

The Implementation of Al-Kamal Methods to Enhance the Proficiency in Reading Kitab Kuning at Mambaul Ulum Islamic Boarding School, Paiton, Probolinggo

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Abstract

The learning of the yellow book in Islamic boarding schools is still dominated by the **Al-Kamal** methods, which focus on understanding Arabic grammar and translating texts. However, this method is often less effective in improving students' speaking and writing skills and is considered less attractive. This problem is a challenge in maintaining the effectiveness of learning the yellow book in the modern era. This study aims to analyze the effectiveness of the **Al-Kamal** methods in learning the yellow book and explore the challenges faced in its application. The research method used is a qualitative approach with observation, interview, and document analysis techniques in several Islamic boarding schools that still apply this method. The results of the study show that the Nahwu and Tarjamah methods are effective in building a systematic understanding of Arabic grammar, but have limitations in improving the productive skills of Arabic and are less attractive to students. Other factors that affect its effectiveness include a lack of teaching innovation and a lack of integration with modern learning methods. The implication of this research is the need for innovation in learning the yellow book by combining this traditional method with interactive approaches, educational technology, and contextual methods so that learning is more effective and attractive for students in the digital era.

Keywords: Al-Kamal Methods; Reading Kitab Kuning; Islamic Boarding Schools; Educational Innovation

INTRODUCTION

Arabic has an important role in the world of Islamic education in Indonesia. Its existence is not only limited as a language of communication, but also as the main language in understanding the teachings of Islam. Therefore, Arabic is taught at various levels of education, including Islamic boarding schools, with a status that is on par with other subjects (Sholehuddin & Wijaya, 2019). Since Islam entered the archipelago in the 13th century AD, Arabic has been used in various aspects of religious life, such as prayer, worship, and Islamic studies. Currently, Arabic has even developed into a second language in the pesantren environment, especially in the learning process (Pallawagau & Rasna, 2022).

In learning Arabic, the mastery of the four language skills—listening (*maharah al-istima'*), speaking (*maharah al-kalam*), reading (*maharah al-qiroah*), and writing (*maharah al-kitabah*)—is highly dependent on understanding the knowledge of Nahwu. The science of Nahwu as one of the main branches in Arabic linguistics has a crucial role in forming a clear sentence structure and in accordance with the rules of Arabic grammar. Without a good understanding of Nahwu, accuracy in Arabic communication can be disrupted (Sutiyo & Nurhikmah, 2025). Therefore, Nahwu knowledge is an integral part of the learning system in various Islamic boarding schools.

In the Islamic boarding school environment, learning Nahwu science often uses classic books, such as *Jurumiyah*, *Imrithi*, and *Alfiyah Ibn Malik*. The *Book of Jurumiyah*, which was authored by Shaykh Ash-Sanhaji, became one of the basic teaching materials in the science of Nahwu because of its systematic and easy-to-understand language structure (Studi et al., 2025). At the Mambaul Ulum Paiton Probolinggo Islamic Boarding School, this book is used as a mandatory material for students. Learning of Nahwu knowledge in this pesantren is carried out by various methods, such as the lecture method in large groups and the *Nahwu wa Tarjamah* method for individual learning. This approach is adjusted to the level of understanding of students, where they gradually learn to read, interpret, and do *i'rab* to Arabic texts.

Although it is important, many students still have difficulty in understanding the science of Nahwu. The main challenges faced include low motivation to learn and the perception that Nahwu science is a difficult and boring subject (Nuzuli, 2023). To overcome this, the Mambaul Ulum Islamic Boarding School developed an innovative learning program called "*Al-Kamal*." This program aims to make it easier for students to read the yellow book

within 2-6 months. *Al-Kamal* is compiled in the form of a book that integrates various materials of science and tools systematically, so that students can learn more effectively and enjoyably (Qur et al., 2024).

