

Implementation of the *Al-Miftah Lil 'Ulum* Method in Improving the Ability to Read the Yellow Book on Mahasantri at the Al-Qur'an Islamic Boarding School (PPA) Ibnu Kastir Putra Jember

Implementasi Metode *Al-Miftah Lil 'Ulum* dalam Meningkatkan Kemampuan Membaca Kitab Kuning pada Mahasantri di Pondok Pesantren Al-Qur'an (PPA) Ibnu Kastir Putra Jember

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Abstract

The background of this research is based on the need to equip santri with the skills to interpret religious texts accurately, given the importance of the yellow book in Islamic education. This study examines the importance of religious knowledge in improving the understanding and practice of Islam, particularly through implementing the Al-Miftah Lil 'Ulum method at PPA Ibnu Katsir Putra Jember. This method is used as a framework to improve the ability of students to read the yellow book. This research uses a qualitative case study approach with data collection techniques through observation, interviews, and documentation. The focus of this research is how the planning, implementation and evaluation of the implementation of the Al-Miftah Lil 'Ulum method in improving the ability to read the yellow Islamic classic book (PPA) Putra Jember. The research subjects include educators and students involved in the Al-Miftah Lil 'Ulum method learning program. The results showed that this method is effective in improving the ability to read and understand the yellow Islamic classic book. The process of planning, implementing and evaluating learning is carried out in a structured manner, so that it positively impacts the mastery of the students' Arabic language. This research concludes that a strong Arabic language skill base plays an important role in the mastery of religious knowledge, as well as emphasizing the relevance of traditional Islamic education in the contemporary era.

Keywords: *The al-Miftah Lil 'Ulum method, yellow books, pesantren, reading skills.*

Abstrak

Penelitian ini didasari oleh kebutuhan untuk membekali santri dengan keterampilan menafsirkan teks agama secara akurat, mengingat pentingnya Kitab Kuning dalam pendidikan Islam. Penelitian ini bertujuan untuk mengkaji pentingnya pengetahuan agama dalam meningkatkan pemahaman dan pengamalan Islam, khususnya melalui implementasi metode *Al-Miftah Lil 'Ulum* di PPA Ibnu Katsir Putra Jember. Metode ini digunakan sebagai kerangka kerja untuk meningkatkan kemampuan santri dalam membaca Kitab Kuning. Penelitian ini menggunakan pendekatan studi kasus kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Fokus penelitian ini adalah bagaimana perencanaan, pelaksanaan serta evaluasi Implementasi Metode *Al-Miftah Lil 'Ulum* Dalam Meningkatkan Kemampuan Membaca Kitab Kuning Mahasantri Pondok (PPA) Putra Jember. Subjek penelitian meliputi pendidik dan santri yang terlibat dalam program pembelajaran metode *Al-Miftah Lil 'Ulum*. Hasil penelitian menunjukkan bahwa metode ini efektif dalam meningkatkan kemampuan membaca dan memahami Kitab Kuning. Proses perencanaan, pelaksanaan serta evaluasi pembelajaran dilakukan secara terstruktur, sehingga memberikan dampak positif pada penguasaan bahasa Arab santri. Penelitian ini menyimpulkan bahwa dasar keterampilan bahasa Arab yang kuat berperan penting dalam penguasaan pengetahuan agama, sekaligus menegaskan relevansi pendidikan Islam tradisional di era kontemporer.

Kata Kunci: Metode *al-Miftah Lil 'Ulum*, kitab kuning, pesantren, kemampuan membaca.

1. Introduction

Religious knowledge has an important role in human life, especially for Muslims. Religious knowledge serves as a guide to understand the true teachings, distinguish between right and wrong, and determine the way of life in accordance with religious guidance. The main guide to science in Islam is the holy Qur'an, which was revealed in Arabic. Allah SWT says:

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ

"Verily, We have sent down the Qur'an in Arabic so that you may understand it" (Q.S. Yusuf: 12:2). (Tim Asatidz, 2017).

الْقُرْآنُ هُوَ كَلَامُ اللَّهِ الْمُعْجَزُ، أَنْزَلَ عَلَى النَّبِيِّ مُحَمَّدٍ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ بِالْفِطْرِ عَرَبِيًّا، مَكْتُوبٌ فِي الْمَصَاحِفِ، تُثَلَّى آيَاتُهُ تَعْبُدًا، وَتُقَالُ إِلَيْنَا بِالتَّوَاتُرِ، يَبْدَأُ بِسُورَةِ الْفَاتِحَةِ وَيَنْتَهِي بِسُورَةِ النَّاسِ (وَهَبَةُ الرَّحَيْلِيِّ، ٢٠٠٩)

"The Qur'an is the word of Allah that contains miracles, which was revealed to the Prophet Muhammad ﷺ with Arabic words, written in mushafs, read as an act of worship, which was transmitted to us mutawatir, starting with Surah Al-Fatihah and ending with Surah An-Nas." (Zuhaili, 2009; As-Shobuni, 2003).

