Comparative Study of the *Sorogan* Method and Deliberation Method to Improve *Kitab Kuning* Reading Ability

Miftahuddin[1*], Muhammad Nuruddin[2]

[1,2]Universitas Islam Tribakti Lirboyo Kediri, Indonesia
Email: pakliek68@gmail.com[1], pesanratu@gmail.com[2]

Abstract :

This study was to determine how the comparison between the *sorogan* method and the method of deliberation on the ability to read the book on the students of Madrasah Ihya " Ulumiddin. This study the authors used quantitative methods. This study has three formulations of the problem, how the results of the *Sorogan* method in improving the ability to read The *Kitab Kuning* in Madrasah Ihya " Ulumiddin? How are the results and deliberations in improving the ability to read The *Kitab Kuning* in Madrasah Ihya " Ulumiddin? How the results of the comparison of *Sorogan* and Musyawaroh methods in improving the ability to read The *Kitab Kuning* in Madrasah Ihya " Ulumiddin PP Darussalam Lirboyo Kediri. The results, the ratio between the variables of *sorogan* and deliberation method to the variable ability to read the book (Y) is 0.764 or if it is projected to be 76.4%, and R calculate the variable *sorogan* method there is a comparison with the variable ability to read the book (Y) is 0.667 or if it is projected to be 66.7%. It can be concluded *sorogan* method is more effective on the ability to read the book.

Keywords: *Sorogan Method, Deliberation Method, Kitab Kuning Reading Ability*

Abstrak :

Penelitian ini bertujuan untuk mengetahui bagaimana perbandingan antara metode *sorogan* dan metode Musyawarah terhadap kemampuan membaca kitab pada santri madrasah Ihya' Ulumiddin. Penelitian ini penulis menggunakan metode Kuantitatif. Penelitian ini mempunyai tiga rumusan masalah, Bagaimana Hasil Metode *Sorogan* dalam Meningkatkan Kemampuan Membaca *Kitab Kuning* di Madrasah Ihya' Ulumiddin? Bagaimana Hasil dan Musyawaroh dalam Meningkatkan Kemampuan Membaca *Kitab Kuning* di Madrasah Ihya' Ulumiddin? Bagaimana Hasil dari Perbandingan Metode *Sorogan* dan Musyawaroh dalam Meningkatkan Kemampuan Membaca *Kitab Kuning* di Madrasah Ihya" Ulumuddin PP Darussalam Lirboyo Kota Kediri. Adapun hasilnya, Besar perbandingan antara variabel metode *sorogan* dan musyawarah terhadap variabel kemampuan membaca kitab (Y) sebesar 0,764 atau jika dipersentasekan menjadi 76,4%, dan R hitung variabel metode *sorogan* terdapat perbandingan dengan variabel kemampuan membaca kitab (Y) sebesar 0,667 atau jika di persentasekan menjadi 66,7%. Maka dapat disimpulkan metode *sorogan* lebih efektif pada kemampuan membaca kitab.

Kata Kunci*: Metode Sorogan, Metode Musyawarah, Kemampuan Membaca Kitab Kuning*

INTRODUCTION

Education is something important for the nation and state. It is hoped that the educational process can shape the nation's character which will serve as the nation's foundation for a better future. Education is an activity that contains educational actions that are educational for growing children.[1] Education plays an important role in forming quality moral values and character,[2] Likewise, Islamic boarding school education is one of the traditional Islamic educational institutions that is very old, deeply rooted and widely spread in the archipelago. Islamic boarding schools have a very important role in the development of Islamic education in the archipelago. Until now, Islamic boarding schools still exist amidst the current of modernization and globalization. This is very different from traditional Islamic educational institutions in other regions of the Muslim world, where due to the wave of renewal and modernization which is increasingly developing rapidly, it has given rise to changes that have brought it out of the existence of formal educational institutions.[3]

In the history of Islamic boarding schools in Indonesia, Islamic boarding schools have been at the forefront of religious knowledge in raising the nation's scientific level. Meanwhile, in Islamic boarding schools there are things called kiai as educators and santri as students, mosques as places for congregation or recitation, dormitories as places for students to rest, classes as facilities and infrastructure for the transformation of knowledge from educators to students, all as support for the transformation of knowledge through classical text commonly known as the *Kitab Kuning*.

