



IMPLEMENTATION OF THE SOROGAN METHOD, IN IMPROVING THE ABILITY TO READ THE YELLOW BOOK

Muharirul Umam Adi Permana¹, Jazilurrahman², Badrul Mudarris³

^{1,2,3}Universitas Nurul Jadid, East Java, Indonesia

Email: muharirul@gmail.com¹, jazilurrahman@unuja.ac.id², badrulmudarris@unuja.ac.id³

Abstract:

This study aims to analyze the Implementation of the Sorogan Method in Improving the Reading Ability of Grade XII Students of the Yellow Book of Madrasah Aliyah Nurul Jadid Paiton Probolinggo Religious Program. In addition, the researcher will explore the factors that affect the effectiveness of the sorogan method in increasing students' understanding of the yellow book and identify the challenges faced in the application of this method. To obtain data from the research results, research is carried out using a qualitative approach with the type of case study research. This research was carried out at Madrasah Aliyah Nurul Jadid, from November 26, 2024 to December 26, 2024. Data collection techniques are carried out using field observation, interviews, and documentation. Data analysis, the researcher uses qualitative descriptive analysis, namely through: Data display, Data reduction, Drawing conclusions. The results shown from the research on the Implementation of the Sorogan Method in Improving the Reading Ability of Grade XII Students of the Yellow Book of Madrasah Aliyah Nurul Jadid Religious Program Paiton Probolinggo are that there are stages that are seen and applied by teachers or teachers, namely students start with (individual learning), teachers start learning, students read the material, teachers start reading and close learning.

The Supporting Factors are learning discussions, learning motivation encouragement and seminars. And the inhibiting factors are Non-Effective Discussions, Limited Book References, Lack of Time Management, and Lack of Daily Mutholaah.

Keywords: *Sorogan Method, Ability To Read The Yellow Book*

INTRODUCTION

The teaching of the yellow book is one part of the tradition of Islamic boarding schools. Among Islamic boarding schools, the yellow book is usually taught by two methods, namely sorogan and bandongan. In the sorogan method, one after another the students face the kiai with a book, the kiai reads and the students repeat the reading until they are able to read and are able to understand the meaning. While the bandongan method, all students together face the kiai who are reading the book with sufficient meaning and explanation, while the students record everything that the kiai reads (Afif, 2019).

The learning method in pesantren in terms of delivering classical book learning materials can be carried out on the basis of two yellow book learning methods, namely the sorogan learning method and the bandongan learning method. The sorogan learning method is a learning method of the yellow book based on the initiative of students to independently read and understand the yellow book studied in front of the ustadz or kiai. This sorogan method cannot be separated from the mentoring of ustadz/kiai to see the learning progress of students in understanding the yellow book in

the hope of growing and developing the competencies of students from the affective, psychomotor, and cognitive realms (Muhammad Yusuf Maulana Reksa & Huriah Rachmah, 2022).

One of the main problems faced by students at Madrasah Aliyah Nurul Jadid, especially in grade XII of the Religious Program, is the difficulty in reading the yellow book. This problem often stems from a lack of mastery of Arabic, which is the main language in the writing of the Yellow Book (G.01,10/11/24). Although students have been taught Arabic since a lower level, still, mastery of the language is often not enough to read and understand the classics well. This causes students to be unable to delve deeper into the meaning contained in the yellow book, which in turn affects the quality of their understanding of Islamic teachings (G.02,15/11/24).

The main challenge faced by students in reading the yellow book is the inadequate mastery of the Arabic language. Most of the students at Madrasah Aliyah Nurul Jadid Paiton Probolinggo do not have enough Arabic proficiency to read the yellow book fluently. The yellow book uses Arabic which consists not only of basic words, but also words that have special meanings in scientific and religious contexts. Therefore, without a good understanding of Arabic, students will find it difficult to understand the content of the yellow book (WKM, 07/11/24).

In addition to language problems, students' difficulties in understanding the yellow book are also caused by the complexity of the material taught in these books. The Yellow Book often contains an in-depth scientific study of fiqh, hadith, and tafsir, which requires an in-depth understanding of religious theories. Without a strong foundation of religious knowledge, students will have difficulty understanding the essence of the teachings contained in the book (G.01,10/11/24).

