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## Application Of The Yassarna Method In Learning The Yellow Islamic Classic Book Of The Islamic Boarding School

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### Abstract

This research is based on the background of the low level of ability to read the yellow scriptures caused by the inaccurate choice of learning methods, this research is important to do in order to test the effectiveness of the level of application of the yassarna method in learning to read the yellow scriptures quickly and correctly. The purpose of this study is to describe and explain the content of the yassarna method with the relationship of behavioristic theory and the success and failure of the yassarna method. This research is a qualitative research at the exploratory level of analysis. Primary data sources are observation and direct interviews with the organizers of the Yassarna method, such as students, pesantren administrators, ustadz and students. Secondary data in the form of yassarna method book modules, as well as those related to the yassarna method. The result of this study is the yassarna method as a yellow scriptures learning of Abdul Hamid Sholeh Jombang pesantren provides a solution in the process of learning the kitab kuning quickly and well. One of the successes of learning the yassarna method is being active in learning, enthusiasm in singing the verses of each table column. The relationship between behavioristic theory and the yassarna method is interrelated, because the behavioristic method can facilitate educators and students in the learning process.

**Keywords:** Yellow Scriptures, Pesantren, Yassarna Method

### Abstrak

Penelitian ini berlatarbelakang rendahnya tingkat kemampuan membaca kitab kuning yang disebabkan kurang tepatnya memilih metode pembelajaran, penelitian ini penting untuk dilakukan agar dapat menguji tingkat efektifitas tingkat penerapan metode Yassarna dalam mempelajari membaca kitab kuning dengan cepat dan benar. Tujuan penelitian ini adalah untuk mendeskripsikan dan menjelaskan isi metode Yassarna dengan hubungan teori Behavioristik

serta keberhasilan dan kegagalan metode Yassarna. Penelitian ini merupakan penelitian kualitatif pada tingkat analisis eksploratif. Sumber data primer berupa observasi dan wawancara langsung dengan pihak penyelenggara metode Yassarna, misalnya santri, pengurus pesantren, para ustadz dan mahasiswa. Data sekunder berupa modul kitab metode Yassarna, serta yang berkaitan dengan metode Yassarna. Hasil penelitian ini adalah Metode Yassarna sebagai pembelajaran kitab kuning pesantren Abdul Hamid Sholeh Jombang memberikan solusi dalam proses belajar kitab kuning dengan cepat dan baik. Keberhasilan pembelajaran metode Yassarna salah satunya yaitu aktif dalam belajar, semangat dalam menyanyikan syair-syair lagu setiap kolom tabel. Hubungan teori Behavioristik dengan metode Yassarna yaitu saling berkaitan karena dengan metode Behavioristik dapat memudahkan pendidik dan Peserta didik dalam proses pembelajaran.

**Kata Kunci:** Kitab Kuning, Pesantren, Metode Yassarna

## Introduction

It is familiar to us that pesantren is a type of educational institution that teaches its students the importance of social attitudes and behaviors. Students are taught to be ready to face and solve problems that exist in the life of the community. Through the method of spreading Islam through the process of approaching the community directly. Therefore, in every method of proselytizing, students must learn quickly and effectively through interactive educational methods so that the material presented to students can be conveyed properly through a modern and fun learning model approach.<sup>1</sup>

Through this article, the author tries to explore one of the fast methods of learning Arabic vocabulary and conversation and deepen the understanding of learning in the kitab kuning or arabic writing book using one of the practical methods, namely the Yassarna method. Learning with the

yassarna method emphasizes more on the ability of individuals to master the specified material. This article will explore the learning of the yassarna method which emphasizes more on the abilities of each student who is given the opportunity to master the yassarna method according to their own speed and ability.

In the learning process, the more often the lesson is repeated, the more the lesson is remembered and ingrained in the person, Repetition is very influential in learning, since the repetition of the "less masterful and easily forgotten person" will remain embedded in the brain. This article uses qualitative research at the level of exploratory analysis. Qualitative research seeks to understand the phenomena experienced by the subject of study, such as the performer, perception, motivation, action, and form of words and language, in a natural and specific environment, and use them as a natural method. This research

refers to the case studies of students, exploring how the results of the kitab kuning learning research through the Yassarna method.<sup>2</sup>

Repetition can be done by reading, reviewing the subject matter studied, for example by making a summary. Another theory that emphasizes the principle of repetition is the convergence of thordikes. In the theory of connectism, thordike suggests that learning is the growth of the relationship between stimulus and response and the repetition of experiences increases the likelihood of a correct response.

