

## ARABIC LANGUAGE TEACHING WITH THE CONCEPT OF THE TA'LIMUL MUTAALLIM KITAB TO IMPROVE INTELLIGENCE TO READ THE YELLOW KITAB

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### Abstrak

Meningkatnya perkembangan pendidikan Islam di era kenormalan baru, menuntut pendidikan pesantren menyesuaikan model kurikulum dan pengajarannya. Namun, secara fakta khususnya pengajaran bahasa Arab belum sesuai dengan kurikulum pesantren yang di kembangkan oleh Kementerian Agama. Artikel ini bertujuan menemukan konsep pengajaran bahasa Arab dengan pendekatan kitab *ta'limul mutaallim*. Subjek penelitian ini terdiri dari *ustadz* dan *santri*. Subjek penelitian ditentukan dengan teknik purposive sampling. Penelitian dilakukan di pondok pesantren Thoriqul Jannah Yogyakarta. Penelitian ini merupakan penelitian kualitatif (studi kasus) yang dikuatkan dengan data kajian Pustaka. Teknik pengumpulan data dilakukan dengan metode wawancara, observasi, dan dokumentasi. Teknik analisis data mengikuti model Miles dan Huberman, dengan display data, reduksi data, dan verifikasi data. Hasil penelitian menemukan bahwa pengajaran bahasa Arab di pondok pesantren perlu didukung dengan pengajaran yang efektif. Namun pengajaran yang ditemui belum direspon baik oleh *santri*, terkait membaca *kitab kuning*. Alternatif pengajaran berbasis konsep *ta'limul mutaallim* membantu *santri* dalam meningkatkan kecerdasan dalam membaca *kitab jurumiah* dan *al-amtsilah attasrifiyah*. Konsep *ta'limul mutaallim* memberi alternatif *santri ta'dzim* kepada *ustadz*, *tawaddu'* kepada *ustadz*, dan mengutamakan amalan spiritual. Implikasi penelitian ini meningkatkan kecerdasan dan memudahkan *santri* membaca *kitab kuning*.

**Kata kunci:** kecerdasan, kitab *ta'limul mutaallim*, pengajaran bahasa Arab, *santri*.

### Abstract

*The increasing development of Islamic education in the new normal era requires Islamic boarding schools to adapt their curriculum and teaching models. However, especially the teaching of Arabic is not following the pesantren curriculum developed by the Ministry of Religion. This article aims to find the concept of teaching Arabic with the ta'limul mutaallim kitab approach. The subjects of this study consisted of ustadz and students. Research subjects were determined by the purposive sampling technique. The research was conducted at*

*the Thoriqul Jannah Islamic Boarding School, Yogyakarta. This research is qualitative (case study) which is corroborated by literature review data. Data collection techniques were carried out by interview, observation, and documentation methods. The data analysis technique follows the Miles and Huberman model, with data display, data reduction, and data verification. The results of the study found that teaching Arabic in Islamic boarding schools needs to be supported by effective teaching. However, the teaching encountered has not been responded to well by the students, regarding reading the yellow kitab. Alternative teaching based on the concept of ta'limul mutaallim helps students improve intelligence in reading the kitab of jurumiah and al-amtsilah attasrifiyah. The ta'limul mutaallim concept provides an alternative for ta'dzim students to the ustadz, tawaddu' to the ustadz, and prioritizes spiritual practice. The implication of this research is to increase intelligence and make it easier for students to read the yellow kitab.*

**Keywords:** intelligence, the kitab of ta'limul mutaallim, teaching Arabic, students.

## INTRODUCTION

The reason the researcher chooses the context of the problem in learning in Islamic boarding schools is because of several observations researchers and the wisdom of learning researchers in Islamic boarding schools have decreased student learning outcomes. Researchers conducted research surveys and case studies at the Thoriqul Jannah Islamic boarding school, Yogyakarta. Pesantren which is known for its *santri* culture, spirituality, *ta'limul mutaallim*, *ta'dziman ilal ustadz* culture, and yellow *kitab* study culture focus on studying *nahwu shorrof*. The boarding school is located in the city

of Yogyakarta and is led by Kiyai Faizin *al-hafidz*.

Rahman in his previous research stated in his research entitled "Implementation of the Sorongan and Bandungan Method at the Ni'amul Ulum Islamic Boarding School Tegalsari Yogyakarta", how to describe the learning of the yellow *kitab* using the *sorongan* and *bandungan* methods at the Ni'amul Ulum Islamic boarding school, he stated that there was a lack of *ustadz* to update or develop creative and innovative in learning *sorongan* and *bandungan* at Ni'amaul Ulum hut (Ainur Rahman et al., 2021). It is relevant to the problem in practice.

