

IMPLEMENTATION OF THE SOROGAN METHOD IN NAHWU LEARNING USING THE YELLOW BOOK AT MADRASAH ALIYAH AL-HIKAM JOMBANG

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ABSTRAK

Penelitian deskriptif kualitatif ini bertujuan untuk mendeskripsikan langkah-langkah, kelebihan, dan kendala penerapan metode sorogan dalam pembelajaran nahwu menggunakan kitab kuning di kelas XB Madrasah Aliyah Al-Hikam Jombang. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan model Miles, Huberman, dan Saldana yang meliputi kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pelaksanaan metode sorogan melibatkan tiga tahap: persiapan (penyusunan RPP oleh guru), pelaksanaan (pembelajaran dengan metode sorogan), dan evaluasi (guru menanyakan materi dan kaidah yang telah diajarkan). Kelebihan metode ini meliputi terjalinnya kedekatan antara guru dan siswa, guru dapat memantau perkembangan pemahaman siswa secara langsung, bimbingan dan arahan yang lebih personal, serta peningkatan kemandirian dan semangat belajar siswa. Namun, kendala utama adalah efisiensi waktu, di mana proses sorogan yang individual memakan waktu lama, menyebabkan siswa yang menunggu giliran merasa bosan dan kelas menjadi kurang kondusif. Untuk mengatasi hal ini, guru memberikan tugas tambahan kepada siswa yang menunggu giliran untuk menjaga suasana kelas tetap kondusif. Metode sorogan, dengan modifikasi, tetap relevan untuk pembelajaran nahwu yang mendalam.

Kata Kunci: *sorogan, nahwu, kitab kuning*

ABSTRACT

This qualitative descriptive study aims to describe the steps, advantages, and obstacles in implementing the sorogan method in learning nahwu using the yellow book in class XB of Madrasah Aliyah Al-Hikam Jombang. Data were collected through interviews, observations, and documentation, then analyzed using the Miles, Huberman, and Saldana models which include data condensation, data presentation, and drawing conclusions. The results of the study indicate that the implementation of the sorogan method involves three stages: preparation (preparation of lesson plans by teachers), implementation (learning with the sorogan method), and evaluation (teachers ask about the material and rules that have been taught). The advantages of this method include establishing closeness between teachers and students, teachers can monitor the development of student understanding directly, more personal guidance and direction, and increasing student independence and enthusiasm for learning. However, the main obstacle is time efficiency, where the individual sorogan process takes a long time, causing students waiting for their turn to feel bored and the class becomes less conducive. To overcome this, teachers give additional assignments to students waiting for their turn to keep the classroom atmosphere conducive. The sorogan method, with modifications, remains relevant for in-depth nahwu learning.

Keywords: *sorogan, nahwu, yellow book*

INTRODUCTION

Learning methods are tools used by teachers in the learning process in the classroom to create conducive learning and achieve learning goals. According to (Uno, 2008) "Learning methods are the ways teachers use to achieve learning goals". So the learning method is the

path a teacher takes to achieve learning goals at certain stages. The application of learning methods needs to be developed by teachers so that there is an exchange of information between teachers and students so that the learning methods used can make it easier to communicate effectively and efficiently with the learning received and given.

The understanding of Nahwu (Arabic grammar) is an important foundation in the study of the Yellow Book, which is a classic work in the Islamic scientific tradition. The yellow book is widely used in education in Islamic boarding schools, and a good understanding of Nahwu is very necessary to be able to read and understand these texts correctly. However, in practice, Nahwu teaching often encounters various obstacles, including ineffective teaching methods, which hinder students' understanding of the texts taught. This shows the need to develop more innovative and contextual learning methods in teaching Nahwu in madrasas.

The impression that learning nahwu is difficult and dizzying is caused by mistakes in teaching methods. Therefore, the suitable method is needed to be able to master and understand the Arabic language, especially in this nahwu science. Nahwu is a science that requires a linear thinking pattern so that a pattern of methods is needed that can provide understanding to each (Fentia, 2021).