The advantages of metode yassarna are the effectiveness and efficiency of time, because in learning it students only need a minimum of 24 hours and the maximum is not limited, but is usually targeted at up to 2 weeks of learning. Because the longer the students follow the learning, the better they will be in mastering the material and skilled in teaching it. Then there is no age limit for learning the yassarna method for those who have a desire to learn. The application uses songs, namely songs whose tone is easy to sing, so that in singing them, students and teachers do not feel bored or bored. In addition, students can also read Al-Qur'an with (through its lafadz) clearly.<sup>3</sup>

However, this yasaarna method also has weaknesses, students who are unable to

condition or manage their time to study the book are bare, which will have an impact on weak mastery of the material. The result is that the actual time duration is targeted to be exhausted only because of the lack of students who can manage their time. Other causes include the use of learning media support tools such as musical instruments that use songs.

## Method

Yassarna is a method of learning to read books that follows the rules of Arabic grammar, but in its packaging uses a concise and fun learning method. The method of reading this book is called Yassarna with the motto "make it easier to learn to read books". In the preparation of Yassarna's writings, it contains the context of nahwu and shorof for the basic level. Almost the entire content is taken from the book of Jurumiyah plus some of the information of Alfiyah Ibn Malik and Nadhom Al'Imrithy. The term applied in this material is the same as the nahwu books that are widely used in islamic boarding schools. So, this method does not change the terms in nahwu and shorrof sciences.<sup>4</sup>

Yassarna's content composes a framework for understanding arabic so that it makes it easier to read the kitab kuning. In it there is a systematic formulation to find out the position of each particular Arabic

word and sentence. This can be seen from the main formulas around the sentences of letters, isim and fi'il, in the tables of existing materials. The information conveyed is in the form of concise and concise information and knowing in each feed about the letter sentence is a word other than isim and fi'il for example "في المدرسة" Lafadh's description "في" is a letter sentence not classified as an isim sentence and neither is a fi'il sentence, observed from the absence of guidelines in the isim and fi'il sentence table to it and has no guidelines. So peseta didik can easily find out because they have known the guidelines of isim and fi'il sentences before.<sup>5</sup>

What is interesting about Yassarna's method is that in addition to writing Indonesian so that anyone can read and understand including people who have never studied at a boarding school, simple conclusions and formulas that are practical, complete with tabel, schemes, practice models, and designs that are formatted in such an interesting and easy to understand format, the material is combined with songs to facilitate memorization and is equipped with several methods of effective learning support systems. This method is designed for beginners of Arabic grammar, specifically for young children, and is structured like this to make it fun and easier for them to learn. Therefore, you will not be

bored with nahwu and shorof which are quite difficult.

In learning education, ustadz, students, objectives, methods and assessments are interconnected inseparably as the limbs complement each other between hands, feet, and others. Therefore, learning using the Yassarna method involves Abdul Hamid Sholeh Islamic boarding school as a researcher, developer, and curriculum planner as well as coaching and supervising teaching and learning activities.

## **Results and Discussion**

### **Overview and History of the Establishment of Abdul Hamid Sholeh Jombang Islamic Boarding School**

Abdul Hamid Sholeh Islamic Boarding School (AHAS) or better known as Ponpes AHAS is one of the Islamic boarding schools located in Kayangan Village, Diwek District, Jombang Regency, East Java Province. This pesantren is famous for the application of discipline, honesty, independence and mastery of the kitab kuning through a method called the Yassarna Method.<sup>6</sup>

Abdul Hamid Sholeh Islamic boarding school (AHAS) is a boarding school that started from a joglo house-like building founded by ustadz Moh Kholili S. Ag. In 2016. He used to stay at one of the

Islamic boarding schools which was taken care of by one of the great scholars from Pasuruan, East Java, namely KH. Abdul Hamid Pasuruan. Under the guidance of KH's son. Abdul Hamid whose name is KH. M Idris he studied for a dozen years there. Abdul Hamid Sholeh Islamic Boarding School (AHAS) is a boarding school that adheres to the salaf system that emphasizes the learning of the kitab kuning to its students. In their learning, the students there use a method called the Yassarna method, a method of how to quickly read the yellow / bare book which in just a few months even new students can read the kitab kuning well.

Islamic Boarding School Abdul Hamid Sholeh (AHAS) cannot let go of its connection with the community in Kayangan Village, because the implementation and management of this islamic boarding school is based on a family and community system.

The teaching process is directly guided by kyai himself and also the teachers who used to be kyai's students. The methods used by kyai in learning are the yassarna sorogan and bandongan methods. As for the materials studied, in addition to the learning of tahsin and tahfidz of the Qur'an, there is also the learning of the kitab kuning which is the hallmark of this ponpes. The books

studied include the nahwu and shorof, interpretation, hadith, fiqh, as well as aqidah, and akhlak.