Novelty in this study is the researcher aims to analyze learning

based on the *kitab* of *ta'limul mutaallim*. Departing from the factual reference to contemporary and modern learning problems, the students no longer prioritize respecting teachers, carrying out spiritual worship approaches, and analyzing the yellow *kitab*. Therefore, this research leads to the substance of the research results above.

This research is based on descriptive qualitative (Sugiyono, 2017). Qualitative leading to case studies corroborated in the systematic review. So that research is stronger and more credible. The research subjects consisted of clerics, *ustadz*, and students. The selection of these subjects, on the grounds of seeking the truth in the results of data and corroborating theories. The method using Creswell's theory is the method of interview, observation, and documentation. Researchers also refer to the approach of Miles and Huberman, as reinforcement and refinement of data analysis in this study. Namely data display techniques, data reduction, data presentation, data verification.

## DISCUSSION

### **Learning with the Ta'limul Mutallim Kitab Approach to Improve the Intelligence of Santri**

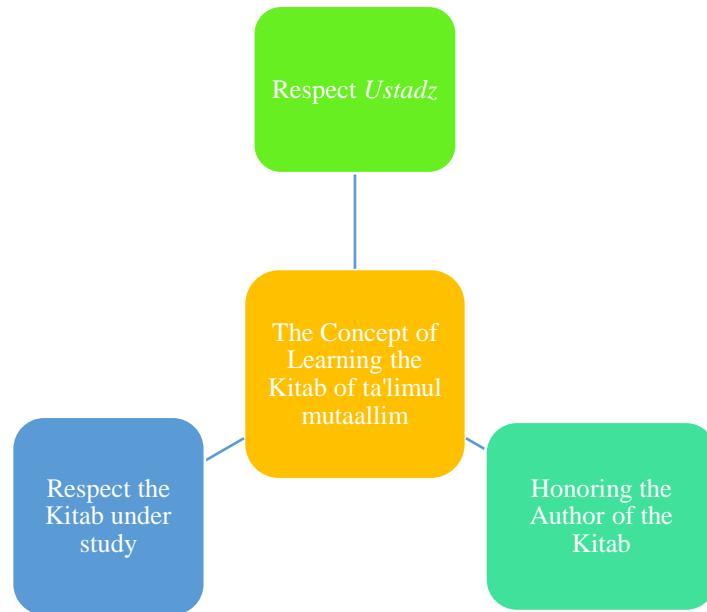
Based on the results of the interview with the teacher or *ustadz* at the Thoriqul Jannah Syafik Islamic boarding school: "*because there are many students who cannot read the yellow kitab. Santri has difficulty understanding the material presented by the teacher, therefore the leadership of the pesantren gives instructions to all teachers. Santri is emphasized moral attitudes or how to behave towards teachers or clerics. How do students respect their teachers, behave and speak? In other words, students are directed to ta'dziman ilal ustadz or tawa'du' in attitude. The students are also directed to respect the kitab being studied. Ustadz conveyed the information, it is hoped that the students will respect the author of the kitab with the hope of getting convenience from Allah SWT.*" (Syafik, 2022).

Based on the information above, it can be analyzed that *kitab*-based learning *ta'limul mutallim* Students are students who are

directed to respect the teacher, respect the *kitab* being studied, and respect the author of the *kitab*. The *santri* are directed to improve spiritually and *murojaah* at other

times of *kitab* study or *kitab* recitation in general.

To facilitate the concept of learning the *kitab ta'limul mutaallim*, the researcher describes with the chart below:



**Image 1.**The Concept of Learning Based on the *Kitab of Ta'limul mutallim*

Learning with the *ta'limul mutaallim* approach leads to ways of glorifying knowledge, glorifying teachers, and how to treat the *kitab*s in the cottage rooms. Learning with the *ta'limul mutallim kitab* approach focuses on how to study and study the yellow *kitab*, especially in the study of *nahwu*, *sorof*, *alfiah*, and the *syarah* of the *sullamit taufik* and *safinatun naja kitab*s. Usually, this learning is taught to the students to introduce the manners of learning.