In this regard, the method that is suitable for nahwu learning is the sorogan method. The sorogan method is one of the learning methods that is often used in salaf Islamic boarding schools. Here the student submits a book to the teacher to read in front of the teacher, if there is a mistake, it is immediately corrected by the teacher (Mu'izzuddin et al., 2019). Through this method, teachers can understand the personality of students relatively intact, observe the differences between students in relative detail, and strengthen the closeness of interaction and emotions between teachers and students.

With the application of the sorogan method, before proceeding one by one, students will learn independently first. Students can listen to each other with their friends. So that students will better understand qowaid and the material in the yellow book. Therefore, the existence of the sorogan method can encourage student learning motivation. During the process of applying the sorogan method, there will be questions and discussions related to qowaid and the material in the yellow book. In addition, the sorogan method can develop Arabic reading skills with good and correct pronunciation (Karim, 2020).

This research was carried out in class XI of Madrasah Aliyah Al-Hikam Jombang which has BMK (Book Reading Guidance) subjects. Nahwu learning at Madrasah Aliyah Al-Hikam Jombang uses the sorogan method. According to the BMK subject teacher, by using the sorogan method, teachers will know the development of students in understanding nahwu and the material that has been taught. So that after the sorogan, the students can better understand how the correct position of the nahwu from the sentence. The yellow book used in class XI of Madrasah Aliyah Al-Hikam Jombang in the BMK (Book Reading Guidance) subject is the book of fathul qorib. The sorogan method at Madrasah Aliyah Al-Hikam Jombang emphasizes on students to understand the science of nahwu. But in addition, students must also understand the meaning of the sentence.

From the data obtained, it is concluded that a student will be more active and diligent in learning nahwu if it is controlled and guided directly by the teacher and this is implemented in the sorogan method which has become the culture of Islamic boarding schools in understanding the yellow book. The sorogan method carried out at Madrasah Aliyah Al-Hikam Jombang is carried out as an evaluation of students in understanding of the science of nahwu and shorof, where the implementation is slightly different from the sorogan method in general, namely, students study the material determined by the teacher and then read the material in their book in front of the teacher without being explained first by the teacher.

This research is also in line with the research (Mukhafidhoh et al., 2024) entitled Implementation of the Sorogan Method in Learning the Book of Taqrib in Improving Understanding of Nahwu and Fiqh for Students at the Darussalam Tugumulyo Islamic Boarding School. This study suggests that the sorogan method is effective in student learning. Because of this method, students are directly face-to-face with the teacher, so that the teacher can monitor the development of student understanding.

Based on this phenomenon, the researcher is interested in discussing the use of the sorogan method at Madrasah Aliyah Al-Hikam Jombang which focuses on supporting factors and obstacles and efforts to overcome the obstacles. This researcher considers this method important because it has given a good enough influence on the way of understanding and exploring Islamic sciences. Therefore, the researcher is very interested in this problem by taking the title Implementation of the Sorogan Method in Nahwu Learning by Using the Yellow Book at Madrasah Aliyah Al-Hikam Jombang.

RESEARCH METHODS

This research is focused on the field by taking a location in the XB class of Madrasah Aliyah Al-Hikam Jombang. This type of research is a qualitative descriptive research, namely to obtain a description of how to study the problems that occur at Madrasah Aliyah Al-Hikam Jombang by describing the situation or incident As The existence is especially the application of the sorogan method in learning Nahwu using the Yellow Book. Descriptive research is generally carried out with the main objective, which is to systematically describe the facts and characteristics of the object or subject being studied appropriately (Sugiyono, 2019).

Data collection in this study uses interview, observation, and documentation methods. All of these methods were used to collect data related to the Implementation of the Sorogan Method in Learning the Yellow Book in Improving Understanding of Nahwu at Madrasah Aliyah Al-Hikam Jombang. The information collected will be analyzed using the methods suggested by Miles, Huberman, and Saldana using data condensation techniques, data display, and conclusion drawn.

RESULTS AND DISCUSSION

Results

The sorogan method is one of the traditional methods that is still widely used today (Nabilla et al., 2022). Traditional Islamic boarding schools mostly still apply the sorogan method because it is believed to make students more active. In this method, students directly face the teacher one by one so that the teacher can know and understand the students' abilities towards the material that has been taught (Syauqi, 2024). Likewise at MA Al-Hikam Jombang which still uses the sorogan method in its learning. This is because the sorogan method is considered an easy method of understanding the material. BMK subjects in class 10B are scheduled on the day Thursday with a lesson time of 80 minutes. The implementation of sorogan was carried out at the 3rd meeting.