Then what steps are needed and become a solution to these problems? The learning applied at Madrasah Aliyah Nurul Jadid Religious Programs to overcome this problem is very diverse, but one of the methods that is widely applied in Islamic boarding schools and madrasahs is the sorogan method, which is one of the learning models that invites students to develop critical thinking skills personally (individually).

To overcome this problem, Madrasah Aliyah Nurul Jadid Paiton Probolinggo implements the sorogan method as one of the ways to improve students' ability to read the yellow book. In the sorogan method, students are given the opportunity to read the text of the yellow book directly in front of the teacher, who then provides explanations and corrections to their reading and understanding. This approach is expected to accelerate students' understanding of Arabic and the yellow book (G.02,15/11/24). However, even though the sorogan method has been applied, there are still many students who have difficulty mastering the yellow book well. Students still face challenges in reading fluently and understanding the meanings contained in the texts. This shows that the implementation of the sorogan method, although it has the potential to help students, still faces a number of obstacles that need to be overcome.

This method comes from the world of Islamic boarding school education where the kiai implement it to the students to be able to read and analyze the problems in the yellow book. The sorogan method is a learning system where students advance one step to read and decipher the contents of the book in front of a teacher or kiyai (Apdoludin & Martinisyamin, 2022).

According to A. Fatah Yasin, linguistically, sorogan comes from the Javanese word sorog, which means to thrust. With this method, it means that students can present the material they want to learn so that they can get guidance individually or specifically. The sorogan method is a method that involves students directly through the activity of reading the book in front of the kiyai, then the kiyai listens and shows the mistakes (Ansori, 2021).

This process allows students to focus more on understanding the material, ask questions directly to the teacher or teacher, and delve into topics that are not understood in class. The sorogan method is one of the teaching approaches that prioritizes direct interaction between teachers and students, with the main goal of deepening students' understanding of the material taught, especially in the context of

learning Islam in exploring the yellow book (Mu'izzuddin et al., 2019).

The characteristics of the sorogan method are providing an active role to students or students, giving time or opportunities for students to advance and explain what they are reading and are ready to take responsibility for what they read, and providing clear evaluations and goals. The advantages of the sorogan method itself, first, have a personal approach, this is because the students and each student can learn at their own pace and needs, without feeling pressure from the development of other groups. Second, getting in-depth material, meaning that with a personalized learning approach, students can more easily master the material, especially when dealing with texts that are difficult to understand (Mataram et al., 2022).

In the study of Islamic education, many experts emphasize the importance of mastering the Arabic language as the main key in understanding the yellow book. As explained by al-Farabi and Ibn Khaldun, Arabic is not only a means of communication, but also a means of understanding the essence of Islamic teachings in depth. Therefore, the ability to read and understand Arabic is an important foundation in teaching the Yellow Book.

However, in reality, not all students have enough Arabic language skills to be able to master these texts thoroughly. Reading is not enough to read the painted text, but the need to understand what is painted in the text. From this point of view, reading includes the ability to recognize words and the ability to understand. This is a complex task that requires the integration of capabilities and information sources (2003: 60-61). (Hasyim & Sodikin, 2022).

After the students read the yellow book correctly, they are expected to be able to re-express the content of the reading using their own language. However, even though many students are able to read the yellow book according to the correct Arabic rules, they often find it difficult to express the content of the reading. On the other hand, there are also students who have the ability to express the content of the reading in their own language, but have difficulty in reading the yellow book correctly according to the applicable Arabic language rules (Fakhor et al., 2019).

This phenomenon occurs due to various factors, one of which is their limited understanding of the rules of the Arabic language, even though they have learned them. In addition, the lack of skills in reading the yellow book which requires understanding the context and more complex sentence structure also plays a role in this problem. Not infrequently, students focus too much on the rules of the Arabic language, but lack in mastering how to read the yellow book in its entirety, which requires an understanding of the meaning and context in the text (Hasbunallah et al., 2023).