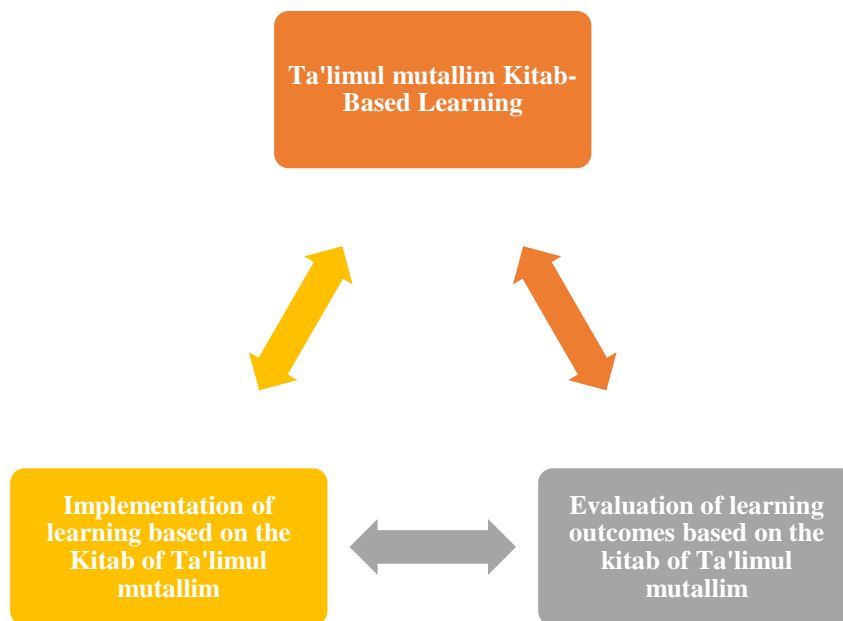
Based on the results of the interviews above were conceptualized with the study of the *kitab ta'limul mutallim* so that students more easily understand the material and learning objectives. As for some references or literature following the concept of learning in the Islamic boarding school Thoriqul Jannah Yogyakarta. As stated by the leader of the lodge and the teacher or *ustadz* in the thoriqul Jannah cottage.

Collective learning listening to readings and explanations *kiyai* or

*ustadz* while each giving notes in his *kitab*. The note can be in the form of *syakal* or the meaning of *mufradat* or explanation (additional information). In reading the yellow *kitab* text, the method commonly used among Islamic boarding schools is the *utawi iki iku* method, a way of reading with a strict grammatical approach (*nahwu* and *shorof*). In addition to these two methods, recently developed methods of *jalsa*

(participatory discussion) and *halakah* (seminars). These two methods are more often used by *kiyai* to discuss contemporary issues with thought materials sourced from the yellow *kitab* (Marlina et al., 2021).

Learning in Islamic boarding schools Thoriqul Jannah has a concept and direction of implementing the yellow *kitab* learning that is different from Islamic boarding schools in general.



**Figure 2.** The Arabic Learning Process Based on the *Ta'limul Mutallim Kitab*.

The implementation of the *ta'limul mutallim kitab* begins with designing a learning process together with the manager of the cottage and teaching *ustadz*. The agenda is to formulate the objectives of teaching the *ta'limul mutallim kitab*, identify materials and learning strategies, and

design the yellow *kitab* teaching curriculum focusing on Arabic linguistics Arabic (Miswanto et al., 2019).

The next stage is the implementation of the concept of *ta'limul mutallim kitab* learning activities, which include staffing,

controlling, and motivating. Staffing is the activity of caregivers/boarding leaders, *ustadz*, and students when carrying out the concept of supervisory learning including activities to supervise activities carried out by leaders of Islamic boarding schools, *ustadz*, and students in a reciprocal relationship, and motivating all parties to be done reciprocally so that there is no lethargy. in implementing the concept of these learning activities. In general, the stages of implementation of each Islamic boarding school include the three things previously mentioned, but there are differences in their implementation.

The last step is to evaluate the results of learning activities for the *kitab ta'lim al mutallim*. Covers the evaluation process, evaluation objectives, giving considerations, and evaluation criteria. The evaluation process is a series of actions taken to assess the object of evaluation (Crupi et al., 2020). The purpose of the evaluation explains the purpose of the evaluation itself. Giving consideration, and prioritizing students to assess their

success, which is taken into consideration includes cognitive, psychomotor, and affective aspects. Based on certain criteria, the criteria in question are the *kitab* of *ta'limul mutallim* and the words of order from each Islamic boarding school to determine follow-up actions in terms of repairing what has not been excessive, and replacing what must be replaced (Suyadi et al., 2022).

### **Approach to Learning the *Kitab* of Ta'limul Mutallim to Improve the Intelligence of Santri**

The approach of the *ta'limul mutallim kitab* as a way that is built on the rules of the teacher or *ustadz* conveys learning to students on an individual model which is generally carried out in Islamic boarding schools, *langgar*, mosque, and sometimes in homes. Implementing the yellow *kitab* material in the Jurumiah chapter da al *tasilah attasrifyyah* as training and material development. Providing yellow *kitab* study material to students is arranged by alternating average practice to students at the elementary level, namely students who are new to learning the yellow *kitab* (*jurumiah*

and *al atsilah attasrifiyyah*) (Cahya Edi Setyawan, 2018).

Affandi argues that students carefully listen to the delivery of readings and explanations from the *kyai* while then giving them notes on their respective *kitab*s. The note is the meaning of *mufradat* or *syakal* or additional explanation (information) (Ainur Rahman et al., 2021).

