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Literature Study: The Influence of the Sorogan Method in Reading Classical Islamic Texts at the Al-Mizan Panongan Islamic Boarding School

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ABSTRAK
Mengingat banyak siswa yang kesulitan memahami dan membaca Kitab Kuning secara keseluruhan yang baik, artikel membahas bagaimana pendekatan Sorogan dapat diterapkan dalam membaca kitab tersebut. Diantaranya adalah kurangnya metode pengajaran yang efisien dan ketidakmampuan membaca bahasa Arab dengan benar. Kompetensi utama yang dibutuhkan santri di pesantren modern maupun tradisional adalah kemampuan membaca kitab kuning. Selain itu, anak akan lebih mudah membaca kitab kuning dengan metode Sorogan. Tinjauan literatur atau metode penelitian kepustakaan digunakan dalam penyelidikan ini. Analisis isi adalah metode analisis data yang digunakan. Membaca literatur beberapa kali dan membandingkannya dengan karya lain dapat menjaga validitas dan mengurangi informasi yang tidak akurat ketika menilai data. Itu.

ABSTRACT
Considering that many students have difficulty understanding and reading the yellow book correctly, this article discusses how the Sorogan approach can be applied in reading the book. Among them are the lack of efficient teaching methods and the inability to read Arabic correctly. The main competency required by students in modern and traditional Islamic boarding schools is the ability to read the Yellow Book. Apart from that, it will be easier for children to read the yellow book using the Sorogan method. A literature review or library research method was used in this investigation. Content analysis is the data analysis method used. Reading the literature several times and comparing it to other works can maintain validity and reduce inaccurate information when assessing data.

1. INTRODUCTION

Islamic education in Islamic boarding schools is an Islamic education system that combines religious learning with general knowledge. The goal of Islamic education in Islamic boarding schools is to develop the spirituality, character, and skills of the students (santri) so that they become good people with noble character who can make a positive contribution to society (Hasnida, 2017). One of the distinctive features that sets Islamic boarding schools apart is their unique approach to teaching classical Islamic texts (Mu'minin et al., 2024). The term "kitab kuning" is widely used in Indonesia. Another term for this book is "kitab gundul." This is because, even though it has no punctuation marks or meaning, this book is based on non-harakat terms from the book. Usually, the "small" yellow book consists of several pages, is simple, and concise, and is taught to beginner students. This is different from modern novels that are rich in meaning and harakat. These beginners study various topics, including Tafsir, Hadith, Fiqh, Tawhid, Ahlak, Nahwu, and Shorof (Satira et al., 2024).

Pesantren use various methods to teach the yellow book. There are at least two methods, namely the bandongan method and the sorogan method. Bandongan method: The bandongan method is one of the techniques used in pesantren to teach the yellow book. This method involves students sitting in a circle in front of a kyai or ustad who reads the yellow book aloud while providing context for each sentence (Mu'minin et al., 2024). Students and teachers face each

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other in the Sorogan teaching method. Students repeat what they have read when the teacher has finished reading. Once the students feel comfortable reading each passage, the teacher explains its location. Once the children have mastered the reading and understand the position of the yellow book, the teacher listens to them read it (Muhammad Yusuf Maulana Reksa & Huriah Rachmah, 2022). One of the crucial skills that students must learn at Islamic boarding schools is how to read the Kitab Kuning. For various reasons, including poor teaching methods and a lack of Arabic reading skills, many students find it difficult to understand and read the Kitab Kuning correctly (Ifendi, 2021).

Students at Islamic boarding schools are taught in various ways. There are four types of worship methods, namely sorogan, memorization, wetonan (bandongan), and demonstration or practice. From the many methods described above, it is clear that one of them is closely related to the effectiveness of learning the yellow book. In the sorogan system, when a teacher and student communicate, each student submits their book to the kiyai, also known as ustadz and ustadzah. This shows that the term "sorogan" comes from the Javanese word "menyodorkan" (to submit) (Satira et al., 2024). Since students are expected to participate actively and diligently, the sorogan technique is very helpful in studying the yellow book, especially in improving their ability to read it. Teachers or kyai can use this method to assess each student's ability directly (Muhammad Yusuf Maulana Reksa & Huriah Rachmah, 2022).

2. METHOD

Literature research is a type of research that consists of descriptions or summaries of literature on specific relevant topics or fields. These descriptions contain information about what is discussed by researchers or authors, supporting theories or hypotheses, issues or questions discussed, and acceptable procedures and methodologies. Secondary data sources include national scientific journals relevant to the subject. Descriptive methods were used in this study. Ten national journals relevant to the research title variable were selected as references. This research involved several steps. 1) Opening the Google Scholar database. 2) Searching for articles with the term "Application of the Sorogan method to improve the ability to read classical Islamic texts." 3) Analyzing ten scientific articles relevant to the research topic. 4) Synthesizing the results of the ten scientific articles.

3. RESULTS AND DISCUSSION

This study analyzed 10 articles published in the last 5 years. The articles were selected based on their relevance to the research topic. The following is a list of preliminary studies used in this study:

Table 1. Previous Research Used in This Study

No.	Author	Title	Year	Journal
1	Ulfa	Optimalisasi pengajaran metode sorogan dalam meningkatkan kemampuan santri membaca kitab kuning	2024	Al-miskawah: journal of science education
2	Faisal kamal	Model Pembelajaran Sorogan dan Bandongan Dalam Tradisi Podok Pesantren	2020	Paramurobi: jurnal pendidikan agama islam
3	Didin saefudin (2021)	Pengaruh penggunaan metode sorogan terhadap kemampuan membaca kitab kuning santri ibtida di pondok pesantren al-ihya sumedang utara	2021	Jurnal Ilmu-ilmu Agama

