels. Of the approximately sixty seventh grade students of MTs walisongo 2 who are divided into two classes, forty of them already have improvements in reading and writing Arabic pegon. And the rest is still in the process stage. As a result, the success of this activity has reached 70%.

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## 6. Confession

Praise the author to Allah Almighty because for the abundance of His mercy, tawhid, and hidayah the author was able to complete the learning activities of the basic introduction to pegon writing to completion. Shalawat and Greetings may always be poured out the daily life of the great prophet Muhammad Saw. The author would like to thank :

- a. All MTs Walisongo 2 teacher council for all their direction and support
- b. Head of Village and all his staff and also to all residents of Krandegan hamlet, especially Mr. Ardi who has welcomed our arrival.
- c. The author would also like to thank those who have helped and been involved in this activity.

The author realizes that this writing is far from perfect. Karen writers are still in the learning stage. Therefore, the author really expects constructive criticism and suggestions. We apologize for any shortcomings and please understand. Hopefully this writing, although still very far from perfect, may be useful for all of us.

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