### **Yassarna's Method in Learning the Kitab Kuning at Abdul Hamid Jombang Islamic Boarding School**

Metode yassarna is a product of nahwu and shorof learning that is arranged systematically using tables and columns to make it easy to learn, understand and remember. The goal is to realize effective, efficient, and fun learning. As stated by ustadz Yussuf Qordawi (head of the Abdul Hamid Sholeh Jombang islamic boarding school) the Yassarna method is one of the manifestations of a solution in improving the ability of students to read the kitab kuning, as an answer to seeing students in the islamic boarding school about the decline in the value of reading the yellow scriptures.<sup>7</sup>

This Yassarna method focuses on deepening the material of reading the kitab kuning for new students who can read the Qur'an well but have not been able to read the kitab kuning within 1 month at most, the terms of the conditions are focused, active, enthusiastic in singing the verses of the song each column of the table, repeating the material yassarna, discipline. Each daily learning process follows five meetings, with a schedule following the prayer time, namely

each ba'da prayer five times, five meetings a day to be effective and attached to the materials in this yassarna method. The learning system used by the yassarna method is a system of pertabel and perkolom book modules with the provision that each guidance teacher can guide 5 to 10 children by paying attention to the mental character of each student. With the material arranged in a sedemiincreasingly looks like a fun and interesting format because it is designed with a variety of material divisions using tables and columns to stimulate the right brain, so that students can memorize easily without the memorization process and use visualizations of songs preferred by students to strengthen memory.<sup>8</sup>

As research conducted by Dr. Venon Magnesen (Texas University) in his school humans voiced that the human brain more quickly captures information derived from moving visual modalities. Modality is a method that enters the brain through its senses, when the information is presented at the speed at which the brain captures information and the brain's power stores the information in memory.<sup>9</sup>

In this case, there are three kinds of student learning models written by the head of the Islamic Boarding School Abdul Hamid Shaleh.

Visual, this model accesses visual imagery, notes, tables, think map columns and other related things, Auditorial: This model accesses any kind of sound, musical sound, tone, rhythm, dialogue and understanding of the subject matter by answering or listening to songs, verses and related matters, Kinesthetic: This model accesses any kind of motion, bodily activity, emotion, coordination, and related things. The above theory is relevant to the strategy developed by the Abdul Hamid Hmaid Shaleh Jombang Islamic boarding school.

Step taken by the head of the islamic boarding school Abdul Hamid Shaleh to overcome students who are less sensitive when gathered in one class, while the character and level of intelligence are different.<sup>10</sup>

With the following characteristics:

Visual: Students prefer to read rather than read, remember what they see, are diligent in reading and diligent, prefer practice/demonstration to the lecture method, Auditorial: Easily distracted by crowds, difficult to write easy stories, fluent speech, happier to hear than to read, likes to talk and explain at length, prefers to joke than komik, Kinesthetic or Physical Movements: Likes to pacing, does not feel at home in one state, uses fingers as a hint, uses a lot of body cues, body

movement actions when reading, wants to do everything, likes games that keep the teacher busy. The yassarna learning methodology applied in teaching and learning activities at the Abdul Hamid Shaleh Islamic boarding school is as follows:

The Method of Understanding and Memorizing All contexts, is devoted to beginners who learn the science of reading books. So that in every learning, appropriate techniques and methods are needed so that learning can be understood carefully. Given the complexity of the material contained in the science of nahwu and sharrof which is required for division, song learning method to further strengthen the memory of the method of understanding and learning according to the context of the learning concept with the method of songs is also compiled to further strengthen the understanding and memorization of students or students, the question and answer method, not with the song learning method, the supervisor also provides question and answer to the learning that has been given with the aim of whether the students have understood or just memorized, game method, to vary the complex nahwu learning system in yassarna is also allowed to use the learning system while playing, so that the students are not saturated and bored. The games

used are basically racing on materials on tables and columns. such as true-false games, mufrad, tathniyah, plural, nahwu whispers, applause, etc. But these kinds of games depend on the innovation and creativity of the teacher.