The *ta'limul mutaallim* approach is the process of delivering the yellow *kitab*, a *kyai* or cleric reads and provides information on the contents/meanings of the *kitab*, while the students become listeners, and receive explanations and interpret them (Al-Khresheh et al., 2020). In this method, the *kyai* or *ustadz* has an active role in front of the students, while the students are passive. In this approach, the students pay attention to their respective *kitab*s and take notes on both the meaning and other explanations about what is conveyed by the *kyai* or *ustadz*. The recitation of the *kitab* in the *ta'limul mutaallim* approach, among pesantren learning experts, says it is sunnah. Directing students with paying attention or checking carefully (Widodo, 2019).

The tradition of learning and studying the *kitab* of *ta'limul mutallim*, is often used by students to explore Islamic teachings and the development of learning Arabic (*nahwu, shorof*), the yellow *kitab* (Azkia Muharom Albantani, 2019). Therefore, the approach to learning the *kitab* of *ta'limul mutallim* is an educational procedure carried out by Islamic boarding schools to the present day, especially Islamic boarding schools. The age of this strategy is estimated to be older than the pesantren itself. This procedure has been known since learning during the entry of Islam for the first time in Indonesia (Wahdan et al., 2020). Those who study at the *surau, langgar, musholla*, when children study at home or in villages, direct data to the house of the cleric or *ustadz* (Card, 2020).

The thoriqul Jannah Islamic boarding school in Yogyakarta also applies the *ta'limul mutallim kitab* method in its teaching system. This can be confirmed by interview data obtained by researchers from one of the students of the Thoriqul Jannah Islamic Boarding School, namely Muhammad Zai, who said; “*That the*

*ta'limul mutallim kitab approach leads to a learning approach that makes it easier for students to memorize mufradat, memorize nadhoman, understand the material in the kitab of Jurumiah dal Kitab Soroh al Amsilah Attasriffiyah. The study of the kitab is directly tested or the cleric asks each student in Thoriqul Jannah. Teaching that is closer to how to read kitabs, interpreting kitabs in Javanese translation. To facilitate the meaning of the yellow kitab, clerics or clerics use Javanese or its meaning in the language of the answer. The approach to learning the kitab of ta'limul mutallim, is that the kiyai lectures or explains more. The students were asked to follow, according to what was conveyed by the kiyai. In other words, students end by reading together."*(Ja'i, 2022).

This is in line with what the informant Masrudin informed; *"The ta'limul mutallim kitab-based learning approach does not necessarily lead to the intelligence of students alone. However, the santri are also automatically more aware of respecting and honoring the kiyai. How to glorify the kitab, choose*

*friends, and improve the spiritual and spiritual approach of worship to Allah SWT. What distinguishes it from the learning approach in other Islamic boarding schools is that the Thoriqul Jannah Islamic Boarding School leads to a spiritual approach. For example, by approaching the ritual of fasting, istigosah, prayer, reading prayer asygil, and visiting the graves of the saints by sending dhikr and tahlil (Masrudin, 2022).*

The education of the *ta'limul mutaallim kitab* method implemented in the thoriqul Jannah pesantren, namely; First, students write down the material they want to deposit. Second, students interpret first individually, then deposit it to the supervisor, both the *ustadz* and the leader of the pesantren. Third, students read the yellow *kitab* in front of the *kiyai* or *ustadz* based on examples and what material has been conveyed by the lecture system. Fourth, students are strengthened by the concept of how to honor teachers, respect *kiyai*, respect *kitabs*, and make friends. It is also supported by spiritual approaches, with the ritual of David's fasting, *istigosah*, and prayer.



## CONCLUSION

Based on the results and discussion in this study, the researcher can conclude that learning Arabic in the yellow *kitab* aspect taught at the Thoriqul Jannah Islamic Boarding School is influenced by several factors. Learning with the *ta'limul mutallim kitab* increases the intelligence of students' abilities in memorizing *mufradat*, interpreting or translating *kitab* texts, and understanding Arabic literature listed in the *nahwu* and *sorof kitabs* (jurumiah and al *amtislah attasrifiyah*).

The concept and implementation of learning applied at the Thoriqul Jannah Islamic Boarding School are using conventional techniques (lectures) conveyed directly to students,

students are asked to pay attention and listen to the material presented by the Kyai. Santri is asked to make a deposit or *kitab* review report on the material that has been studied and studied. To distinguish the study and learning of the yellow *kitab* in Arabic, at the Thoriqul Jannah Islamic boarding school, the *santri* approach respects the teacher with *ta'dziman wal ustadz*, the *santri* honor the *kitab*, and the *santri* are taught how to get along and choose friends. Finally, students are directed to a spiritual approach, such as the sunnah fasting of Daud, or fasting on Mondays and Thursdays. Which has implications for the development of the Arabic language in Islamic boarding schools in the present and the future.

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