No.	Author	Title	Year	Journal
4	Ridho Hidayah (2022)	Peningkatan kemampuan membaca kitab kuning dengan metode sorogan pada santri pondok pesantren walisongo	2022	Ar-rusyd: jurnal Pendidikan agama islam
5	Muhammad yusuf maulana reska (2022)	Penerapan Metode Sorogan dalam Meningkatkan Kemampuan Membaca Kitab Kuning Santri Mahasiswa Muhammad	2022	Jurnal Riset Pendidikan Agama Islam Vol: 2022 DOI:10.29313/jrpai.v2i2.1484
6	Nor Holis bin Nafsah (2022)	Pengembangan Kemampuan Membaca Kitab dengan Metode Sorogan di Madrasah Assunniyyah Kencong Jember	2023	An naqthah
7	Moh.syafi'I (2023)	Keefektifan Metode Sorogan dalam Meningkatkan Prestasi Bimbingan membaca kitab (BKM) di madrasah diniyah pondok pesantren qomaruddin	2023	Jurnal Keislaman DOI:10.54298/jk.v6i2.3902
8	Nurul Hidayah dan Siti Naimah (2022)	Analisis Kemampuan Membaca kitab gundul menggunakan metode sorogan di pondok pesantren sunan ampel denanyar jumbang	2022	Jurnal Bashrah
9	(Jamaludin et al., 2019)	Efektifitas metode sorogan dalam meningkatkan minat belajar santri di madrasah diniyyag haji ya'qub lirboyo kediri	2019	Jurnal intelektual: jurnal Pendidikan dan studi keislaman
10	(Fakhor et al., 2019)	Efektivitas penerapan metode sorogan dengan kemampuan membaca kitab safinatunnajah santri pondok pesantren Al-Inaaroh desa mertapada kulon	2019	Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam

According to research by Ulfa Satria (2024) Based on the findings of the study, teaching the yellow book using the sorogan method at the Tanjung Pasir al-Awabien Islamic boarding school in Jambi improved students' understanding of the text. This approach was enhanced by supporting components such as direct communication, teacher involvement, and lesson scheduling (Satira et al., 2024). According to research by Faisal Kamal (2020), because the learning characteristics are instructional, students are directly involved with the teacher, and the teacher provides feedback, corrections, and improvements regarding the books read by students, the research findings show that the Sorogan model is a useful approach that can be used as a starting point for teachers to study the yellow book (Kamal, 2020).

According to Didin Saefudin's (2021), the findings show a strong relationship between the sorogan approach in Islamic boarding schools and the competence of Al-Ihya Sumedang Utara students in reading classical Islamic texts. In terms of the ability of Ibtida students to read classical Islamic texts, the Al-Ihya Sumedang Utara Islamic boarding school is in the good category, with a percentage score of 95% for each criterion (Kodrat, 2021). According to Ridho Hidayah's (2022), it has been proven that teaching students to read classical Islamic texts using

the Sorogan approach can improve their reading skills. This method is said to be more effective and beneficial because students can understand the contents of the book after reading it (Hidayah & Asy'ari, 2022). According to research by Muhammad Yusuf Maulana Reska (2022), the sorogan strategy at Pesantren X helps children become more proficient at reading classical Islamic texts. According to the results of oral reading assessments given to students, the sorogan method can improve their understanding of classical Islamic texts (Muhammad Yusuf Maulana Reksa & Huriah Rachmah, 2022).

According to research by Nor Holis bin Nafsah (2022), sixth-grade students at Madrasah Ibtidaiyyah Diniyyah Assunniyyah Kencong Jember believe that the sorogan approach improves their ability to read classical Islamic texts and their motivation to learn. The sorogan technique used to improve the comprehension of Arabic novels among sixth-grade Ibtidaiyyah students has a strong impact on the assisted subjects. One child scored 90, and all education-related categories scored above 75. This shows how effective the sorogan technique is in improving students' comprehension of Arabic novels (Kemampuan Membaca Kitab dengan Metode Sorogan di Madrasah Assunniyyah Kencong Jember Nor Holis bin Nafsah & Royhan, 2022). According to Moh. Syafi'i's (2023) research, the sorogan method works well. Cycle I had a previous classical score of 25 percent, cycle II had a score of 66.67 percent, and cycle III had an average score of 89.79. The findings of the study indicate that the Sorogan approach is considered successful in improving the learning outcomes of BMK (Reading Guidance) students (Moh. Syafi'i et al., 2023).

According to research by Nurul Hidayah and Siti Naimah (2022), based on existing research on students' ability to use the Sorogan approach, this approach is indeed important. This is because, as shown by the data above, the Sorogan approach is very effective for teaching children to read Gundul books (Ni'mah, 2022). According to Jamaludin's (2019), based on the results of the study, the Al-Muslimun Islamic Boarding School has produced many children who enjoy reading books. These children first learn sakal, then Arabic grammar, and finally how to convey the true meaning of the books they read. The Al-Muslimun Islamic Boarding School does not rule out the possibility of using the Sorogan technique in class, with older students teaching younger students directly (Jamaludin et al., 2019). According to Shokhibul Fakhor's research (2019), students learn to read more professionally when they apply the Sorogan method. The purpose of this study was to determine how the application of the Sorogan method and the reading abilities of the children of Safinatun Najah at the Al-Inaaroh Islamic Boarding School in Mertapada Kulon Village, Astanajapura District, Cirebon Regency, are interrelated (Fakhor et al., 2019).

4. CONCLUSION

The application of the Sorogan Method in Islamic boarding schools is the focus of the conclusion based on a comparison of the research to be conducted with previous studies. Since no previous research has been conducted on the application of the Sorogan Method at the Al-Mizan Panongan Islamic Boarding School in the Safinahtunnaja book, this research will be unique and have new values.

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