Therefore, in learning the yellow book, ideally, students should not only be able to read the text correctly according to the rules of Arabic, but also must be able to convey the content of the reading in an easy-to-understand language, so that they can understand and express the meaning of the book that is read thoroughly (Arifin et al., 2022).

The sorogan method, which pays more attention to individual learning, should be able to help students in overcoming this problem. With direct guidance from teachers, students are expected to improve their reading and get a more in-depth explanation of the meaning contained in the yellow book. However, even though this method is applied, there are still many students who find it difficult and need a more holistic and in-depth approach to improve their ability to read the yellow book (Fadli et al., 2021).

Good education does not only focus on mastering subject matter, but also on developing thinking skills that can help students solve problems and make the right decisions (Soviawati, 2011).

Therefore, based on the introduction above, this study aims to analyze the implementation of the sorogan method in improving the ability to read the yellow book of grade XII students of the Madrasah Aliyah Nurul Jadid Paiton Paiton Probolinggo religious program. This study will also explore the factors that affect the effectiveness of the sorogan method in improving students' understanding of the yellow book and

identify the challenges faced in the application of this method. Through this research, it is hoped that solutions and recommendations can be found that can help improve the quality of learning the yellow book in this madrasah, so that students can more easily understand and master the yellow book well. The researcher described several previous studies including:

Moh Afif, wrote *The Application of the Sorogan Method in Improving Book Reading at the Tarbiyatun Nasyi'in Islamic Boarding School Learning with the sorogan system at the Tarbiyatun Nasyi'in Islamic Boarding School* has been proven to be very effective. The sorogan system is very intensive because with this system a student can receive lessons and transfer values as a process of delivery of culture in Islamic boarding schools. This method in the modern world can be equated with the term tutorship or mentorship. (Afif, 2019)

Mochammad Mu'izzuddin et al, wrote about the *Implementation of the Sorogan and Bandungan Methods in Improving the Ability to Read the Yellow Book* where the results of the study showed a positive and significant relationship between the Sorogan method and the Bandungan method together with the ability to read the Yellow Book at the Nurul Hidayah Kasemen Islamic Boarding School, Serang City. (Mu'izzuddin et al., 2019)

Humaidah Br. Hasibuan et all, wrote about the *Application of the Sorogan Method in the Learning of the Yellow Book Class VIII at the Ta'dib Al-Syakirin Titi Kuning Modern Islamic Boarding School, Medan Johor District*, which is going well because the ustadz always tries to be able to apply the Sorogan method in learning the Yellow Book. It can be seen from the various efforts made by the ustadz including: fostering a sense of enthusiasm in teachers, understanding the science of nahwu and shorof, always applying it in class, making student attendance and conducting assessments The advantages of the sorogan method in learning the yellow book are as follows: there is a harmonious and close relationship, guiding optimally and knowing the quality of the students. The weakness of the sorogan method in learning the yellow book is that it is ineffective and efficient, causing boredom and only catching verbalism. (Humaidah et al., 2018)

Jamaludin et al, wrote about the *Implementation of the Sorogan Method in Improving the Ability to Read the Yellow Book in Wustho Level Students at the Al-Muslimun Islamic Boarding School, Hegarmanah Village, Sukaluyu District, Cianjur Regency in 2019* where the learning process of the Yellow Book with the Sorogan method at the Al-Muslimun Islamic Boarding School is not much different from the Sorogan method as usual where the students are directly faced with the teacher in the field of reading the book. The difference is that there are several stages of sorogan together, classical, and in public with male and female students. (Jamaludin et al., 2019)

Muhammad Yusuf Maulana Reksa et al, wrote the *Application of the Sorogan Method in Improving the Reading Ability of Students to Read the Yellow Book*, the results based on interviews that have been conducted stated that there is no definite or written data regarding the ability of students to read the yellow book. However, teachers often conduct tests suddenly during learning with the aim of finding out the ability of students to understand what they have learned. The teacher considered that the ability of the students to read the yellow book was still lacking, and the teacher (abah) wanted to improve by changing the original learning method from the bandongan method to the sorogan method. (Muhammad Yusuf Maulana Reksa & Huriah Rachmah, 2022)

Based on some of the previous studies above, there are similarities with the researcher, namely related to the sorogan method in studying the yellow book in Islamic boarding schools, but there is a fundamental difference with the research conducted by the researcher, namely about the application of the sorogan method in improving the competence of reading the yellow book for students in the Madrasah Aliyah religious program.

