

IMPLEMENTATION OF SOTOY (STUDENT ORGANIZATION TALKING OF YELLOW BOOK) IN UNDERSTANDING CLASSICAL ARABIC BOOKS USING ENGLISH AT DARUSSALAM ISLAMIC BOARDING SCHOOL

Ahmad Fahim Hilmy Ahimsa¹, Zulfi Zumala Dwi Andriani²

KH Mukhtar Syafaat University, Banyuwangi¹²

ahmadfahimhilmyahimsa@gmail.com¹, zumalazumala@iaida.ac.id²

Abstract

These books contain basic Islamic teachings that serve as a guide for students in understanding aqidah, fiqh, and morals. However, challenges arise when students need to understand and convey their knowledge in a broader context, where English language skills become increasingly necessary. Learning the yellow book in Islamic boarding schools is a long-standing tradition, especially among traditional Islamic boarding schools in Indonesia. The yellow book contains classical Islamic religious texts in Arabic that teach various Islamic disciplines, from interpretation, fiqh, hadith, to tasawuf. This tradition has become a main pillar in the formation of the character of students who not only have a deep understanding of Islamic teachings, but also skills in reading, understanding, and interpreting classical religious texts. This study uses a qualitative approach with a case study design to explore the experiences of students in the Yellow Book Discussion student organization program at the Darussalam Islamic Boarding School. Data collection was carried out through in-depth interviews, participant observation, and documentation related to the program, such as curriculum and teaching materials. The validity of the findings was guaranteed through triangulation and member checking, while ethical principles were adhered to by obtaining permission from the Islamic boarding school and informed consent from participants. The results of this study indicate that the implementation of the yellow book discussion student organization in English at the Darussalam Islamic Boarding School provides significant benefits in improving students' understanding of classical Arabic books, as well as developing critical and analytical thinking skills. However, several challenges such as limited English language proficiency among students need attention to ensure the overall effectiveness of this program.

Keyword : *Implementation, Student Organization Talking, Yellow Book, Classical Arabic Books*

Submitted	Reviewed	Revised	Published
05 Oktober 2024	02 November 2024	24 November 2024	15 December 2024

Introduction

Darussalam Islamic Boarding School is one of the leading and largest Islamic boarding schools in Banyuwangi. Located in Blokagung Hamlet, Tegalsari District, this Islamic boarding school is known not only in East Java, but also throughout Indonesia. This Islamic boarding school is an Islamic educational institution located in South Banyuwangi, East Java, about 12 km from the cities of Genteng and Jajag, and about 45 km from the center of Banyuwangi Regency. The location of this Islamic boarding school is in a fertile area, with unique geographical boundaries: the Kalibaru river to the west, rice fields to the south and north, and villages to the east. This environment provides a natural atmosphere that supports the educational process at the Islamic boarding school, making it an ideal place for students to study religion and develop themselves.

Darussalam Islamic Boarding School was founded by KH Mukhtar Syafa'at in 1949. KH Mukhtar Syafa'at is one of the leading scholars in Banyuwangi, known for his exemplary attitude and behavior for the people. With his wise and loving personality, he succeeded in building this Islamic boarding school from the beginning, making it a respected center of Islamic education in the area. His strong influence in the community has made Darussalam Islamic Boarding School continue to grow until now.

The development of the Darussalam Islamic Boarding School in Blokagung began on January 15, 1951 by establishing a simple building in the form of a small prayer room made of bamboo and thatched with a size of 7x5 meters. This prayer room was named "DARUSSALAM" with the hope that it would become a place of eternal education for the community. This Islamic boarding school was officially incorporated in 1978, under the name "YAYASAN PONDOK PESANTREN DARUSSALAM," based on the notarial deed of Soesanto Adi Purnomo, SH, Number 31 of 1978. KH. Mukhtar Syafa'at Abdul Ghofur, who led this Islamic boarding school, was known as a wise, prudent, and respected figure by the community. His fatwas were always followed, which further increased his greatness among the people. However, on Friday night Saturday, 17 Rojab 1411 H (February 2, 1991 AD) at 02.00

in the morning, he died at the age of 72 years. (Ali, 2024) . To commemorate his services, every 17th of Rojab, a haul commemoration is held. After his passing, the leadership of the Islamic boarding school was continued by his son, KH. Ahmad Hisyam Syafa'at, S.Sos., MH., who was assisted by his younger siblings.