In addition, Al-Hadith, which refers to the words, deeds, and attributes of the Prophet Muhammad, is also the primary source of religious knowledge written in Arabic (Al-Thohan, 2002). Arabic is the key to understanding the sources of Islamic knowledge, including tafsir, syarah hadith, fiqh, and other disciplines, all listed in the Yellow Book.

Kitab Kuning is one of the learning tools to understand the teachings of Islam. Generally, this Book is taught in Indonesia in the educational environment of Islamic boarding schools and is the primary reference in studying Islamic science (Fauziah, 2017). These books have been tested for relevance and truth for centuries because they are compiled based on the Qur'an and Hadith (Siroj, 1999). However, learning the Yellow Book faces various challenges, such as the decreasing number of human resources who can read this Book, as well as the low interest of students in learning, understanding, and deciphering the contents of the Yellow Book (A'malia & Washil, 2024). In addition, the Arabic language in the Yellow Books is usually not accompanied by punctuation, so it requires a deep understanding of the rules of Nahwu, Sharaf, and Arabic vocabulary (Al-Shomadi, 2024).

The Kitab Kuning learning process in pesantren is often considered difficult and boring because the teaching methods used are traditional and uninteresting. Another factor is the assumption that the ability to read the Kitab Kuning alone does not provide career opportunities, jobs, or a decent life (Krisman, 2022). As a result, many santri still have difficulty understanding the Kitab Kuning despite years of study. This high failure rate reflects the decline in the quality of Kitab Kuning learning in pesantren. Even in Islamic educational institutions, many educators still use the Kitab Kuning translation book in learning. This is also supported by the increasing number of standard pesantren books translated, published, and widely circulated by book publishers (Agustina et al., 2019). The books that previously could only be understood by those who could read the Yellow Books (kitab gundul) now their translations are readily available.

To solve the challenges of learning Kitab Kuning, fun and innovative learning methods must be developed to increase the effectiveness of the learning process. One approach that has been studied in 2024 is the integration of digital learning media to visualize the Kitab Kuning material. This technology aims to increase the attractiveness of learning while facilitating student understanding (Mujib et al., 2024).

In this context, the *Al-Miftah Lil 'Ulum* method is a strategic alternative to answer the challenges of learning the Yellow Book. Miftahul Ulum Sidogiri Islamic Boarding School developed this method, and has been proven effective in accelerating the learning of the Yellow Book and mastering the rules of Arabic. This method has characteristics that are easy to understand, fun, and can significantly increase santri learning interest (Syarifuddin & Syuhud, 2023). Every year, thousands of students complete learning using this method, and its use has expanded to hundreds of branches throughout Indonesia, including at the Ibn Katsir Jember Islamic Boarding School (PPA).

This study aims to describe implementing the *Al-Miftah Lil 'Ulum* method in improving the ability to read the Yellow Book among the Mahasantri PPA Ibnu Katsir Putra Jember. Through this research, a deep understanding of the method's effectiveness can be obtained, and it can make a real contribution to accelerating the learning of the Yellow Book in the pesantren environment and Islamic educational institutions in general. This research also aims to bridge the gap between traditional learning methods and the needs of modern generations, who tend to be more responsive to innovative and technology-based approaches.

2. Literature Review

Al-Miftah Lil 'Ulum is derived from the Arabic **المفتاح للعلوم** (al-miftāh lil-'ulūm) which means "the key to the sciences." The **المفتاح** (al-miftāh) word is an isim alat (a word form that shows the tool of its root) from the verb **فتح - يفتح - فتحا** (fataḥa - yaftaḥu - fataḥan), which means "to open" (Munawwir, 1997). Therefore, **المفتاح** (al-miftāh) means "a tool for opening" or "a key." While **للعلوم** (li-'ulūm) is a combination of two words: **ل** (li-), which is a jar letter meaning "for" or "belonging to," and **العلوم** (al-'ulūm), the plural of **علم** ('ilm), meaning "knowledge." Thus, **المفتاح للعلوم** (al-miftāh lil-'ulūm) can be translated as "the key to knowledge" or "the key to the sciences".