So that the novelty in this research can be taken is that Islamic religious

education, especially in the teaching of the yellow book in Islamic boarding schools, has great challenges, especially in terms of mastery of the Arabic language and understanding of the religious concepts contained in these texts. The sorogan method, with a more personalized approach, has great potential to help students in overcoming this problem. However, the application of this method still faces various challenges that need to be overcome in order to provide more optimal results. This research focuses on the implementation of the sorogan method in Madrasah Aliyah Nurul Jadid Paiton Probolinggo, as well as looking for several factors in the hope of contributing to the development of better Islamic religious education in the future.a)

RESEARCH METHODS

In this study, the researcher uses a qualitative research approach and a type of case study research. for the reason that this study seeks to find, collect, analyze and analyze data on one case, namely the phenomenon of students who are not able to read the yellow book properly and correctly, so it is necessary to implement the sorogan method in improving the ability to read the yellow book at Madrasah Aliyah Nurul Jadid Paiton Probolinggo.

Qualitative research is research that intends to understand the phenomenon of what the research subject experienced, such as behavior, perception, motivation, action and others, holistically (wholly) and by way of description in the form of words and language, in a special context that is natural and by utilizing various natural methods. (Lexy J Moleong, 2004).

The subject of the research used was all grade XII students of the religious program of Madrasah Aliyah Nurul Jadid Paiton Probolinggo which amounted to 56 students divided into 2 male and female classes, using 1 male class as a research sample.

The data collection technique used by the researcher, Observation. It is a type of observation activity and writing of all forms of symptoms that are studied. Observation is a method of data collection that is carried out by directly observing phenomena or events that are taking place in the field. In research, observation allows researchers to obtain data that is both natural and contextual in nature. Observation is a direct observation using sight, smell, hearing, touch, or if necessary by taste. The instruments used in observation can be observation guidelines, tests, questionnaires, image recordings, and sound recordings.(Saefuddin et al., 2023) So in this study, observations were made to obtain a number of information or data about the sorogan method, in grade XII of the Religious Program of Madrasah Aliyah Nurul Jadid Paiton Probolinggo.

An interview is a direct dialogue between the researcher and the participants of the research. Qualitative interviews aim to gain an in-depth understanding of the individual's experiences, views, and perspectives related to the phenomenon being studied.(Ardiansyah et al., 2023). In this case, the parties who will be the interview resource persons are teachers, heads of religious programs and several students. Documentation, the form of documentation used by the researcher is the archiving of relevant data from Madrasah Aliyah Nurul Jadid Paiton Probolinggo which includes personnel data, student data, report card scores, school profiles.

In this study, the researcher used a qualitative descriptive analysis of the Miles and Huberman type. Through this analysis, it is hoped that a clear picture of the focus of the research above will be obtained. Data analysis techniques In case study research, there are structured and specific analysis methods developed by Miles and Huberman, namely: data reduction, data presentation and conclusion drawn.



RESULTS AND DISCUSSION

The Religious Program (PK) of Madrasah Aliyah Nurul Jadid is a flagship program that focuses on learning the yellow book. Where the deepening to be able to read the yellow book focuses on learning in the dormitory and learning in the classroom, but this research, will discuss learning in the classroom. For the 2024/2025 school year, the condition of students of the Religious Program in grade XII is 56 students from 1 batch of boys and girls, and is divided into 2 groups (1 male class & 1 female class). The findings from the results of the research are as follows:

Implementation of the Sorogan Method.

In accordance with the observations made, the researcher found the application of the sorogan method which was well implemented in the XII boys' class of the Religious Program. The sorogan method is a learning tradition that has been attached to the body of the pesantren where in general the implementing figure is a kiyai, teacher, or ustad who is teaching knowledge to students, students or students" he also thinks "where the sorogan method applied by teachers in religious programs, especially in classroom learning, is a learning that has been applied for a long time, it's just that some teachers rarely apply it even though in This method is very effective in improving the ability to study and read the Yellow Book well (G.01,20/11/24).