Previous research was conducted by W. Sholehuddin and Wijaya (2019) under the title "Implementation of the *Amtsilati* Method in Improving *Maharah Qiro'ah* Skills at the *Amtsilati* Dormitory of K Pondok Pesantren Nurul Jadid, Paiton, Probolinggo." The aim of this study was to describe the implementation of the *Amtsilati* method in enhancing *Maharah Qiro'ah* skills at the *Amtsilati* Dormitory of K Pondok Pesantren Nurul Jadid. The findings of the study indicate that the application of the *Amtsilati* Method in this dormitory was able to improve *Maharah Qiro'ah* skills.

Overall, *Al-Kamal* places greater emphasis on the systematic integration of linguistic tools within a single textbook, whereas *Amtsilati* focuses more on a tiered approach to understanding *nahwu* rules and their application. Both methods offer advantages in accelerating students' ability to read classical Islamic texts (*kitab kuning*), yet they differ in terms of methodology and instructional approach.

The *Al-Kamal* program not only aims to improve students' understanding of *Nahwu* science, but also serves as a solution to the lack of interactive learning methods. In this context, this study aims to analyze the effectiveness of the "*Al-Kamal*" program in improving students' understanding and skills in *Nahwu* science. In addition, this study will also explore the learning methods applied at the *Mambaul Ulum Islamic Boarding School* and identify obstacles in the learning process. The results of this study are expected to provide useful recommendations for the development of Arabic teaching methods in the *pesantren* environment, so that learning *Nahwu* science can be more effective and interesting for students.

METHODS

This study employs a qualitative research method with a case study approach, aiming to analyze the effectiveness of the "*Al-Kamal*" program in enhancing students' understanding of *Nahwu* at *Pondok Pesantren Mambaul Ulum Paiton* during the even semester of the 2024-2025 academic year. As a field research, primary data were collected through direct observations, in-depth interviews, and relevant document analysis. Meanwhile, secondary data were gathered from various sources, including reference books, academic journals, and

online literature supporting this study. In the data collection process, the researcher conducted classroom observations to directly examine how the Nahwu wa Tarjamah method was applied in the "Al-Kamal" program.

These observations focused on teacher-student interactions, the strategies used to explain Nahwu concepts, as well as students' responses and comprehension of the material delivered. In addition to observations, in-depth interviews were conducted with two main groups: teachers and students. Interviews with teachers aimed to understand their teaching approaches, challenges in implementing the Nahwu wa Tarjamah method, and strategies developed to enhance students' comprehension. Meanwhile, interviews with students explored their learning experiences, difficulties encountered, and the impact of this method on their motivation and understanding of Nahwu.

This study also involved an analysis of the learning environment by evaluating classroom conditions, the availability of reference books, and other factors that could affect the effectiveness of the learning process. Furthermore, documentation such as teaching records, learning materials used in the "Al-Kamal" program, and students' test results were analyzed to assess their progress in Nahwu comprehension. For data analysis, the researcher applied a thematic analysis approach, carried out in several key stages. First, the collected data were reduced to filter the most relevant information for the study's focus. Next, findings were categorized based on major themes such as method effectiveness, learning challenges, and student motivation. In the final stage, conclusions were drawn, summarizing the main findings on the success of the "Al-Kamal" program and providing recommendations for optimizing Nahwu learning strategies.

Through this systematic and comprehensive research approach, this study is expected to provide deeper insights into the effectiveness of the Nahwu wa Tarjamah method in Kitab Kuning learning and contribute to the improvement of Nahwu teaching methodologies in the pesantren environment.

RESULTS

The **Al-Kamal** program is an **innovation in Nahwu wa Tarjamah** learning which has been applied at the Mambaul Ulum Islamic Boarding School since July 20, 2022 AD / 21 Dzulhijjah 1443 H. The name **Al-Kamal** is taken from the Arabic language which means "perfect" and is a tribute to the grandfather of the founder of the Islamic boarding school,

the late Kiai Kamaluddin. This program is designed to improve students' understanding of Nahwu and Shorrof through more systematic, interesting, and applicable methods.

1. Advantages of the Al-Kamal Program

The results of the observation show that the **Nahwu wa Tarjamah** method used in the Al-Kamal program makes it easier for students to understand and translate the yellow book. The main advantages of this program include:

a. A Phased Learning Structure

The Al-Kamal program lasts, starting from grade VIII MTs to grade XII MA. In the initial stage, students are introduced to three main subjects: **Shorrof, Nahwu, and the method of reading the book of Taqrib**. Taqrib subjects are designed to train students in reading the yellow book directly, allowing them to connect theory with practice.