As a means of facilitating the effectiveness of knowledge transformation in achieving character education values and learning objectives, several learning methods are needed which are often found in Islamic boarding schools, both classical and modern methods, such as the bandongan method, deliberation method, munadhoroh method which is usually called discussion, *sorogan* method, lalaran method. , memorization method, and other methods.[4] Regarding the learning method as a tool for a very urgent and interesting part of learning so that students can easily grasp and understand what the teacher is saying, because basically the method has the aim of achieving a transformation of knowledge from the teacher to the students.

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[1] Manis Kiptiawati Adha and Astuti Darmiyanti, "Implementasi Pendidikan Karakter Islam Dalam Pembelajaran Pendidikan Agama Islam Masa Pandemi Covid-19 Di Sekolah Dasar," *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 1 (2022): 917–24.

[2] Nirra Fatmah, "Pembentukan Karakter Dalam Pendidikan," *Tribakti: Jurnal Pemikiran Keislaman* 29, no. 2 (July 31, 2018): 369~387-369~387, https://doi.org/10.33367/tribakti.v29i2.602.

[3] Azyumardi Azra, *Pendidikan Islam: Tradisi Dan Modernisasi Menuju Milenium Baru* (Jakarta: Logos Wacana Ilmu, 1999).

[4] M Sulthon Masyhudi and dkk, *Manajemen Pondok Pesantren,* 2nd ed. (Jakarta: Diva Pustaka, 2005).

From interviews conducted by researchers with Mudir Madarasah Ihya' Ulumiddin Islamic Boarding School, Darussalam Lirboyo Unit, Kediri, it is known that students are still not fluent in reading the *Kitab Kuning* due to several factors, both internal and external, such as the students' lack of interest in proposing and being passive during deliberations. Meanwhile, based on the results of interviews conducted with Mustahiq class 3 Ula, 3 Wustho and 3 ulya at Madrasah Ihya' Ulumiddin, it is known that there are students who are still not fluent in reading the *Kitab Kuning* because many students still do not understand the nahwu and shorof material which is basics for reading the *Kitab Kuning*. Meanwhile, some students actually already meet the ability standards in reading the *Kitab Kuning* because the students take too lightly the *sorogan* and deliberations held in madrasas and Islamic boarding schools.

The implementation of learning uses several approaches and learning methods that are oriented towards students while still using the *sorogan* learning method and the deliberation method so that the students' ability to read the *Kitab Kuning* continues to increase.[5]

Based on this, the researcher wants to conduct research by conducting a comparative study between the learning model using the *sorogan* method and the learning model using the deliberation method in improving the ability to read the *Kitab Kuning* of final year students at Madrasah Ihya' Ulumuddin Pondok Pesantren Darussalam Lirboyo, Kediri.

RESEARCH METHOD

This research will use quantitative research methods.[6] The research will focus on a comparative study between the *sorogan* method and the deliberation method to improve the book reading ability of each final year student at the Ihya' Ulumiddin madrasah, Darussalam Lirboyo Islamic boarding school, Kediri. The research design that the author carried out was: Determining the research problem, collecting research data, analyzing data. Independent variables (Free variables) are variables that influence other variables, which are generally in the time order of what occurs first.[7] In this research, there are two variables that are used as references for the *sorogan* method as $X1$ and the deliberation method as $X2$. Meanwhile, the dependent variable in this quantitative research is the level of ability to read the *Kitab Kuning* at Madrasah Ihya' Ulumiddin, which will be the Y variable that will be used to look for a comparison between the *sorogan* method and the deliberation method.