However, the researcher found that this method has spread to all teachers in the Islamic boarding school itself, especially in grade XII of the Madrasah Aliyah Nurul Jadid Religious Program and the main actor of its implementation is one of the teachers in the class.

The sorogan method that occurs in this class, is impressive and practical and like the sorogan method carried out by our own teachers, the only difference is that they learn at school and of course use school attributes (G02,25/11/24). The stages are seen:

Individual learning

As for the meaning, the students prepare the material to be read to find and trace all things about the sentences or paragraphs that will be read in the chapter that will be studied.

The teacher starts learning.

The teacher will start and open the learning of the sorogan method by directly pointing or sequencing students to start reading in their own seats. Students read the material.

The students who have been appointed will read the material and problems in the chapter, then the students will be accounted for by explaining the material that has been read, for example the teacher will explain and discuss nahwu, shorrof, and what is the meaning of sentences/paragraphs and Arabic vocabulary and its linguistic rules.

Teachers are happy to read.

The teacher will easily give a reminder of all the explanations that have been conveyed by the students and justify all the answers that are indicated to be wrong. It should be noted that each student in the class will be involved in reading it one by one and with the stages that have been described above.

Close learning.

This stage is the final stage of learning the sorogan method where the teacher will evaluate the learning and convince one by one students if there is a student who still has errors in reading.



The sorogan method is a traditional teaching approach commonly used in Islamic boarding schools (pesantren) to help students develop a deep understanding of classical Islamic texts, often referred to as kitab kuning. This method involves one-on-one or small group instruction, where a teacher (kiai) directly guides students in reading, understanding, and interpreting the texts.

The sorogan learning method seen from the affective realm is emphasizing the attitude of independence, honesty, perseverance, discipline and obedience. The characteristics that are expected by these students can be realized in the learning process of the yellow book that students learn as the learning purpose of the yellow book that students learn as the learning purpose of the yellow book through the sorogan learning method (Mu'izzuddin et al., 2019).

Basically, the sorogan method combines two main abilities, namely the ability to read, and the ability to understand reading grammar. Reading ability means that students are required to be able to read writing in bare Arabic letters or without harakat. Meanwhile, the ability to understand grammar is divided into two categories, namely the ability to understand grammar and the ability to translate. These two abilities in the implementation of the sorog method are presented in the form of mentorship (Fadli et al., 2021).

The importance of the sorogan method is still applied in Islamic boarding schools because it is considered effective in educating students to be more active, because this method is one of the traditional methods that is able to help students to read and understand Arabic literature (Yellow Book) which is good and still relevant to be applied today, especially in Islamic boarding schools (Nasution et al., 2024).

The researcher captures and analyzes that, the method applied by teachers who teach in grade XII of the Madrasah Aliyah Nurul Jadid Religious Program has undergone a slight transformation of the modernization process, including students starting to read their books by being in their seats, by using a set of school obligations, such as school uniforms, classrooms, and of course facilities in the classroom so that a combination of learning methods that are quite unique can be seen.

Supporting and influencing factors for the implementation of the Sorogan Method in improving students' ability to read the yellow book

There are 2 factors that are involved in the implementation of the sorogan method, none other than supporting factors and inhibiting factors.

Supporting factors

It is everything that affects and is related to the learning of the sorogan method by supporting, encouraging, supporting, launching and accelerating learning so that learning becomes perfect and runs well.

The supporting factors of the good implementation of the sorogan method in Class XII of the Religious Program can be seen from an interview with Ustad Ainul Yakin S.Ag (November 28, 2024) who stated: "If you look at the supporting factors, there are several things, the first is the discussion of the study group in the dormitory, the second is that we as ustad and dormitory administrators certainly provide a picture of learning or more motivation for them, Third, maybe researchers already know that yesterday we held a Yellow Book seminar which was held a few months ago, with that activity we aim to provide a spirit of learning and reward for them to explore the extent of their knowledge." The following is the explanation that the researcher managed to capture from the interview above:

Learning discussions

In addition to learning in the classroom, the students of the Religious Program are students who live in the Islamic boarding school, of course in the dormitory they are given intense learning and discussion to better understand what is related to the yellow book.