Figure 1. A Phased Learning Structure

b. Attractive Book Design

One of the innovations in the Al-Kamal program is the use of books with modern and colorful designs, different from classic textbooks that tend to be monotonous. This contributes to increasing students' interest in learning, especially for beginners who are not familiar with the study of Nahwu and Shorrof.



Figure 2: Attractive Book Design

c. Systematic Approach to Learning

This program provides seven volumes of learning books that are divided into stages: six volumes discuss Nahwu knowledge and one volume discuss Shorrof. This division aims to build the perception that the science of Nahwu and Shorrof can be learned easily if presented systematically and gradually.



Figure 3: Systematic Approach

d. Translation Integration for Easier Understanding

Al-Kamal adopts the **Nahwu wa Tarjamah** method, where each Nahwu and Shorrof material is equipped with a translation that helps students better understand the meaning and context of the yellow book. This simplifies the learning process and increases the motivation of students in understanding classical Arabic texts.

Table 1: Integration of Translation for Easier Understanding

Aspect	Al-Kamal Method	Nahwu and Tarjamah Method
Translation Integration	Uses Nahwu wa Tarjamah , where each Nahwu and Shorrof lesson is accompanied by translations to aid understanding.	Focuses on Qoidah wa Tamrin , prioritizing grammatical rules and direct application without explicit translation.
Ease of Learning	Helps students grasp the meaning and context of kitab kuning more effectively.	Requires students to internalize grammatical patterns before understanding the meaning.
Student Motivation	Increases motivation by making the learning process more accessible.	Encourages structured learning but may be challenging for beginners without translation support.

2. Challenges in the Implementation of the Al-Kamal Program

While the program provides many benefits, interviews with teachers reveal several challenges in its implementation:

a. Variations of Santri Motivation

Not all students have the same level of motivation in learning Nahwu and Shorrof. Some students experience a decrease in enthusiasm, especially when facing material that is considered difficult. Therefore, a more adaptive approach is needed in teaching, such as the use of interactive media or more engaging, discussion methods.

Table 2: Material Simplification Using the Al-Kamal Method

Original Material (Difficult)	Simplified Material with Al-Kamal Method
المبتدأ هو الاسم المرفوع العاري عن العوامل اللفظية، والخبر هو الجزء المتم للفائدة.	Mubtada' is the subject in a sentence, and khobar is its predicate.
Characteristics of Mubtada': 1) It is a noun. 2) It is marfu' (in the nominative case). 3) It is not preceded by a preposition (huruf jar) or a nasb particle (huruf nasab).	Mubtada' is a noun that stands alone at the beginning of a sentence and ends with a dhammah.
Characteristics of Khobar: 1) It explains the mubtada'. 2) It is marfu'. 3) It can be a single word, a sentence (jumlah), or a phrase (syibh jumlah).	Khobar is a word that explains the mubtada'. It is usually one word but can be more.
Examples: الولد مجتهد (Al-waladu mujtabidun) → "The boy is diligent." العلم نور (Al-'ilmu nuurun) → "Knowledge is light."	Examples: محمد طالب (Mubammad thaalibun) → "Muhammad is a student." الدرسة كبيرة (Al-madrasatu kabiiratun) → "The school is big."
A lengthy explanation that mubtada' and khobar must be marfu' and can take the form of a sentence or a phrase.	Quick steps: 1) Identify the mubtada' (usually the first word). 2) Identify the khobar (usually the second word). 3) Check if both end with a dhammah.
Complex exercises with extensive theoretical explanations first.	Step-by-step exercises: 1) Replace the mubtada' or khobar with another word. 2) Construct new sentences following the same pattern.

b. Teachers' Readiness in Using the Al-Kamal Method

Based on interviews with Ustaz Muhammad Alhadi Abuhasan (Al-Kamal teacher at the MA level) and Ustaz Muhammad Habiburrahman Nawawi, S. Ag., and Ustaz Amin Ali (Al-Kamal teacher at MTs), it is known that some teachers have difficulty in implementing this method optimally. To overcome this, the pesantren organizes a one-month training for teachers who need to deepen Al-Kamal-based teaching methods.