The implementation of the sorogan method in nahwu learning in class 10B MA Al-Hikam is by the theory of sorogan which is carried out in three stages, namely the preparation, implementation, and implementation evaluation stages (*Profil pondok pesantren mu'adalah*, 2004) with the following observation results:

1. Implementation preparation stage

In preparation for learning, teachers make lesson plans by providing materials. The book material is different each semester so that students get broad knowledge. The book used in this BMK subject is the book Fathul Qarib in the *thoharoh chapter*.

2. Learning implementation stage

The implementation of the sorogan method in BMK learning is carried out in 2 hours of lessons, which is 80 minutes. In the observation, the material presented was in chapter *Thoharoh*. The steps to learn nahwu using the sorogan method are: first, introduction. In this introduction, the teachers greet and start the lesson by saying basmalah and then pray together before starting the lesson, the teacher checks the attendance of the students, the teacher reviews the material.

The second core activity. In the core activity of students personally reading the texts of reading various types of water, namely purifying holy water that is not makruh used and purifying holy water but makruh being used, students and teachers discuss the reading texts of various types of water, namely purifying holy water that is not makruh used and purifying holy water but makruh is used, conducting a problem analysis of the problem of purifying holy water that is not makruh used and purifying holy water that is not makruh used and purifying holy water but makruh used the perspective of Islamic law and multidisciplinary science, exploring examples of purifying holy water that is not makruh used and holy water purifying but makruh is used, the teacher asks the students the position of i'rob in a sentence.

(فصل) في بيان ما يحرم استعماله من الأواني وما يجوز ◆ وبدأ بالأول فقال (ولا يجوز) في غير ضرورة لرجل أو امرأة (استعمال) شئ من (أواني الذهب والفضة) لا في أكل ولا في شرب ولا غيرهما وكما يحرم استعمال ما ذكر يحرم اتخاذه من غير استعمال في الأصح ويحرم أيضا الإناء المطلى بذهب أو فضة إن حصل من الطلاء شئ يعرضه على النار

Table 1. Arabic Grammar

meaning	sentence	meaning	sentence
Dan sebagaimana	وكما	(فصل)	
Haram	يحرم	في بيان ما	(ظ) menjelaskan perkara
(ف) menggunakan barang	استعمال ما	يحرم	haram (ن)
Yang telah disebutkan sesuatu (ف)	ذكر	استعماله	(ف) menggunakan perkara
Haram	يحرم	من الأواني	Dari wadah (جم)
(ف)	اتخاذه	وما	Dan perkara
Dari tanpa penggunaan	من غير استعمال	يجوز	Yang boleh (ف) perkara
(ظ) pendapat lebih sah	في الأصح	وبدأ	Dan memulai (فا) musonif
dan haram	ويحرم	بالأول	
(حا) juga	أيضا	فقال	(ج) berkata (فا) musonif
(ف) wadah	الإناء	(ولا يجوز)	dan tidak boleh (ف) sesuatu
(ن) disepuh	المطلى	في غير ضرورة	(ظ) lainnya tanpa darurat
(مط) emas	بذهب	لرجل	Bagi laki-laki
Atau perak	أو فضة	أو امرأة	Atau perempuan
Jika hasil	إن حصل	(استعمال) شئ	(ف) menggunakan sesuatu
Dari sepuhan	من الطلاء	من (أواني الذهب	Dari wadah emas (جم)
(ف) sesuatu	شئ	والفضة)	Dan perak
	يعرضه	لا في أكل	Tidak (ظ) makan
Diatas api	على النار	ولا في شرب	Dan tidak (ظ) minum

		Dan tidak (ظ) makan dan minum	ولا غيرهما
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Third, the closing. In this closing activity, students concluded the learning outcomes, the teacher strengthened the teaching material, the teacher ended the lesson by reciting hamdalah, and the teacher greeted the students.