Motivation to learn

The learning carried out in the dormitory, of course, is not fully strong to increase the enthusiasm of students in exploring their role to always be diligent in learning,

therefore with the existence of ustads who are teachers and administrators in the dormitory, these ustads are the source of motivation for learning, especially guiding in learning the sorogan method applied in the dormitory.

Seminar

In this case, the dormitory program is the reference, because at the end of each semester the ustad and dormitory administrators carry out scientific seminar activities based on the yellow book and obtain several book sanad from the seminar presenter himself.

Inhibiting factors

It is everything that holds, hinders, complicated, inhibits it, causing imperfections, especially in learning and does not go well.

In a joint interview with Ustad Ahsanul Faiz S.H, M.Pd (December 9, 2024) as a teacher argued: "The main obstacle lies in the students themselves, for example, the students are incompetent in group discussions in the dormitory, lack of encouragement in learning, laziness to ask questions about the problems they face to the ustad or their teachers, limited references to the yellow book, lack of ability to manage time at school and in the dormitory, and the lack of mutholaah after or before studying their knowledge". This is also strengthened by the statement of several students named Robitul Firdaus (December 10) he stated, "The inhibiting factor itself may be our lack of mutholaah of the book or material to be studied, the cause may be the lack of being able to manage time so that in class when learning takes place we experience mistakes or ignorance in answering and analyzing meters, let alone the sorogan method that needs muthola'ah before and after the study of the material ``. The following is an explanation by the researcher:

Non-effective discussions.

Especially during additional hours of learning (group discussion) in the dormitory, this is an important component, because by diligently following the discussion, automatic knowledge increases and with a high probability that questions around nahwu learning or Arabic language rules will increase, so that learning the school sorogan method will run perfectly.

Limited book references

Of course, to be able to read the book, we need our nahwu shorrof reference and a more complete book of linguistic rules, this is also an inhibiting factor, because it can hinder the learning of the sorogan method that occurs in school.

Time management

With a group discussion that ended until noon, the students were less able to divide their own time, for example, dividing sleep time with studying. Sometimes they even sacrifice their time studying at school just to choose a break in class, but this is a big problem, because they get comparable learning between the dormitory and the school.

Lack of daily mutholaah

This is very important in learning the sorogan method at school, because during the lesson, after the students divide the sentences in the book, of course the teacher will ask about the rules of the language. On the other hand, this factor can occur because they are not able to manage the time so that the time for muthola'ah is very minimal.

The researcher analyzed that this factor occurs naturally, where if learning this sorogan method will go well, students must have a strong motivation to learn, a great willingness to learn and always pray will be given the best way. This is not spared from the factors that occur due to natural factors that occur in the pesantren itself, where they are required to always study optimally between studying at school or in their own dormitory. This inhibiting factor needs to receive serious attention so that it can be overcome or reduced, so that the learning process or goals for all students in the classroom can run better and achieve perfection.

By integrating the sorogan method effectively, pesantren can ensure students acquire the necessary skills to engage with kitab kuning critically and independently, fostering a deeper understanding of Islamic

CONCLUSION

Based on the results and discussion above, the results of this study show that the Implementation of the Sorogan Method, in Improving the Reading Ability of Grade XII Students of the Yellow Book of Madrasah Aliyah Nurul Jadid Paiton Probolinggo Religious Program is as follows:

The existence of stages is seen and applied by teachers or teachers 1). Students start by (learning individually). 2). The teacher starts learning. 3). Students read the material. 4). The teacher is reading the book. 5). Close learning.

In addition to the above, the researcher found that the implementation of the Sorogan Method, in improving the ability to read the Yellow Book of Grade XII students of the Madrasah Aliyah Nurul Jadid Religious Program Paiton Probolinggo obtained several factors that occurred, including:

Supporting Factors : Learning discussions,
Motivation to learn.
Seminar.

Inhibiting Factors : Non-Effective Discussions,
Limited Book References.
Less time divided,
Lack of daily mutholaah

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