Figure 4: Training on the Al-Kamal Method

c. Limitations of Learning Facilities

The results of observations show that the success of this program is also influenced by the learning environment, such as the availability of conducive classrooms and adequate teaching materials. Some classes still require additional facility support to support more effective learning.



Figure 5: Limitations of Learning Facilities

Based on the results of the research, the Al-Kamal Program is an innovative method in improving students' understanding of the science of Nahwu and Shorrof through the Al-

Kamal approach. With a gradual learning structure, an attractive book design, and systematic translation integration, this method has been proven to help students understand the yellow book more effectively.

However, to increase the effectiveness of this program, additional strategies are needed to increase student motivation, training for teachers, and improve learning support facilities. With improvements in these aspects, the Al-Kamal Program is expected to make a greater contribution to the teaching of Nahwu and Shorrof in the pesantren environment.

DISCUSSION

1. History of the Formation of the Nahwu and Translation Methods

The origins of this method can be traced back to the 15th century, when many schools and universities in Europe required students to study Latin in order to understand classical texts. However, this method was only widely known in the 19th century (Syafiq, 2021). This method is also applied in learning Arabic, both in Arab countries and in other Islamic countries.

Nahwu science plays an important role in helping the development of speaking and writing skills. By understanding Nahwu, a person can speak more structured and avoid mistakes and more easily understand various expressions in Arabic (Jamaluddin & Ahmad Fajar, 2023).

The Nahwu and Tarjamah methods emphasize grammatical comprehension as a means to improve reading, writing, and translation skills. The basic assumption of this method is that every language has a similar logical structure, so grammar is considered a branch of universal logic (Fatoni Mahmud, 2021).

In the pesantren environment, the yellow book has a strategic position because it is used as a reference, textbook, and part of the educational curriculum. In addition to being a guideline in religion, the yellow book also serves as a reference in dealing with various life problems. However, the monotonous learning method often makes students less motivated, which has an impact on their low ability to read the yellow book (Awaluddin, 2021).

Several studies reveal that the low adaptability of students in the learning process in Islamic boarding schools can cause feelings of insecurity and stress, including in studying the yellow book. One of the main drawbacks of this method is the lack of understanding in

translating texts effectively. Learning the yellow book requires patience, perseverance, and high discipline, so that if not packaged properly, it can cause boredom for students (Mahfudi, 2024).

To address this challenge, the Mambaul Ulum Islamic Boarding School designed an innovative educational program known as "Al-Kamal." This initiative is intended to help students master reading the yellow book within a span of 2 to 6 months. Structured as a comprehensive textbook, Al-Kamal systematically integrates various linguistic and analytical subjects, enabling students to learn more efficiently and with greater engagement.

2. Advantages of Nahwu and Tarjamah Methods

- a. Improved Grammatical Comprehension: Students can better understand grammar structures and rules, which helps them in both written and verbal communication (Dalilah & Ashila, 2024).
- b. Strong Translation Skills: This method trains students to translate texts accurately, so they can understand and interpret different types of texts (Wulandari et al., 2024).
- c. Vocabulary Enrichment: Students are exposed to a variety of new vocabulary in different contexts, thus enriching their vocabulary (Imani et al., 2024).
- d. Memorization Strengthening: This method emphasizes repetition and memorization, which strengthens students' memory.
- e. Focus on Reading, Writing, and Translation Skills: Students are intensively trained in these three key skills.
- f. Emphasis on the Rules of Nahwu Science: By paying attention to the rules of Nahwu, students can read the text more accurately and in accordance with the rules of the Arabic language (Al Kattani et al., 2021).

3. Weaknesses of the Nahwu and Tarjamah Methods

- a. Too Heavy Focus on Grammar: Students tend to be too fixated on grammar rules, thus hindering their ability to speak and write spontaneously (Ariyanto & Nurhayati, 2023).
- b. Learning That Tends to Be Boring: Too in-depth grammar analysis can lead to boredom if it is not packaged with an interesting method (Salsabila et al., 2020).