According to the scholars, **المفتاح للعلوم** (al-miftāh lil-'ulūm) is a quick method for reading the Yellow Books containing the rules of Nahwu and Sharaf for beginners or basic level. Almost all of its content is adapted from books such as *Alfiyah Ibn Malik* (ألفية ابن مالك), Nazham Imrithi (نظم الإمرطي), and other basic books, such as *Ajurumiyah* (الأجرومية) dan *Qawa'id at-Tashrif* (قواعد التصريف). The terms used in this material are almost the same as the books of Nahwu and Sharaf that are widely used in pesantren, so this method does not change the terms in Nahwu and Sharaf (Tim Al-Miftah, 2018).

Nahwu and Sharaf materials in pesantren are generally taught using classical books such as *Jurumiyah*, *Imrithi*, and *Alfiyah*. These books have become the primary reference in traditional Arabic language learning in pesantren because of their superiority in systematically organizing the rules of Nahwu and Sharaf. However, the challenge of the classical book-based learning method is its tendency to take longer to be understood by novice students, especially in the face of a generation with a more practical and dynamic learning style. Therefore, pesantren curriculum developers began trying to design more straightforward and more effective methods to facilitate the learning process. One of the resulting methods is *Al-Miftah Lil 'Ulum*, designed by the Tarbiyah wa Ta'lim Madrasi Agency (Batartama) of Sidogiri Islamic Boarding School for new students at the i'dadiyah (beginner) level.

The *Al-Miftah Lil 'Ulum* method is an innovation that maintains the scientific tradition of pesantren. This method is designed as a solid summary of classical books such as *Jurumiyah*, *Imrithi*, and *Alfiyah*, but with a more structured and easy-to-understand approach. This method's uniqueness lies in using original terms from classical books, thus maintaining the authenticity of

Nahwu science without introducing new terms that can confuse students. The focus of learning is directed at the basic rules that support the skills of reading the Kitab Kuning. Thus, this method provides an efficient solution without overloading students with material that is too complex or in-depth in the early stages of learning (Al-Mahmudy, 2019).

As the leading education manager at Pondok Pesantren Sidogiri, Batartama has a strategic role in supporting the successful implementation of this method. Batartama prepares learning materials and curriculum development to implement the education system. All levels of education in this pesantren, from the i'dadiyah level (basic education) to aliyah (higher education), are coordinated by Batartama. In addition, Batartama also ensures a balance between religious and academic materials and manages teaching staff to support the continuity of learning at each level of education.

In 2010, Sidogiri Islamic Boarding School faced a serious challenge in the form of a decline in the ability to read the Kitab Kuning among santri. This phenomenon not only affected the ability of students to understand Islamic texts but also impacted the low results of examinations related to other religious sciences. Seeing this situation, Batartama immediately tried to find a solution to overcome this problem. The pesantren family council also gave directions for this issue to be handled quickly, structurally, and on target to restore the quality of Kitab Kuning learning in pesantren (Isma'il, 2019).

As a first step, Batartama conducted comparative studies with other pesantren and Islamic educational institutions to obtain references in designing new learning methods. This comparative study provides insight into the approaches that have been applied in various pesantren so that it becomes a consideration for developing methods relevant to students' needs. After careful discussion and evaluation, the *Al-Miftah Lil 'Ulum* method was finally born with the motto "Easy to learn the classical Yellow Book". This method is designed for beginner students and children, with a fun and simple approach to better suit their learning style. This method is expected to be a comprehensive solution to overcoming the problems of learning the Yellow Book and increasing santri's interest in learning.

This method was pioneered by Ahmad Qusyairi Isma'il and developed by Batartama after receiving a mandate from the caretaker of Sidogiri Islamic Boarding School. The *Al-Miftah Lil 'Ulum* method is implemented in the preparatory class as a basis for understanding the Book Fath al-Qarīb. With the slogan "Let's participate in reviving the passion for reading the Yellow Book in Nusantara," this method motivates various institutions, both pesantren and madrasah, to increase the enthusiasm for studying the Yellow Book.

The advantage of the *Al-Miftah Lil 'Ulum* method lies in the short and practical delivery of the material. The method is designed with an attractive appearance, combining colours so as not to be boring, and is equipped with schemes and songs that are familiar to children's ears, such as the song "My Balloon Has Five", which is converted into the song "Isim-sim yang Lima." In addition, this method includes word position features that are often found in Arabic structures. With the help of these features, children can read the Kitab Kuning even if they do not fully understand its meaning and meaning. In previous research on the method *Al-Miftah Lil 'Ulum*, we can conclude as follows:

Table.1. Previous Research on the *Al-Miftah Lil 'Ulum* Method

Researcher	Title	Conclusion
Rohmawaty & Abidin, 2024	Effectiveness of Al-Miftah Lil Ulum Method in Improving	The implementation of the Al-Miftah Lil Ulum method is effective in improving Nahwu