3. Learning evaluation

This sorogan activity is also used by teachers to evaluate students as a benchmark for success. The goal is to obtain valuable data regarding the successes and shortcomings in the process of teaching and learning activities. The evaluation held at MA Al-Hikam was in the form of an oral test. The evaluation of the oral test is carried out by asking and answering questions between teachers and students directly. In the researcher's observation, the teacher asked the nahwu rule of the position of a sentence. بيان ما يحرم استعماله why is the end of the sentence harokat kasroh? What sentence يحرم does include? If fiil then where is the fa'il sentence? The teacher also asked which sentences are isim, fiil, and letters. Therefore, the teacher will know the extent of the student's understanding of the nahwu rule. If the student cannot answer, then the teacher will explain so that the student knows the answer to the question.

Judging from the results of the evaluation, according to the BMK subject teacher, out of 25 students, around 20 students have a good understanding of nahwu and student material. Meanwhile, 5 students still lack student understanding and need more deep guidance. The author also observes that there are still some children who are less active in sorogan activities because they do not prepare the material to be tested it affects students' understanding.

From the above explanation, it can be concluded that the learning of the yellow book uses the sorogan method to improve students' understanding of nahwu by the theory. The application of this sorogan method is to find out the extent of students' understanding of the material and the rules of nahwu that have been taught. During the observation, the researcher found that some students were less active in sorogan activities because students were afraid of being face-to-face with the teacher.

Supporting Factors And Constraints

In applying a method, of course, there are advantages and obstacles faced. In the application of sorogan in learning the yellow book to improve the understanding of nahwu at MA Al-Hikam Jombang, there are several advantages and obstacles. The advantages of the sorogan method in learning the yellow book to improve the understanding of nahwu at MA Al-Hikam Jombang are according to the results of an interview with Gus Fauzan a teacher of BMK subjects, the advantage of the sorogan method is that it makes the relationship between teachers and students close because this method is directly face-to-face with teachers and students. Another advantage is that teachers can find out the development of students' knowledge directly to the material and rules of nahwu that have been taught, and also make teachers able to guide and direct students in learning.

The same thing was also expressed by Mrs. Ika, a BMK teacher in another class who said that with the sorogan method, teachers understand more about the learning conditions of students and know directly which students have understood and those who do not. For students who do not understand, they will be given direct guidance with their teachers. So that even with this method, the teacher monitors students directly and makes students more thorough, and students' understanding increases because they are guided individually by the teacher.

Meanwhile, according to Ashfa, a students in class 10B said that this sorogan method makes students more independent and enthusiastic because before dealing with the teacher, students will learn independently first. If there is material that is not understood by the student,

the student will ask another friend so that before facing the teacher, this student has a mature understanding. Even when it comes to striking, if there is a slight mistake, it will be immediately corrected by the teacher. This makes students know firsthand the mistakes that must be justified.

From the presentation of the results of the interview above, it can be concluded that the advantage of using the sorogan method in learning the yellow book is that there is a closeness between teachers and students because students will meet face-to-face with the teacher to explain the material, teachers can find out the development of knowledge of which students have understood and do not understand the material that has been taught, teachers can guide and direct students in learning, Make students more independent and enthusiastic about learning because they will be tested directly by the teacher, then students will be even more enthusiastic to prepare the next sorogan material.

The obstacle to the application of the sorogan method in learning the yellow book to improve the understanding of nahwu at MA Al-Hikam Jombang according to interviews with teachers is inefficient in time. Sorogan took a very long time because one by one the students took turns facing the teacher directly. So that other students who are waiting for their turn feel bored of waiting and make the atmosphere in the classroom crowded.

In one BMK lesson meeting, it was held for only 80 minutes. One child advanced takes about 7-10 minutes so that in one meeting only 8-10 students are obtained. In sorogan it takes a long time because of the different abilities of students. The science of nahwu is considered very complicated, so there are some students who still do not understand it who need another explanation. Then for students who have not yet been sorogan, it will be continued again at the next meeting.

The same thing was also expressed by Haura, one of the students in class XB, that this sorogan made the classroom atmosphere noisy, and there were even students who went in and out of the classroom because students felt bored waiting in a very long queue.