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[5] Muhammad Mughni, Wawancara Kondisi Santri Saat Membaca Kitab, Madrasah Ihya" Ulumuddin, Desember 2022.

[6] Sugiyono Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2019).

[7] Nanang Martono, *Metode Penelitian Kuantitatif.* (Jakarta: Rajawali Press, 2010).

FINDINGS AND DISCUSSION

Sorogan Method for Students of Madrasah Ihya' Ulumuddin Ponpes Darussalam Lirboyo

Sorogan is a learning method in which the students come forward one by one and take turns handing the book they are going to study to the ustadz. The *sorogan* method is called a lecture method because in *sorogan* the students hand the books individually to the ustadz.[8] This *sorogan* method is also the one that is reviewed most intensively to be implemented, because it is done one by one, apart from that there is an opportunity for direct questions and answers. The philosophical basis for learning with this approach is that each student or student receives different or special treatment from a kiai or educator. The treatment is adjusted to the students' abilities so as to give each student the opportunity to progress according to their respective abilities.

According to Prof. Dr. Haidar Putra Daulay, in his book "Islamic Education in the National Education System in Indonesia" In terms of *sorogan*, it is a learning method in which the students come forward one by one and take turns handing out the book they are going to study to the ustadz. individually to the ustadz.[9]

Descriptive Statistical Analysis of *Sorogan* Method Variables

In this descriptive analysis study, a description of the *Sorogan* Method of Madrasah Ihya' Ulumiddin Darussalam students will be found based on statistical data. The *Sorogan* Method scale has the highest value of 5 and the lowest value of 1. The following is a descriptive analysis table of the self-acceptance scale for Madrasah Ihya' Ulumiddin Darussalam students.

Table 1. *Sorogan* Method Descriptive Analysis

	N	Range	Min	Max	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
						Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Sorogan	43	32	17	49	1539	35.79	1.274	8.354	69.788	-.508	.361	-.508	.709
Valid N (listwise)	43												

Based on the table above, it can be seen that the range value for the gratitude variable is 32, the minimum value is 17, and the maximum value is 48.

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[8] Iys Nur Handayani and Suismanto Suismanto, "Metode Sorogan Dalam Meningkatkan Kemampuan Membaca Alquran Pada Anak," *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini* 3, no. 2 (2018): 103–14, https://doi.org/10.14421/jga.2018.32-04.

[9] Putra Haidar Daulay, *Pendidikan Islam Dalam Sistem Pendidikan Nasional Di Indonesia.* (Jakarta: Prenada Media Group, 2004).

This *sorogan* method variable also has a mean value of 35.79 with a Standard Deviation value of 8.354. Next, the researcher grouped the data into the *sorogan* method category. Before that, researchers need to know the minimum value (Xmin), maximum value (Xmax), and item scoring, namely from assessing items 1-5 from 43 research subjects. Then look for the ideal mean (Mi) and Standard Deviation (Sdi). Here's the calculation:

Number of Items $= 10$

Score $= 1\text{-}5$

X_{min} $= 10 \times 1 = 10$

X_{max} $= 10 \times 5 = 50$

Mi $= \frac{1}{2} \times (Xmax + Xmin) = \frac{1}{2} \times (50 + 10) = 30$

Sdi $= \frac{1}{6} \times (Xmax - Xmin)$

$= \frac{1}{6} \times (50 - 10)$

$= 6.6$ rounded to 7

High Conformity $= X \geq (Mi + Sdi)$

$= X \geq (30 + 7) = X \geq 37$

Medium Conformity $= (Mi - Sdi) \leq X < (Mi + Sdi)$

$= (30 - 7) \leq X < (30 + 7)$

$= 23 \leq X < 37$

Low Conformity $= X < (Mi - Sdi)$

$= X < (30 - 7) = X < 23$

Table 2. *Sorogan* Method

Category	Discussion	S	Frequency	Percent
High	$X \geq (Mi + Sdi)$	$X \geq 37$	20	47 %
Medium	$(Mi - Sdi) \leq X < (Mi + Sdi)$	$23 \leq X < 37$	18	42 %
Low	$X < (Mi - Sdi)$	$X < 23$	5	11 %