	Understanding of Nahwu MTS Tanwirul Qulub Lamongan	comprehension compared to conventional methods among eighth-grade students at MTs Tanwirul Qulub Lamongan.
Zahid et al., 2024	Pengaruh Pembelajaran Al-Miftah Lil-Ulum Terhadap Kemampuan Membaca dan Memahami Kitab Fathul Qarib Santri Pondok Pesantren	There is an indirect effect between Al-Miftah Lil-Ulum learning on the ability to understand the book of Fathul Qarib mediated by reading ability. This research has implications for evaluation to improve the ability of students to read the book of turast.
Syarifuddin, 2023	Metode Pembelajaran Kitab Al-Miftah Lil Ulum Sidogiri (Studi Metode Membaca Kitab Kuning di Pondok Pesantren Al-Maliki Duren Lumajang)	<i>Al-Miftah Lil 'Ulum</i> uses familiar songs, making the material easy to memorize.
Hakim, 2021	Efektivitas Metode Al-Miftah Lil Ulum Dalam Meningkatkan Kemampuan Membaca Kitab Kuning Santri Di Pondok Pesantren Matholi'ul Anwar Lamongan	The <i>Al-Miftah Lil 'Ulum</i> program at Ponpes Matholi'ul Anwar is on target, with most students able to complete it before the age limit of two months.

Previous research on the *Al-Miftah Lil 'Ulum* method generally shows that this method is mainly applied to beginner students and students at the Madrasah Ibtidaiyah and Madrasah Tsanawiyah levels. However, the research conducted at the Ibn Katsir Putra Al-Qur'an Islamic Boarding School (PPA) in Jember is unique. The uniqueness lies in applying the *Al-Miftah Lil 'Ulum* method to Mahasantri or students whose primary focus is studying and memorizing the Qur'an. Therefore, this research is important to measure the effectiveness of implementing the *Al-Miftah Lil 'Ulum* method when applied to groups of Mahasantri or students with these characteristics.

3. Methods

This research uses a case study approach to obtain a description or research design and an in-depth understanding of the views and opinions of Ibn Kathir's administrators on the *Al-Miftah Lil 'Ulum* method, especially its implementation. The case study approach utilizes various data sources to explain a unit of analysis in detail and depth ([Hanurawan, 2016](#)).

The type of research used is a qualitative approach. Qualitative research describes holistically and in-depth subjects or participants in a unique context in a natural setting by utilizing methods based on these natural characteristics ([Alaslan et al., 2023](#)).

The data used in this study include primary data and secondary data. Before determining the data collection method, research objectives, target population, and sample must be identified appropriately ([Rahman et al., 2022](#)). Primary data is the leading data that is the core of the research, which is obtained directly by researchers through observation and observation ([Sujarweni, 2014](#)). In this study, primary data were obtained from caregivers, administrators, asatidz, and students (Mahasantri) at PPA Ibnu Katsir Putra related to the implementation of the *Al-Miftah Lil 'Ulum* method. Meanwhile, secondary data were obtained from sources other than primary data, such as literature in the form of books, books, journals, magazines, articles, the internet, and other references.

This research's primary sources of information are the administrators, ustadz, and the students. This study used three main methods for data collection: observation, interviews, and documentation. Observations were made carefully to observe the object of research, both directly and indirectly, in order to obtain relevant data (Hasanah, 2016). Interviews were conducted in-depth with caregivers and administrators aside from Mahasantri. They were related to implementing the *Al-Miftah Lil 'Ulum* method at PPA Ibnu Katsir Putra Jember. Documentation includes data collection in the form of writings, pictures, works, learning tools, and other relevant documents.

The research methods included data validation and thematic analysis to ensure the accuracy and relevance of the findings. Validation is done through source triangulation by comparing data from interviews, observation, and documentation to increase the credibility of the results. In-depth interviews were conducted with santri, teaching staff, and Ibn Katsir Jember Islamic Boarding School managers to explore experiences in applying the *Al-Miftah Lil 'Ulum* method. Participatory observation was used to directly observe learning interactions, while documentation complemented the data by reviewing modules, syllabi, and evaluation reports. After validation, thematic analysis was applied by identifying the main themes, such as the effectiveness of the method, santri responses, and challenges in implementation. Irrelevant data were reduced, patterns of relationships between themes were analyzed, and the results were interpreted with reference to relevant theories to produce in-depth conclusions.