From the exposure to the interview above, it can be concluded that there are several obstacles in the application of the sorogan method, namely that the sorogan takes a very long time, because the students face the teacher one by one, the students feel bored because they are waiting for the queue to advance and create a crowded atmosphere in the classroom.

Discussion

The Sorogan method, a traditional approach to Islamic education, holds a significant place in the study of classical texts, particularly within the context of Indonesian *pesantren* (Islamic boarding schools). This method emphasizes individual learning, where a student (*santri*) recites and explains a portion of the text directly to the teacher (*kyai* or *ustadz*). The application of the Sorogan method to Nahwu learning, specifically using the Yellow Book (Kitab Kuning), at Madrasah Aliyah Al-Hikam Jombang, is rooted in this long-standing tradition. This approach aligns with the guidelines outlined in the *Profile of Islamic Boarding Schools*, published by the Ministry of Religion of the Republic of Indonesia, Directorate General of Islamic Religious Institutions, Directorate of Religious Education and Islamic Boarding Schools, Islamic Boarding School Improvement Project (Kementerian Agama RI, 2006). This foundational document provides a framework for implementing traditional teaching methods within modern educational settings.

The *Profile of Islamic Boarding Schools* outlines three key stages in the implementation of the Sorogan method: preparation, execution, and evaluation (Kementerian Agama RI, 2006). These stages provide a structured approach to ensure the effectiveness of the method. The preparation stage involves the teacher preparing the lesson plan and materials. The execution stage is where the student recites and explains the text to the teacher, receiving immediate feedback and guidance. Finally, the evaluation stage assesses the student's understanding of the

material. Recent research further elaborates on the benefits and challenges of this method. For example, a study by Mas'ud (2021) at the Darul Ulum Islamic Boarding School, Peterongan Jombang, found that the Sorogan method, while time-consuming, significantly improved students' understanding of fiqh (Islamic jurisprudence). Similarly, research conducted by Susanti et al. (2023) indicates the importance of mentoring *santri* during the *sorogan* process, improving not just literal comprehension, but also contextual application and critical thinking of the text. These highlight how to effective traditional methods in modern education.

While the core principles of the Sorogan method remain valuable, adaptations are often necessary to address contemporary educational needs. Studies have explored how technology and modified teaching strategies can enhance the Sorogan method. A'yun, Q. (2021) reseach describe the implementation of sorogan methods can be used to help the process of memorizing nahwu science, to determine the extent to which students' understanding, and to strengthen students' memories. Research by Nisa et al. (2024) highlights the effectiveness of integrating digital resources, such as online dictionaries and interactive tutorials, to support the learning of *Kitab Kuning*. They found that this blended approach helped students engage more deeply with the material and improved their overall learning outcomes. This suggests that the Sorogan method, when thoughtfully adapted, can continue to be a relevant and effective pedagogical approach in the 21st century.

The initial stage in the Sorogan method, crucial for its effectiveness, is the preparation stage. Before the commencement of formal instruction, the teacher meticulously prepares a lesson plan (*rencana pelaksanaan pembelajaran* or RPP) outlining the specific material from the Yellow Book (*Kitab Kuning*) that will be tested (*disorog*). This proactive approach serves a dual purpose: it ensures that the teacher is thoroughly familiar with the intricacies of the selected text and it provides a structured framework for assessing student understanding. This preparation also signals to the students the specific material they need to focus on, encouraging independent study and pre-reading. This pre-learning phase is vital, as it allows students to familiarize themselves with the text, its vocabulary, and grammatical structures before the direct interaction with the teacher. This preparation enhances self-directed learning, a key aspect of effective study.

The second stage, the implementation stage, embodies the core of the Sorogan method: direct, individualized interaction between student and teacher. Each student individually approaches the teacher, presenting the designated section of the *Kitab Kuning*. The student then reads the text aloud, often in Arabic, and proceeds to explain its meaning, grammatical construction, and relevant *qawa'id* (rules of grammar, in this case, Nahwu). This process allows the teacher to immediately gauge the student's comprehension, identify areas of weakness, and provide targeted feedback. The one-on-one nature of this interaction fosters a close teacher-student relationship and allows for personalized instruction, catering to the individual learning pace and style of each student. Research by Mubarok & Rozak (2018) at the Bahrul Ulum Islamic Boarding School Tambakberas Jombang demonstrates that this personalized approach in the Sorogan method significantly enhances students' ability to apply Nahwu rules in reading and understanding the *Kitab Kuning*.