Figure 1. *Sorogan* Method Diagram
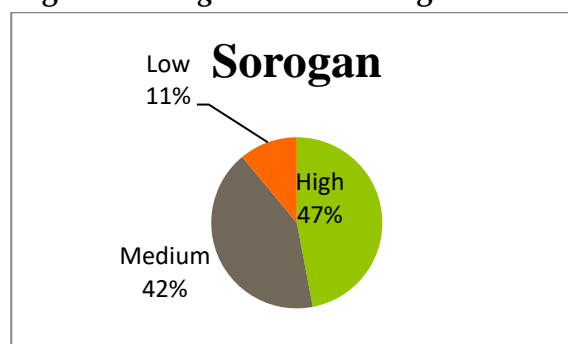
Based on Figure 1, it is known that the percentage level of the *sorogan* method among Madrasah Ihya' Ulumiddin students is on average in the high

category, namely 47% with a total of 20 subjects, in the medium category, namely 42% with a total of 18 subjects, and in the low category, it is 11 % with a total of 5 subjects. From this explanation, it can be concluded that the category limits and percentage of *sorogan* methods for students at Madrasah Ihya' Ulumiddin Darussalam, Kediri are more in the high category with a percentage of 47%.

Based on the results of research analysis, the *sorogan* method for Madrasah Ihya' Ulumiddin students has a high category level. It is shown that based on the total sample, namely 43 samples, 20 of them are in the high category or 47% and 18 of them are in the medium category or 42%. and 5 of them are in the low category or 11%. The percentage results of the *Sorogan* Method in the ability to read books at Madrasah Ihya' Ulumuddin are quite good.

Deliberation Method for Students of Madrasah Ihya' Ulumiddin Ponpes Darussalam Lirboyo

The deliberation method is a group learning activity to discuss together the book material that has been taught by the kyai or ustadz. This method is an activity that is a tradition for traditional or Salaf Islamic boarding schools. Usually deliberations are held between students, so it could be said that deliberations here only share knowledge between students about religious sciences. However, accompanied by the formulator. medium category or 42%. and 5 of them are in the low category or 11%. The percentage results of the *Sorogan* Method in the ability to read books at Madrasah Ihya' Ulumiddin are quite good.

Deliberation is a learning method that is starting to advance, so that the position of Islamic boarding schools is becoming more actively developed as a form of adjustment to the education system with the intense competition that exists today. The implementation of the deliberation or syawir method is able to train the students to be more active and critical in deepening their understanding of the *Kitab Kuning* and solving solutions to problems that occur as a response to the students' responses through the media of Islamic da'wah and broadcasting. Holding a discussion, a debate, which refers to references from the Islamic boarding school's *Kitab Kuning*.[10]

Descriptive Statistical Analysis of Deliberation Method Variables

In this descriptive analysis study, we will find out a description of the Deliberation Method of Madrasah Ihya' Ulumiddin Darussalam students based on statistical data. The Deliberation Method scale has the highest value of 5 and the lowest value is 1. The following is a descriptive analysis table of the Deliberation Method scale for Madrasah Ihya' Ulumiddin students:

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[10] "Rani Rahmawati,"Syawir Pesantren Sebagai Metode Pembelajaran Kitab Kuning Di Pondok Pesantren Mamba"ul Hikam Desa Putat, Kecamatan Tanggulangin, Kabupaten Sidoarjo Jawa Timur", AntroUnairdotNet, Vol.V (Juli, 2016), 352," n.d.