Currently, Darussalam Islamic Boarding School offers various formal education programs, such as Madrasah Diniyyah, PAUD Darussalam, SD Darussalam, SMP Plus Darussalam, MTs Al Amiriyyah, MA Al Amiriyyah, SMA Darussalam, SMK Darussalam, and UIMSYA (KH. Mukhtar Syafa'at University). In addition, this Islamic boarding school also has non-formal education programs, including an Orphanage and a Children's Boarding School. Darussalam Islamic Boarding School continues to grow rapidly, thanks to the leadership of kyai and ulama who are committed to the vision of the future, namely "Excellence in religious and academic competence, by prioritizing Akhlaqul Karimah and based on the aqidah of Ahlus-Sunah Wal Jama'ah 'Ala Madzhabi Imam Syafi'i." Various learning activities are taught at this Islamic boarding school, but the main focus is on religious education. Other subjects such as English are still not a top priority due to the limited number of teachers and the tight schedule of the students' activities. Nevertheless, the Islamic boarding school maintains a strong reputation in educating students with a solid religious foundation, making it one of the leading Islamic educational institutions in the area. (Ali, 2024)

In the era of ever-growing globalization, foreign language skills, especially English, are becoming very important. English is not only a tool for international communication, but also a means of accessing global knowledge and information. In Indonesia, Islamic boarding schools as traditional educational institutions have an important role in the development of knowledge, especially in studying classical Arabic books or "Kitab Kuning". These books contain basic Islamic teachings that serve as a guide for students in understanding aqidah, fiqh, and morals. However, challenges arise when students need to understand and convey their knowledge in a broader context, where English language proficiency becomes increasingly

necessary. (Sirajuddin, 2020) , (Chodija et al., 2023) , (Adib, 2024), (Pandiangan, 2024)

The implementation of student organizations in the Yellow Book Discussion at Pesantren Darussalam aims to overcome this challenge by holding interactive discussions and learning about the books in English. This approach not only deepens students' understanding of Arabic texts, but also improves their English language skills, which are becoming increasingly important in the era of globalization.

The importance of learning English in Islamic boarding schools cannot be ignored. In the world of education, English is often the key to accessing literature and wider learning resources. Research shows that students who master English have a greater opportunity to participate in global discussions and obtain the latest information that can enrich their insights. (Harmathilda et al., 2024). This is increasingly important considering that many scientific books and articles are written in English, which may not be available in Indonesian or Arabic. Therefore, by integrating English in learning yellow books, students not only deepen their understanding of Islamic teachings, but are also prepared to face challenges in the international world. (Rahman & Shofiyah, 2019), (Agus Salim, 2023) , (Athiyyaturrahmah & Aisyah, 2024)

The Yellow Book Discussion activity also has a broader pedagogical purpose. Through discussion, students are trained to think critically and analytically. They are taught not only to receive information, but also to question, criticize, and explore the meaning behind the teachings contained in the book. This is in line with the larger goal of education, namely to form individuals who are not only academically intelligent, but also able to actively contribute to society. This discussion encourages students to explore their thoughts, listen to the views of others, and argue well, which are skills that are very much needed in everyday life.