- c. Difficulties in Capturing Language Nuances: Translations that are too rigid can take away the true meaning of the original text (Putra, 2021).
- d. Less Relevant Vocabulary: The structure and vocabulary learned are often classical and poorly used in modern languages, thus hindering daily communication (Akasahtia, 2021).
- e. Lack of Practice Speaking in Foreign Languages: This method uses more mother tongue in learning, so students have little opportunity to practice speaking in Arabic (Yuliasih et al., 2023).
- f. Limited to Variety of Written Languages: Students tend to only know Arabic in formal written form and lack understanding of language variations in the context of conversation.

To overcome this weakness, teachers can combine the Nahwu and Tarjamah methods with other approaches to make learning more dynamic and effective.

4. Learning Principles

Learning is a process that aims to help students acquire knowledge, skills, and form certain attitudes and values. In other words, learning is an effort to help students learn optimally (M. Izuddin Syafiq, 2021).

5. Method

Etymologically, the word "method" comes from the Greek *methodos*, which is made up of two words: *meta* (through) and *bodos* (path). In Arabic, the method is often referred to as *thariqoh* or *uslub* (Karima et al., 2024).

Methods are theoretical aspects that can motivate the learning process to be more effective. In other words, a method is a systematic language presentation plan based on a specific approach. However, methods are not the final goal of learning, but rather a means to achieve better language skills (Mimbar Fauzi, 2021).

The teacher sets learning objectives, chooses teaching materials, and arranges them based on the level of difficulty. In addition, teachers also need to design evaluation and development of teaching materials so that learning is more effective.

Basically, the Nahwu and Tarjamah methods emphasize the translation of Arabic texts into the mother tongue with a primary focus on the grammatical aspect (Akasahtia, 2021).

Despite its advantages and disadvantages, this method is still relevant in Arabic language education, especially in Islamic boarding schools. The success of this method depends on balanced implementation and adaptation to the needs of students.

6. Implementation at the Mambaul Ulum Islamic Boarding School

The Mambaul Ulum Islamic Boarding School is located in Sukodadi Village, Paiton District, Probolinggo Regency. This Islamic boarding school has various levels of education, ranging from early childhood education to vocational school. At the MTs and MA levels, there are special programs that focus on the science of Nahwu and Sharf for students who want to deepen their understanding of the yellow book. The program is known as "**Al-Kamal**".

Students who participated in the Al-Kamal program showed a significant improvement in their understanding of Nahwu. They can compose sentences with the correct rules, both verbally and in writing. This program also increases the students' motivation to learn, because the learning methods are packaged with more interactive techniques, such as group learning and the use of digital media.

Motivation to learn the yellow book is very important in maintaining the scientific tradition of Islamic boarding schools. Therefore, the Mambaul Ulum Islamic Boarding School Foundation continues to strive to increase the spirit of learning for students through the Al-Kamal program.

The Al-Kamal program is a takhassus program that focuses on learning classical books, starting from grade VII MTs to XII MA. The curriculum includes the study of basic books up to Nadzom Alfiyah Ibn Malik which is summarized by senior teachers.

The book of turats, better known as the yellow book, is the main source of Islamic scholarship (Hasan, 2009; Munir, 2020). With a more flexible and innovative approach, the Nahwu and Tarjamah methods can still be used effectively in pesantren education to preserve the Islamic scientific heritage.

CONCLUSION

This research shows that **the Al-Kamal** methods are still the main approaches in learning the yellow book in Islamic boarding schools, with the advantage of building a systematic understanding of Arabic grammar. However, this method has limitations in

improving students' speaking and writing skills and is less attractive to them. The low innovation in teaching also causes difficulties in understanding the yellow book. The implication of these findings is the need for innovation in learning by combining **the the Al-Kamal** methods with interactive approaches such as discussion, the use of technology, and contextual methods. Educators need to adapt more varied strategies to increase student motivation and understanding. In addition, Islamic educational institutions can consider a more adaptive curriculum while maintaining traditional methods, but combined with modern approaches to make learning the yellow book more effective.

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