Table 3. Descriptive Analysis Deliberation Method

|	N	Range	Min	Max	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
						Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Musyawarah	43	39	26	65	2049	47.65	1.625	10.654	113.518	-.070	.361	-.848	.709
Valid N (listwise)	43												

Based on the table above, it can be seen that the range value for the Deliberation Method variable is 39, the minimum value is 26, and the maximum value is 65. This Deliberation Method variable also has a mean value of 47.65 with a Standard Deviation value of 10,654. Next, the researcher grouped the data into the Deliberation Method category. Before that, researchers need to know the minimum value (Ymin), maximum value (Ymax), and item scoring, namely from assessing items 1-5 from 43 research subjects. Then look for the ideal mean (Mi) and Standard Deviation (Sdi). Here's the calculation:

Number of Items $= 13$

Score $= 1\text{-}5$

Y_{min} $= 13 \times 1 = 13$

Y_{max} $= 13 \times 5 = 65$

Mi $= \frac{1}{2} \times (Y_{max} + Y_{min})$

$= \frac{1}{2} \times (65 + 13) = 39$

Sdi $= \frac{1}{6} \times (Y_{max} - Y_{min})$

$= \frac{1}{6} \times (65 - 13)$

$= 8.1$ rounded to 8

High Conformity $= Y \geq (Mi + Sdi)$

$= Y \geq (39 + 8) = Y \geq 47$

Medium Conformity $= (Mi - Sdi) \leq Y < (Mi + Sdi)$

$= (39 - 8) \leq Y < (39 + 8)$

$= 31 \leq Y < 47$

Low Conformity $= Y < (Mi - Sdi)$

$= Y < (39 - 8) = Y < 31$

Table 4. Deliberation Method

Category	Discussion	Score	Frequency	Percent
High	$Y \geq (Mi + Sdi)$	$Y \geq 47$	19	44 %
Medium	$(Mi - Sdi) \leq Y < (Mi + Sdi)$	$31 \leq Y < 47$	22	51 %
Low	$Y < (Mi - Sdi)$	$Y < 31$	2	5 %

Figure 2. Deliberation Method Diagram
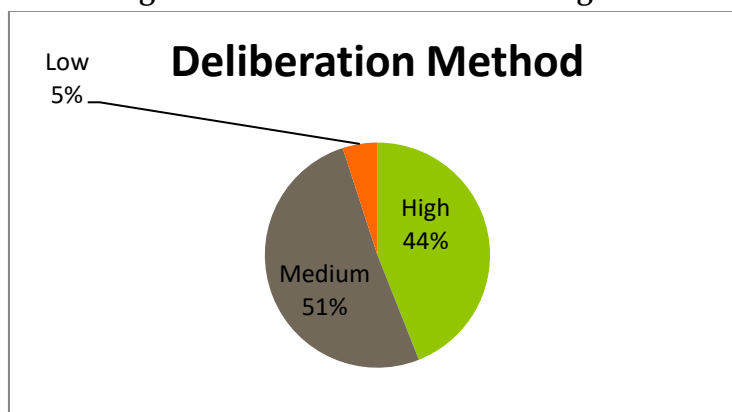
Based on diagram 4.2, it is known that the percentage level of the Deliberation Method among Madrasah Ihya' Ulumiddin Darussalam students is on average in the high category, namely 44% with a total of 19 subjects, in the medium category, namely 51% with a total of 22 subjects, and in the low category 5% with a total of 2 subjects.

From the calculation results it is known that the percentage of the deliberation method is in the high category, namely 44% with a total of 19 subjects. Meanwhile, the remaining percentage in the medium category was 51% with 22 subjects, and the low category was 5% with 2 subjects. It can be concluded that the deliberation method of Madrasah Ihya' Ulumiddin students is in the medium category with 22 subjects or 51%.

Deliberation covers three aspects, namely: first, cognitive: changes in terms of mastery of knowledge, second, affective includes changes in mental attitudes, feelings, awareness, third, psychomotor aspects include changes in terms of motor actions.[11] Comparison between the *sorogan* method and the deliberation method to improve the book reading skills of final year students at Madrasah Ihya' Ulumiddin.