From a social perspective, this activity also contributes to building a supportive community among students. Group discussions create stronger bonds, where students feel more comfortable sharing their thoughts and experiences. In the context of Islamic boarding schools, this is very important because a supportive

social environment can increase students' motivation and engagement in learning. This sense of togetherness not only strengthens social networks, but also creates a more productive learning atmosphere. (Pelu & Nurdin, 2022) , (Murcahyanto et al., 2023) , (Pandiangan, 2024)

In addition, the implementation of the Yellow Book Discussion student organization is also a reflection of the efforts of Islamic boarding schools in responding to the demands of the times. Education in Islamic boarding schools is no longer static, but continues to adapt to the development of community needs. By integrating discussions in English, Islamic boarding schools show that they are able to keep up with the changes that occur in the world of education and globalization. This is a strategic step to ensure that students remain relevant and ready to face the challenges that exist in society (Noviana et al., 2023) , (Sari & Melani, 2023), (Wahyudin et al., 2024).

Furthermore, this program reflects the pesantren's commitment to producing graduates who not only master religious knowledge, but also have good interpersonal skills. In this context, students are taught to communicate well, both in Arabic and English, and to develop an open attitude towards other views and cultures. These skills are very important in an increasingly pluralistic and multicultural world, where students are expected to contribute to creating harmony and mutual understanding between cultures.

Learning yellow books in Islamic boarding schools is a long-standing tradition, especially among traditional Islamic boarding schools in Indonesia. Yellow books contain classical Islamic religious texts in Arabic that teach various Islamic disciplines, ranging from interpretation, fiqh, hadith, to Sufism. This tradition has become a main pillar in the formation of the character of students who not only have a deep understanding of Islamic teachings, but also skills in reading, understanding, and interpreting classical religious texts. As explained by Saekhotin & Anam, (2017) , yellow books are a means for Islamic boarding schools to preserve religious knowledge and form future leaders based on Islamic values.

However, along with the development of the times, the challenges of globalization and modernization require Islamic boarding schools to innovate in their learning methods. One of the innovative approaches taken in several Islamic boarding schools is teaching yellow books using foreign languages, especially English. The use of English in understanding yellow books is not only aimed at improving foreign language proficiency, but also to broaden the intellectual horizons of students in connecting the understanding of classical books with a wider global context.

At Pesantren Darussalam, the implementation of Student Organization for Yellow Book Discussion is one form of innovation in the classical book learning method. This organization is designed to encourage students to actively participate in discussions of yellow books, but using English as the medium of communication. This provides two main benefits: first, students can become more familiar with religious terminology in English, thus preparing them to preach or interact with the international community; second, this approach trains students' critical and analytical thinking skills in understanding yellow books, which in traditional contexts are often delivered by rote without in-depth exploration.

According to several studies, the use of foreign languages in Islamic boarding school education has a positive impact on improving the quality of students' understanding of religious texts. (Chodija et al., 2023) . In addition, programs like this also prepare students to face the era of globalization, where mastery of foreign languages is an important need in interacting in the international realm, both in education and preaching.

However, this innovation also presents challenges. Not all students have a sufficient level of English proficiency to understand the complex concepts in the yellow books. Therefore, the success of this program is highly dependent on the quality of English teaching in the pesantren and the support of teachers who are able to bridge the gap between language and students' understanding of the classic texts.

Overall, the implementation of the Yellow Book Discussion student organization at the Darussalam Islamic Boarding School not only serves to improve

students' understanding of the yellow book, but also creates a dynamic learning environment and supports the development of skills that are relevant to the demands of the times. By combining the traditions of Islamic boarding school knowledge with a modern approach, this activity makes a significant contribution in preparing students to become individuals who are not only experts in religious knowledge, but also able to adapt and contribute in a global context. Through this initiative, the Islamic boarding school seeks to create a generation that is ready to face future challenges, while maintaining the existing Islamic cultural and intellectual heritage.

This study aims to explore the influence of the use of English in learning the yellow book at the Darussalam Islamic Boarding School. One of the main focuses is to explore the extent to which the use of English as a medium of discussion can help students understand classical Arabic texts in more depth. The use of English is considered an innovation that connects religious knowledge with a global context, and this study seeks to evaluate the effectiveness of this method in improving students' understanding. In addition, this study also aims to analyze the effectiveness of student organizations in improving discussion skills and critical understanding of the yellow book. This organization not only helps students understand the contents of the book, but also encourages them to develop analytical, reflective, and critical debating skills, especially through the use of foreign languages as a means of communication. Thus, this study is expected to reveal the benefits and challenges of the yellow book learning approach using English in the context of Islamic boarding schools.