This research was conducted at Pondok Pesantren Ibnu Katsir Jember because this pesantren has adopted the *Al-Miftah Lil 'Ulum* method and shown an improvement in the ability to read the Yellow Book (Kitab Kuning) among students. The research procedure included four main stages: planning, data collection, analysis and reporting. Planning included the preparation of research instruments and the identification of relevant resource persons. Data was collected through interviews, observations, and documentation studies, then analyzed using validation techniques and thematic analysis. The research results are reported by highlighting the improvement of skills in reading the Yellow Book, the method's effectiveness, and the challenges faced in its implementation. The success of the research is measured based on the students' increased understanding of the Kitab Kuning text, positive responses to the learning method, and consistency of the findings with the set objectives. The results of this study contribute to developing the Kitab Kuning learning method in pesantren and Islamic education institutions.

4. Result and Discussion

4.1. Research Result

Planning the Implementation of the *Al-Miftah Lil 'Ulum* Method

Planning in the implementation of the *Al-Miftah Lil 'Ulum* method at (PPA) Ibnu Katsir Putra Jember is a plan that has been neatly arranged by the astidz formulating the *Al-Miftah Lil 'Ulum* curriculum under the auspices of the academic (Dirosah Islmiyah) that exists (PPA) Ibnu Katsir Putra. *Al-Miftah Lil 'Ulum* is allocated 2 hours daily and night in learning. Namely, *Al-Miftah Lil 'Ulum* Morning and *Al-Miftah Lil 'Ulum* Evening hours and each hour of *Al-Miftah Lil 'Ulum* is allocated one hour of learning. The morning *Al-Miftah Lil 'Ulum* hour is from 06.30-07.30, and the evening *Al-Miftah Lil 'Ulum* hour is from 20.30-21.30. In the *Al-Miftah Lil 'Ulum* learning session in the morning, which is from 06.30 - 07.30, activities are focused on delivering material to students according to the level or volume they are studying. This learning is intended for students who have not completed *Al-Miftah Lil 'Ulum* volumes 1, 2, 3, and 4 and additional tashrif material in volume

5. Details of activities, estimated time of implementation, and overall accumulated time are presented in the following table:

Table.2. Series of *Al-Miftah Lil 'Ulum* Learning Activities

No.	Activities	Time	Accumulated Time
1.	Opening	5 minutes	5 minutes
2.	Ask about previous material	10 minutes	15 minutes
3.	Material delivery	30 minutes	45 minutes
4.	Evaluation and question and answer	10 minutes	55 minutes
5.	Motivation	3 minutes	57 minutes
6.	Cover	2 minutes	60 minutes

As for Mahasantri or students who have passed the *Al-Miftah Lil 'Ulum* material and have deposited *Al-Miftah Lil 'Ulum* volumes 1, 2, 3 and 4, then students enter the next stage, namely practice and deposit the Book Fathul Qorib at *Al-Miftah Lil 'Ulum* morning hours (06.30-07.30) and *Al-Miftah Lil 'Ulum* evening hours (20.30-21.30). The following are the details of the activities, the estimated time of implementation, and the overall accumulated time for students who have passed *Al-Miftah Lil 'Ulum* volumes 1, 2, 3 and 4:

Table.3. Estimated Learning Activity Time for students who have passed *Al-Miftah Lil 'Ulum* volumes 1, 2, 3 and 4.

No.	Activities	Time	Accumulated time
1.	Opening	5 minutes	5 minutes
2.	Material deposit	50 minutes	55 minutes
3.	Cover	5 minutes	60 minutes

Table.4. The estimated time for learning activities for students who have passed *Al-Miftah Lil 'Ulum* volumes 1, 2, 3, and 4.

No.	Activities	Time	Accumulation Time
1.	Opening	5 minutes	5 minutes
2.	The teacher reads Fathul Qorib's text, and the students listen.	10 minutes	15 minutes
3.	The student deposits the Fathul Qorib text, which the teacher has previously read. After the deposit is complete, the teacher explains the position of each word in the Arabic text that Mahasantri has deposited.	30 minutes	45 minutes
4.	Evaluation and question and answer	10 minutes	55 minutes
5.	Motivation	3 minutes	57 minutes
6.	Cover	2 minutes	60 minutes

Before the *Al-Miftah Lil 'Ulum* learning session in the morning, the Tashrif recitation is conducted for 20 minutes, from 06.10 to 06.20. Meanwhile, the Nadhom recitation is held in the evening from 20.10 to 20.30. These two activities are carried out and led by a scheduled halaqah.