### **Success and Disadvantages of Learning the Yassarna Method**

In general, learning success can be explained as the result obtained after the completion of the learning process. If as explained from the success and learning, something that can be understood that learning success is to carry out activities that lead to changes obtained after carrying out learning activities.<sup>11</sup>

Likewise, the success of the yassarna method cannot be separated from the spirit of enthusiasm in learning which can complete every stage of the yassarna method in an effort to learn to read the book. Among the successes of learners in the learning process of the Yassarna method are:

Active in learning yassarna method is an effort to strengthen and facilitate the response of students in getting to know the chapters or columns of tables in the Yassarna method to learn to read books. Through active learning, the learning process becomes fun and not boring. In the process of active learning with the

Yassarna method, students will try to recognize the content of the lesson various things related to the topic being studied.

The spirit of singing song verses every column table the method of songs like this which is very popular with all ages, singing in the context of this yassarna method contains elements of a quick way to memorize the materials of reading the book in the Yassarna method. The louder the sound emitted in the verses of the songs in each of the chapters and columns of the Yassarna method table the more he can easily understand the materials. Yassarna Method song verses are song verses commonly heard by students, which are taken from the verses of nadzhom Al-fiyah Ibn Malik, sholawat-sholawat, children's songs in it. So that it continues to develop and is always innovative with contemporary song verses. The goal is to make it easier to understand the materials in learning the Yassarna method to be able to read books.<sup>12</sup>

Repeating the Yassarna Method Material repetition is a way of carrying out the teaching and learning process by assigning tasks to students. Tasks can be practice questions, complete sentences, summarize, make important marks on the page being read. As for learning, it is essentially repeating the material studied.

This repeating method can be used in the yassarna method is very effective and useful for:

Fostering self-study habits in a shared and independent environment, train learners to stick to understanding in the subject matter. Creating a creative learning environment, can memorize materials by itself, the repetition method supports the Yassarna method to make it easier and faster to master reading the kitab kuning, discipline.

### **Supporting and Inhibiting Factors of the Yassarna Method**

In the process of applying a method, there must be factors that hinder it and vice versa, from the environment of influential factors, including<sup>13</sup>: Islamic boarding school policy that decides learning with the yassarna method as a compulsory subject like other lessons. This policy further facilitates the application of the Yassarna method as specified in the guidelines for the implementation of the Yassarna method.

There is a teacher debriefing, the teacher should be before applying the method in the learning process at school. First, you must master both the material and how to deliver it, this is intended so that the learning objectives can be achieved optimally. The lack of teacher human resources, based on the provisions of



yassarna learning, in the Abdul Hamid Sholeh islamic boarding school, the Yassarna method learning staff is taken with students who are already in lectures, therefore the educators are lacking because there are so many students who have graduated in their lectures returning to their home towns.

Facilities and infrastructure in the form of classrooms are insufficient during the yassarna learning process. This is because the group division system in Yassarna learning which divides them according to the level of material and the level of student competence (*high, middle, and low*) which causes there are too many groups in each yassarna learning which also affects the number of classrooms used. Then solution the obstacles faced in the Yassarna Method in facing obstacles in applying the Yassarna method, such as related to the problem of lack of human resources for Yassarna teachers, as well as facilities and infrastructure in the form of classrooms that are still insufficient. The solution offered by the head of the islamic boarding school is: First, to hold regular training for teachers every Saturday, in order to produce qualified teachers in the field of yassarna method. This is a good and appropriate solution for the sake of maintaining the quality of education in the school.<sup>14</sup>

## Conclusion

Learning the yellow scriptures with the yassarna method at the Abdul Hanid Sholeh Islamic Boarding School (AHAS) Jombang is designed in such a way as to be interesting and fun in the design with a variety of material divisions using tables and columns aimed at stimulating the right brain, so that students can memorize easily without the memorization process and use visualization of songs that are liked by students to strengthen memory. The application of the yassarna method is a method of understanding and memorization, therefore this method is specifically for beginners learning to read the kitab kuning so that in every learning it takes the right techniques and ways so that learning can be understood carefully, the song learning method to further strengthen the memory of the method of understanding and learning according to the context of the learning concept, the question and answer method to increase understanding that has not been completed, and game methods to vary the learning system efforts for a classroom atmosphere that is not saturated and bored. One of the successes of learning the yassarna method is being active in learning, enthusiastic in learning, making it easier for students to understand the learning material, fostering independent learning habits in a shared and

alone environment and students are disciplined in the learning process. The hope in the future is that the yassarna method can be developed through other innovations, for example with props or other tool methods such as music, image or interactive video facilities. Although the impact of effectiveness cannot be seen directly, interactive media can help the effectiveness of the Yassarna method.

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## Endnotes

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<sup>2</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2008), hal.6

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<sup>5</sup> Hasmayni, Siregar, dan Aziz, "Establishment of Character Through Boarding School Education in Students in Pondok Pesantren."

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