Methods

This study uses a qualitative approach with a case study design to explore the experiences of students in the Yellow Book Discussion student organization program at the Darussalam Islamic Boarding School. Participants consisted of 2 students involved in the program, selected through *purposive sampling techniques*. Data collection was carried out through in-depth interviews, participant

observation, and program-related documentation, such as curriculum and teaching materials. The collected data will be analyzed thematically with transcription, coding, and interpretation processes to identify key themes. The validity of the findings is guaranteed through triangulation and member checking, while ethical principles will be adhered to by obtaining permission from the Islamic boarding school and *informed consent* from participants. Thus, this study is expected to provide an in-depth understanding of the impact of the program on the understanding of classical Arabic books and the use of English among students (Dewi, 2019), (Abdussamad & Sik, 2021), (Algifari, 2024)

Results And Discussion

Based on the results of the research that has been conducted, there are several important findings related to the implementation of the Yellow Book Discussion Student Organization in Understanding Classical Arabic Books using English at the Darussalam Islamic Boarding School. These results were obtained through direct observation, interviews with students, and evaluation of the learning process within the organization. These findings are categorized into several aspects, which are described as follows:

1. The Influence of Using English in Understanding the Yellow Book

From the results of the study, it was found that the use of English as a medium of discussion in understanding the yellow book had a significant impact on the ability of students to interpret classical Arabic texts. Most students admitted that using English helped them understand abstract concepts and relate them to modern contexts. In addition, their ability to understand religious terms in English also increased, which opened up opportunities for them to preach or participate in international forums. However, there were obstacles for some students who had not mastered English well, so they needed more time to understand the text of the yellow book.

2. The Effectiveness of Student Organizations in Improving Discussion Skills and Critical Understanding

The results of the study also showed that the existence of a student organization that discussed yellow books in English successfully improved critical thinking skills and discussion skills among students. Discussions using a foreign language require students to not only understand the text literally, but also develop analytical skills in explaining its meaning and context. This is reflected in the increase in students' ability to argue, ask questions, and provide in-depth explanations related to the text being discussed. In addition, students who are active in this organization show higher self-confidence in expressing their thoughts, both in internal and external forums.

Discussion

After presenting the research results, this discussion aims to analyze the findings in more depth. This discussion will examine the implications of the results obtained, relate them to relevant theories, and evaluate the effectiveness of the implementation of the Yellow Book Discussion Student Organization in the context of Islamic boarding schools. Each aspect found will be discussed to further understand the benefits, challenges, and opportunities for developing this program in the future. This discussion includes:

1. The Use of English as an Innovation in Learning Yellow Books

Learning yellow books using English at the Darussalam Islamic Boarding School shows an effort to adapt to the challenges of globalization without having to abandon the long-standing tradition of Islamic knowledge. The use of English in discussions of yellow books provides advantages, especially in terms of broadening the students' horizons. Mastery of English not only helps students access international religious literature, but also gives them the opportunity to understand the context of Islam in a more

global dimension. Thus, this approach is an important innovation in maintaining the relevance of Islamic boarding schools in the modern era.

The use of English in learning the yellow book at the Darussalam Islamic Boarding School is an important adaptation effort to the increasingly pressing challenges of globalization. This innovation shows that Islamic boarding schools are able to keep up with the times without abandoning the roots of their scientific traditions. In this context, the use of English not only functions as a means of learning, but also as a medium to broaden the students' horizons in understanding Islamic religious texts. Through this approach, students gain additional skills to access international religious literature, most of which is available in English. In addition, students are expected to be able to see Islam from a more global perspective, allowing them to understand religious teachings in the context of a changing world. This is a strategic innovation in maintaining the relevance of Islamic boarding schools in the modern era, where English language skills are considered essential to engage in religious discussions at the international level.