Implementation of the Al-Miftah Lil' Method

The implementation of the *Al-Miftah Lil 'Ulum* method in its implementation is divided into several categories, as in the following table:

1. Recitation of Tashrif *Al-Miftah Lil 'Ulum*

Table.5. Reading of Tasrif *Al-Miftah Lil 'Ulum*

No.	Chapter Material	Day	Media
1	<i>Tashrif Ishthilahi Tsulatsi</i> to <i>Tashrif Lughowi Fi'il Madhi Mazid</i>	Monday and Wednesday	Tasrif <i>Al-Miftah Lil</i>
2	<i>Tashrif Lughowi Fi'il Mudhori'</i> to <i>Dhomir Muttashil Mahall Jar</i>	Tuesday and Thursday	' <i>Ulum</i> , loudspeaker

2. Recitation of Nadzom *Al-Miftah Lil 'Ulum*

Table.6. Recitation of Nadzom *Al-Miftah Lil 'Ulum*

Volume	Chapter Material	
	Arabic Language	Bahasa Indonesia
1	Chapter <i>Kalam - Isim</i> that are <i>Mudhof on Ya' Mutakallim.</i>	The pillars of <i>Kalam</i> to the signs of <i>I'rob Isim.</i>
2	<i>Isim Nakiroh</i> to <i>Shighot</i> <i>Mubalaghoh.</i>	<i>Isim Ma'rifat</i> to the <i>wazan-</i> <i>wazan of Shighot Mubalaghoh.</i>
3	<i>Fi'il Madhi Mabni Fathah</i> to <i>Fi'il Mu'rob Mabni Majhul.</i>	<i>Fi'il Mu'rob</i> and <i>Mabni</i> to the letters of <i>Illat.</i>
4	<i>Rofa'-read isim</i> to <i>Jar-read isim.</i>	<i>Marfu'atul Asma'</i> to <i>Mustatsnanya Illa.</i>

The reading of *Tashrif* led by Mahasantri from the halaqah that has been scheduled to be read together with *Tashrif* and Nadhom songs led by the halaqah determined according to the schedule. In implementing the reading of *Tashrif* and Nadhom, all astidz or musyrif accompany each halaqoh. Each student is required to bring a *Tashrif* and Nadhom book. In the recitation of *Tashrif* and Nadhom Mahasantri read it with songs that have been commonly read, or they may change it with other songs as long as the song is easy to follow by the halaqah being led and effectiveness is maintained.

3. Delivery of *Al-Miftah Lil 'Ulum* Method Material

Table.7. Delivery of *Al-Miftah Lil 'Ulum* Method Materials

No.	Steps	Time	Description
1.	Opening	5 minutes	Musyrif or mentor opens with an introduction and prayer.
2.	Ask about previous material	10 minutes	Musyrif or <i>Al-Miftah Lil 'Ulum</i> mentors conduct questions and answers with students by taking examples of material that has been studied and asking students, which are usually answered by students simultaneously.
3.	Material delivery	30 minutes	The delivered in a way that is understandable, concise, and not long-winded.

4.	Evaluation and Q&A	10 minutes	<i>Al-Miftah Lil 'Ulum</i> method supervisors are required to conduct evaluations and questions and answers with students, namely Maha santri PPA Ibnu Katsir and ensure that all students, in this case, Maha santri PPA, understand the material that has been delivered by musyrif or their respective halaqah supervisors.
5.	Motivation	3 minutes	Motivation is achieved by clearly illustrating the importance of being able to read the Kitab Kuning, which is one of the bridges to understanding Allah's religion properly and correctly.
6.	Cover	2 minutes	As for the closing, as usual, it is closed with Surah Al-Insyirah and the kaffarotul majlis prayer.

4. Delivery of *Al-Miftah Lil 'Ulum* Method Material

Depositing *Al-Miftah Lil 'Ulum* material for students who are still *Al-Miftah Lil 'Ulum* material and Fathul Qorib for those who have passed *Al-Miftah Lil 'Ulum* material is very supportive of the success of the *Al-Miftah Lil 'Ulum* method. The description is as follows:

Table.8. Estimated time for depositing *Al-Miftah Lil 'Ulum* materials

No.	Activities	Time Duration	Description
1	Opening	5 minutes	Musyrif opens the activity with a prayer
2	Material deposit	50 minutes	Musyrif receives a deposit of <i>al-Miftah Lil 'Ulum</i> material
3	Cover	5 minutes	Closed with prayer

Table.9. Series of activities for depositing *Al-Miftah Lil 'Ulum* materials

No.	Activities	Duration	Description
1.	Opening	5 minutes	The mentor opens with a prayer
2.	Talaqqi	10 minutes	The mentor reads the Book of Fathul Qorib, which students follow
3.	Deposit	40 minutes	Participants deposit or recite the matan of Fathul Qorib that has beenalaqqi
4.	Motivation and pent-up	5 minutes	Mentors provide motivation that varies according to the conditions and close with prayer.