The final stage, evaluation, is integral to reinforcing learning and ensuring mastery of the material. After the student has read and explained the text, the teacher poses questions related to both the content of the *Kitab Kuning* passage and the underlying *qawa'id nahwiyah* (Nahwu grammatical rules). This assessment is not merely a test of rote memorization but an evaluation of the student's ability to apply their knowledge and understanding. The teacher's questions can range from basic comprehension checks to more complex inquiries requiring the student to analyze the text and synthesize information. Furthermore, ongoing research continues to explore the effectiveness and adaptations of the Sorogan method. For example, Alfiyanti et

al. (2023) research the application of the sorogan method to improve students' reading skills in yellow books. Their findings suggest the need for continued research into optimizing the balance between individualized attention and classroom time management within the Sorogan framework.

A key advantage of the Sorogan method, as observed in this study and corroborated by previous research, lies in its ability to provide teachers with a deep understanding of each student's individual knowledge and progress. The one-on-one interaction inherent in the Sorogan method allows teachers to directly assess a student's comprehension of the material, identify areas of strength and weakness, and tailor their instruction accordingly. This personalized approach is particularly beneficial for students who may struggle with certain concepts, as the teacher can provide immediate and focused guidance. This direct engagement facilitates not only the acquisition of knowledge but also the development of a strong teacher-student relationship built on mutual understanding and trust. This is crucial in a learning environment focused on complex texts like the *Kitab Kuning*.

The findings of this study align with a growing body of research highlighting the effectiveness of the Sorogan method in various aspects of Islamic education. Murtafiah (2021) demonstrated the significant impact of the Sorogan method on improving students' ability to read and understand the *Kitab Al-Jurumiyah*, a foundational text in Arabic grammar. The study concluded that the method's individualized approach was highly effective in enhancing students' comprehension of the book's meaning. This is further supported by research by Rofiq (2023), which found that the Sorogan method, when used in conjunction with the *bandongan* method (a more collective learning approach), improved students' mastery of *qawa'id* (grammatical rules) in the context of *Kitab Kuning* study. These studies, among others, underscore the value of the Sorogan method in facilitating deeper learning and skill development.

Beyond the immediate benefits of enhanced comprehension and personalized instruction, the Sorogan method also serves broader pedagogical goals. An *ustadz* (teacher) utilizing the Sorogan method can leverage its inherent advantages to not only assess student understanding but also to cultivate critical skills. By engaging with students individually, the *ustadz* can guide them in developing their ability to analyze complex texts, interpret meanings, and apply grammatical rules correctly. The ultimate aim is to improve students' overall proficiency in Arabic, Nahwu, and Shorof, enabling them to engage confidently and independently with classical Islamic texts. Research by Al-Munawaroh dan Mustika (2023) emphasized the effectiveness of sorogan methods in increasing students' ability to understand *nadhom imrithi* (book). This demonstrates the ongoing relevance and adaptability of the Sorogan method in achieving diverse learning objectives within the context of Islamic education.

CONCLUSION

The implementation of the sorogan method at MA Al-Hikam by applying three stages, the first stage of teacher preparation is preparing the lesson plan. The second stage of learning implementation is using the sorogan method. The third stage of evaluation is when the teacher asks about the material and qoidah that has been highlighted.

In the application of the sorogan method, several advantages of the method were found, namely the closeness of the teacher and students because students will meet face-to-face with the teacher to explain the material, the teacher can find out the development of knowledge of which students have understood and do not understand the material that has been taught, the teacher can guide and direct students in learning, making students more independent and

enthusiastic about learning because it will be tested directly by the teacher, Next, students will be even more enthusiastic to prepare the next sorogan material.

In addition to the advantages of the method, there are also obstacles when implementing the method, namely inefficiency time. Sorogan took a very long time because one by one the students took turns facing the teacher directly. So that other students who are waiting for their turn feel bored waiting and making the atmosphere in the classroom crowded. To overcome this obstacle, the teacher took the initiative to give assignments so that the atmosphere in the classroom remained conducive.

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