In an interview with one of the teachers, Ustadz Fadli, he stated,

"The use of English in discussions of yellow books is not only to improve the students' ability in foreign languages, but also as a way for them to understand Islamic thoughts more broadly and deeply. We want students to not only focus on the text, but also on a more global interpretation."

In line with this, one of the students, Ahmad, also shared his views,

"Initially I found it difficult to understand the yellow book in English, but over time I felt its benefits. I understand the terms in English better and can relate Islamic teachings to the international context. This is very helpful, especially if later I have to discuss with friends from abroad."

These statements show that the innovation of English language use not only enhances linguistic skills, but also opens up the students' horizons to the outside world, preparing them to play a role in global religious discussions. However, several challenges arise, especially related to the different levels of English language proficiency among students. For students with limited English language skills, the process of understanding classical

texts becomes more difficult. Therefore, it is important to provide more intensive support, such as special English language training programs or mentoring in learning yellow books for students who need it.

2. Improving Critical and Discussion Skills Through Student Organizations

The existence of student organizations that discuss yellow books using English at the Darussalam Islamic Boarding School has become an effective means to develop critical thinking skills among students. In this context, the discussions held not only function as a learning medium, but also become a platform for students to be actively involved in analyzing and critiquing classical texts. Through active participation in discussions, students are encouraged to formulate arguments and convey their understanding systematically and logically. The analytical skills developed through this process are very important, because they allow students to not only understand the contents of the book literally, but also explore the deeper meaning and relevance of the text in the context of everyday life. Discussions held in English also add a new dimension to their understanding, allowing students to adapt to diverse international perspectives.

To explore further, an interview with Ustadz Fadli, one of the teachers at the Islamic boarding school, revealed,

"Discussions in this organization provide space for students to think critically. They are not only taught to receive information, but also to explore ideas, ask questions, and give opinions. This is valuable training that will be useful for them in the future."

Meanwhile, Ahmad, one of the students who is active in the organization, stated,

"At first I felt hesitant to speak in front of my friends, but after several discussions, I became more confident. I learned how to formulate arguments and defend my opinions. These discussions made me not only understand the text, but also appreciate the various points of view that exist."

From both interviews, it is clear that student organizations not only function as a place to learn, but also as training for students to develop critical

thinking skills and discussion skills. This is very relevant in today's information age, where the ability to analyze and argue effectively is very necessary.

This is in line with the view that foreign language-based discussions can enrich students' ability to communicate and think critically. By getting used to discussing in English, students are also trained to articulate their thoughts clearly and precisely, so that their ability to interact with the global environment increases. However, the success of this program depends on the quality of teaching and guidance provided to students, as well as the consistency of the program's implementation.

Conclusion

Overall, the implementation of the student organization of yellow book discussions in English at Pesantren Darussalam provides significant benefits in improving students' understanding of classical Arabic books, as well as developing critical and analytical thinking skills. However, several challenges such as limited English language proficiency among students need attention to ensure the overall effectiveness of this program.

Bibliography

- Abdussamad, H. Z., & Sik, M. S. (2021). *Metode Penelitian Kualitatif*. Cv. Syakir Media Press.
- Adib, M. A. (2024). Menuju Pembelajaran Madrasah Yang Lebih Efektif: Sebuah Solusi Dan Pendekatan Baru. *Madrasah: Jurnal Pendidikan Madrasah*, 1(1).
- Agus Salim, M. (2023). *Pengembangan Model Pembelajaran Terpadu Dalam Meningkatkan Kemampuan Membaca Kitab Kuning (Fenomenologi Di Asrama Manj Pk Pondok Pesantren Nurul Jadid Paiton Probolinggo)*. Universitas Nurul Jadid Paiton.
- Algifari, M. F. (2024). Dinamika Kepemimpinan Dalam Meningkatkan Kualitas Pembelajaran Di Sekolah. *Jurnal Tarbiyatuna: Jurnal Kajian Pendidikan*,

Pemikiran Dan Pengembangan Pendidikan Islam, 5(1), 58–69.