Evaluation

Evaluation is the process of describing and refining information useful for determining alternatives (Asrul, 2015). Evaluation can include tests and similar meanings that serve the same purpose. Evaluation results can provide professional decisions. One can evaluate with both quantitative and qualitative data. Evaluation is one of the important components and stages teachers must take to determine learning effectiveness. The results can be used as feedback for teachers to improve and perfect learning programs and activities (Fahrurrozi, 2017).

The evaluation of the implementation of the *Al-Miftah Lil 'Ulum* method is the process of measuring and determining whether the implementation of the *Al-Miftah Lil 'Ulum* method has proceeded as planned with predetermined indicators, namely by formative evaluation carried out during implementation or by summative evaluation, namely evaluation carried out after the

implementation of the *Al-Miftah Lil 'Ulum* method has been completed or with a diagnostic evaluation, namely an assessment to determine the strengths and weaknesses of the implementation of *Al-Miftah Lil 'Ulum* method itself based on predetermined plans so that we can draw conclusions whether the implementation of the *Al-Miftah Lil 'Ulum* method is going well or, on the contrary, is not in accordance with the plan so that it does not achieve the objectives determined from the beginning (Bahiyah, & Khadavi, 2024).

Table.10. Types of Evaluation in a Series of Learning Activities of the *Al-Miftah Lil 'Ulum* Method

Evaluation Type	Description
Summative Evaluation	Summative evaluation is an evaluation or assessment carried out at the end of the program, namely the end of the quarter and the end of the semester from the end of the year. The goal is to see the results achieved by students in mastering the curricular objectives that have been given. This assessment focuses on the product rather than the process. In the <i>Al-Miftah Lil 'Ulum</i> method, this evaluation is carried out on each learner or student who has completed one volume of the four volumes of <i>Al-Miftah Lil 'Ulum</i> material to advance to the next volume with the mechanism specified in the <i>Al-Miftah Lil 'Ulum</i> evaluation system, namely by taking oral and written exams.
Formative Evaluation	Formative evaluation is carried out while the learning process is ongoing or at the end of each discussion of a subject or topic. It is intended to determine how much a learning process has run as planned and expected.
Diagnosis Evaluation	Diagnostic evaluation is an evaluation or assessment carried out to determine students' strengths and weaknesses so that they can be adequately treated.

The evaluation that has been running concludes that students who carry out summative evaluation, namely taking written and oral exams, 90% reach the target passing score.

4.2. Discussion

Based on the interviews conducted to strengthen the validity of the observation data, the researcher interpreted the results of data analysis in the discussion. The following will focus on implementing the *Al-Miftah Lil 'Ulum* method in three aspects to improve the ability to read Kitab Kuning Mahasantri Ibn Katsir Putra Jember boarding school: 1) planning, 2) implementation, and 3) evaluation.

Planning

Based on the analysis of the data obtained shows that the planning for the implementation of the *Al-Miftah Lil 'Ulum* method is excellent and quite neat. The planning for the implementation of the *Al-Miftah Lil 'Ulum* method has been compiled and formulated by the *Al-Miftah Lil 'Ulum* team of the Ibnu Katsir Putra Al-Qur'an Islamic Boarding School, starting from allocating time, namely 1 hour of *Al-Miftah Lil 'Ulum* in the morning and 1 hour of *Al-Miftah Lil 'Ulum* in the evening, the steps in each lesson have gone well. The planning includes *Al-Miftah Lil 'Ulum* lesson planning, depositing *Al-Miftah Lil 'Ulum* material and practice, and depositing the Book of Fathul Qorib, which is well planned. This planning is made to achieve a goal, namely to improve the ability to read the Yellow Book of the Ibn Katsir Putra Jember Qur'anic boarding school. This is in accordance with what was conveyed by William H Newman. Planning is something that determines what will be done, planning contains a series of broad and explanatory decisions to determine a policy program with specific methods and procedures based on a daily schedule while

according to Roger A. Kauffman, planning is the process of determining the goals or objectives to be achieved and setting the way.

Implementation

The results of the data analysis obtained show that implementing the *Al-Miftah Lil 'Ulum* method to improve the ability to read the Yellow Book of the Ibn Kathir Putra Qur'anic boarding school students is going well. The material used is *Al-Miftah Lil 'Ulum* material because it is in accordance with the conditions of the students so that it can be easily absorbed and digested by students. Using simple learning tools does not hinder the teaching and learning process activities but is sufficient to support the learning to be adequately achieved. Likewise, Lil' Ulum is doing well in depositing material. In depositing *Al-Miftah Lil 'Ulum* material, students have previously memorized *Al-Miftah Lil 'Ulum* material so that the implementation of depositing *Al-Miftah Lil 'Ulum* material runs smoothly.