The ability to read the *Kitab Kuning* is the ability or skill of a student to capture the reading signs of books written by previous scholars using Arabic letters which have the function of being a reference for teachers and ustadz as well as students to develop and deepen religious knowledge.

Based on the results of hypothesis testing using the multiple linear regression analysis method, the researcher obtained the R value calculated for the *sorogan* method variable (X1), there is a comparison with the book reading ability variable (Y) of 0.764 or if the percentage is 76.4%, and the calculated R method variable *sorogan* (X1) has a comparison with the variable ability to read books (Y) of 0.667 or if the percentage is 66.7%. It can be concluded that the *sorogan* method is more effective in the ability to read books at each final level of

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[11] Zakiyah Darajat and dkk, *Metodik Khusus Pengajaran Agama Islam.* (Jakarta: Bumi Aksara, 2011).

Madrasah Ihya' Uulumiddin Pondok Pesantren Darussalam Lirboyo unit, Kediri.

Researchers also found results that were in line with this research, namely in research conducted by Nur Cahyati that there was a significant comparison between the Bandongan Method and the Deliberation Method with a significance value of 0.000 < 0.05 and the results of students learning with the Bandongan method were the average grades for semesters one and two. is 73.85, and the average score of students after studying the *Kitab Kuning* using the *sorogan* method is 84.90, the difference between these scores is 11.05. 63 It can be concluded that there is a relationship between the deliberation method variable and the *sorogan* method variable on the ability to read the book students of Madrasah Ihya' Ulumiddin Darussalam Islamic Boarding School, Lirboyo unit, Kediri.[12] It is hoped that the research that has been carried out can become a reference for research that will take a title like this.

Descriptive Statistical Analysis of Book Reading Ability Variables

In this descriptive analysis study, we will find out a description of the Book Reading Ability of Madrasah Ihya' Ulumiddin Darussalam students based on statistical data. Book Reading Ability has the highest score of 5 and the lowest score is 1. The following is a descriptive analysis table of the Book Reading Ability scale for Madrasah Ihya' Ulumiddin Darussalam students.

Table 5. Descriptive Analysis of Book Reading Ability

	N	Range	Min	Max	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
						Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Kemampuan membaca kitab	43	69	66	135	4457	103.65	2.758	18.084	327.042	-.407	.361	-.700	.709
Valid N (listwise)	43												

Based on the table above, it can be seen that the range value for the Book Reading Ability variable is 69, the minimum value is 66, and the maximum value is 135. This Book Reading Ability variable also has a mean value of 103.65 with a

[12] NIM 08470108 NUR CAHYATI, "PEMBELAJARAN KITAB KUNING DI KELAS I'DADY PONDOK PESANTREN AL-LUQMANIYYAH YOGYAKARTA (STUDI KOMPARASI EFEKTIFITAS METODE BANDONGAN DENGAN METODE SOROGAN)" (skripsi, PERPUSTAKAAN UIN SUNAN KALIJAGA, 2012), https://digilib.uin-suka.ac.id/id/eprint/10186/.

Standard Deviation value of 18,084. Next, the researchers grouped the data into the Book Reading Ability category. Before that, researchers need to know the minimum value (Ymin), maximum value (Ymax), and item scoring, namely from assessing items 1-5 from 43 research subjects. Then look for the ideal mean (Mi) and Standard Deviation (Sdi). Here's the calculation:

$$\text{Number of Items} = 27$$
$$\text{Score} = 1\text{-}5$$
$$Y_{min} = 27 \times 1 = 27$$
$$Y_{max} = 27 \times 5 = 135$$
$$\text{Mi} = \frac{1}{2} \times (Y_{max} + Y_{min})$$
$$= \frac{1}{2} \times (135 + 27) = 81$$
$$\text{Sdi} = \frac{1}{6} \times (Y_{max} - Y_{min})$$
$$= \frac{1}{6} \times (135 - 27)$$
$$= 18$$
$$\text{High Conformity} = Y \geq (Mi + Sdi)$$
$$= Y \geq (81 + 18) = Y \geq 99$$
$$\text{Medium Conformity} = (Mi - Sdi) \leq Y < (Mi + Sdi)$$
$$= (81 - 18) \leq Y < (81 + 18)$$
$$= 63 \leq Y < 99$$
$$\text{Low Conformity} = Y < (Mi - Sdi)$$
$$= Y < (81 - 18) = Y < 63$$