Ali, S. (2024). *Sejarah Ponpes Darussalam Blokagung Banyuwangi, Didirikan Tokoh Asal Plosoklaten Kediri, Kini Miliki Ribuan Santri*. <https://Radarsitubondo.Jawapos.Com/Khazanah/2004483490/Sejarah-Ponpes-Darussalam-Blokagung-Banyuwangi-Didirikan-Tokoh-Asal-Plosoklaten-Kediri-Kini-Miliki-Ribuan-Santr>

Athiyyaturrahmah, A., & Aisyah, S. (2024). Pengembangan Kurikulum Ma'had Dalam Meningkatkan Kompetensi Mahasiswa. *Asatiza: Jurnal Pendidikan*, 5(1), 23–33.

Chodija, I. T., Rahman, T., & Irmawanto, R. (2023). Meningkatkan Kemampuan Berbicara Bahasa Inggris Melalui Metode Communicative Language Teaching Di Pondok Pesantren Roudlotul Quran Kota Metro. *Member: Jurnal Inovasi Pengabdian Masyarakat*, 2(3), 13–21.

Dewi, R. P. (2019). *Studi Kasus-Metode Penelitian Kualitatif*.

Harmathilda, H., Yuli, Y., Hakim, A. R., Damayanti, D., & Supriyadi, C. (2024). Transformasi Pendidikan Pesantren Di Era Modern: Antara Tradisi Dan Inovasi. *Karimiyah*, 4(1), 33–50.

Murcahyanto, H., Murni, R. K., & Mirah, S. R. S. (2023). Pengembangan Diri Pensiunan Perantau Jawa Melalui Pelatihan Seni Gamelan Di Lombok Timur. *Absyara: Jurnal Pengabdian Pada Masyarakat*, 4(2), 187–197.

Noviana, I., Sari, D. S. A., & Susilowati, A. (2023). Peningkatan Kemampuan Bahasa Inggris Santriwati Di Pondok Pesantren Al-Madienah Jombang. *Dedikasi Saintek Jurnal Pengabdian Masyarakat*, 2(2), 155–161.

Pandiangan, I. P. (2024). Pentingnya Budaya Organisasi Bagi Siswa. *Komprehensif*, 2(1), 121–128.

Pelu, H., & Nurdin, N. (2022). Pendidikan Di Madrasah Aliyah Baytul Mukarramah Terasa Pesantren:(Education At Madrasah Aliyah Baytul Mukarramah Feels As A Boarding School). *Uniqbu Journal Of Social Sciences*, 3(3), 102–110.

Rahman, M. I., & Shofiyah, N. (2019). Relevansi Pemikiran Pendidikan Ibnu Sina Pada Pendidikan Masa Kini. *Tarbawy: Indonesian Journal Of Islamic Education*, 6(2), 142–156.

- Saekhotin, S., & Anam, N. (2017). Improvisasi Pesantren Sebagai Subkultur Di Indonesia. *Al Qodiri: Jurnal Pendidikan, Sosial Dan Keagamaan*, 12.
- Sari, B., & Melani, M. (2023). Analisis Faktor Penghambat Keterampilan Berbicara Siswa Kelas Xi Pondok Pesantren Ashabul Yamin. *Pustaka: Jurnal Bahasa Dan Pendidikan*, 3(1), 115–125.
- Sirajuddin, S. (2020). *Buku Literasi Moderasi Beragama Di Indonesia*. Penerbit. Zigie Utama.
- Wahyudin, A., Furqon, M., Prabowo, G., & Zawawi, A. A. (2024). Application Of Style Leadership Transformational In Islamic Education Institutions. *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam*, 3(3), 218–226.