It goes well when students practice the Book of Fathul Qorib and deposit it with their respective mentors. This is because students have been equipped with supporting books that make it easier for them to deposit the Book of Fathul Qorib, such as the Fathul Qorib dictionary and the Al-Mukhtar book, translated word for word.

Fathul Qorib already has a position symbol in each sentence of the Book Fathul Qorib. The implementation of implementation of the *Al-Miftah Lil 'Ulum* method is very helpful in improving the quality and ability of the Ibnu Katsir Putra Qur'anic trend students. This is in accordance with what is conveyed by Nurdin Usman who argues that implementation is a planned activity and to achieve the objectives of the activity (Muhaimin et al., 2024).

Evaluation

Based on the results of the data analysis obtained show that the evaluation of the implementation of the *Al-Miftah Lil 'Ulum* method in improving the ability to read the Yellow Book Ibn Katsir Al-Qur'an boarding school goes well, this can be proven when the researcher follows the learning process that takes place, namely after being given questions in turn and being able to answer the questions given. The implementation of the method goes well to increase success and to close to determining to achieve and whether or not an effort or assessment of an activity is generally carried out.

Evaluation is one of the efforts to determine whether the learning has been successful. With the evaluation in a lesson, we will know the results of the learning. This evaluation determines how students can understand and accept materials or subject matter within a certain period. This evaluation can also be used as a reference for the *Al-Miftah Lil 'Ulum* team to find out the weaknesses and shortcomings during the teaching process so that it can be used as an improvement in the future.

Evaluation of the implementation of the *Al-Miftah Lil 'Ulum* method in the Ibn Katsir Putra Jember Qur'anic boarding school is a formative and summative evaluation as well as a diagnostic evaluation. With the role of the mentors in conducting a good learning evaluation and the enthusiasm for learning the Santri language, Mahasantri will undoubtedly achieve maximum learning achievement, namely improving the ability to read the Yellow Book well.

Based on the description above, it can be understood that the theory put forward by Sudjana formative evaluation and summative evaluation and diagnosis in learning by using the *Al-Miftah Lil 'Ulum* method aims to see the weaknesses of students and focus on the causes and to see the results achieved by Mahasantri, namely how far Mahasantri masters the curricular objectives.

With the evaluation approach in implementing the *Al-Miftah Lil 'Ulum* method, it is beneficial for *Al-Miftah Lil 'Ulum* supervisors to determine the students who excel and succeed in improving the quality of reading the Yellow Book. In addition, with several evaluation approaches, *Al-Miftah Lil 'Ulum* supervisors can improve the method system if the evaluation finds problems that must be corrected.

Thus, the research findings at the Ibn Katsir Putra Jember Al-Qur'an boarding school are relevant to the previous theory, namely the educational theory put forward by Sudjana that the purpose of the evaluation is to determine the success of the education and teaching process, namely how far it is effective in changing the behaviour of the students and the quality of the students towards better educational goals in accordance with what is expected.

5. Conclusion

Based on the results of the analysis conducted by researchers regarding the implementation of the *Al-Miftah Lil 'Ulum* method in improving the ability to read the Yellow Book of the Mahasantri PPA Ibnu Katsir Putra in the 2019-2020 academic year, it can be concluded that the implementation of this method has gone well, including the planning, implementation, and evaluation stages. The *Al-Miftah Lil 'Ulum* method succeeded in significantly improving the ability to read the Kitab Kuning of Mahasantri, as seen from the results of the learning evaluation. The planning of this method is well designed, neat, structured, and has clear objectives, as shown through interviews, observations, and documentation.

The implementation of the *Al-Miftah Lil 'Ulum* method is in accordance with the planning that has been prepared by the team so that the Kitab Kuning learning process can run effectively and provide tangible support in improving the ability to read Arabic text without punctuation (naskh). The evaluation carried out in implementing this method also shows positive results, with the evaluation process running neatly, planned, and in accordance with the strategic map set from the beginning. This shows that this method can fulfil the learning objectives well and significantly contribute to accelerating the learning of the Yellow Book.

The *Al-Miftah Lil 'Ulum* method can be one of the strategic choices for educational institutions and activists of learning the Yellow Book. This method's success has been proven in PPA Ibnu Katsir Putra Jember and hundreds of other educational institutions in Indonesia and abroad. This method facilitates learning and helps increase the enthusiasm for reading the Yellow Book effectively, so it deserves to continue to be developed and disseminated.

6. References

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