Table 6. Book Reading Ability Level

Category	Discussion	Score	Frequency	Percent
Hight	$Y \geq (Mi + Sdi)$	$Y \geq 99$	28	65 %
Medium	$(Mi - Sdi) \leq Y < (Mi + Sdi)$	$63 \leq Y < 99$	15	35 %
Low	$Y < (Mi - Sdi)$	$Y < 63$	0	0 %

Figure 3. Diagram of Book Reading Ability Levels
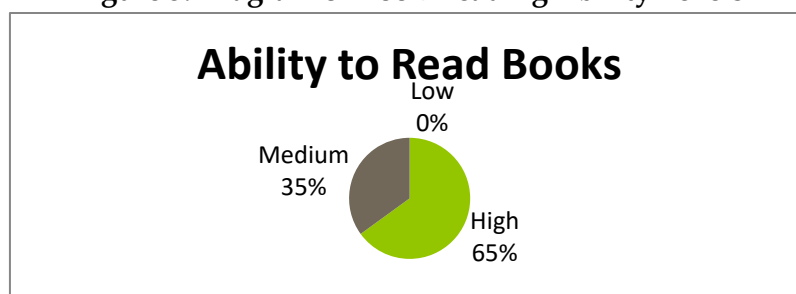
Based on diagram 4.3, it is known that the average percentage level of book reading ability among Madrasah Ihya' Ulumiddin students is in the high category, namely 65% with a total of 28 subjects, in the medium category, namely

35% with a total of 15 subjects, and in the low category 0% with 0 subjects. From this explanation it can be concluded that the category limits and percentage of students' ability to read *kitab kuning* at Madrasah Ihya' Ulumiddin Pondok Pesantren Darussalam Lirboyo Unit are more in the high category with a percentage of 65%.

CONCLUSION

Based on the results of the research and data analysis that the researcher explained in the previous chapter regarding a comparative study between the *sorogan* method and the deliberation method to improve the ability to read books at the Ihya' Ulumiddin Islamic Boarding School. Darussalam Lirboyo unit, Kediri, researchers can conclude that the results of the research show that the influence of the *sorogan* method on the reading ability of Madrasah Ihya' Ulumiddin students has a high category level. It is shown that based on a total of 43 students, 20 of them are in the high category or 47% and 18 of them are in the medium category or 42% and 5 of them are in the medium category or 11%. So it can be concluded that the *sorogan* method is in the high category. Meanwhile, the influence of the deliberation method on the book reading ability of Madrasah Ihya' Ulumiddin students is also in the high category, namely 44% with a total of 19 subjects. Meanwhile, the percentage in the medium category was 51% with 22 subjects, and the low category was 5% with 2 subjects. So it can be concluded that the deliberation method is in the medium category.

Apart from that, for the comparison between the *sorogan* method and the deliberation method on the ability to read the book at Madrasah Ihya' Ulumiddin, the size of the comparison between the *sorogan* method variable (XI) the deliberation variable (X2) and the ability to read the book variable (Y) is 0.764 or if the percentage is 76, 4%, and R calculated for the *sorogan* method variable (X1) has a comparison with the book reading ability variable (Y) of 0.667 or if the percentage is 66.7%. It can be concluded that the *sorogan* method is more effective in the ability to read books at each final level of Madrasah Ihya' Uulumuddin Pondok Pesantren Darussalam Lirboyo unit, Kediri.

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