

## THE URGENCY OF YELLOW ISLAMIC BOOK LEARNING INNOVATION IN PESANTREN: A CASE STUDY OF THE MINIKOM DORMITORY AT PP MAMBAUL ULUM BATA-BATA

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### Abstrack

This study examines the effectiveness of educational management patterns in Minikom Pondok Pesantren Mambaul Ulum Bata-Bata in planning, program implementation, and supervision, the purpose of the study is to describe the implementation of educational management in the Minikom dormitory of Pondok Pesantren Mambaul Ulum Bata-Bata towards the effectiveness of student learning in the boarding school environment. The research method uses a qualitative approach by collecting primary data through interviews with the head of the management, the head of the dormitory, the teaching ustadz, and the students, as well as through direct observation. Secondary data includes documents such as dormitory profiles, organizational structures, and learning modules. Data analysis was carried out iteratively with data reduction techniques, data presentation in matrices or schemes, and conclusion drawing to understand more deeply about learning management in the final grade dormitory of the boarding school. The results showed that the pattern of education management at Pondok Pesantren Mambaul Ulum Bata-Bata involves a systematic planning process, comprehensive organization of activities, actuation to stimulate active participation of students, and careful supervision to ensure the achievement of goals according to plan. Management at the Minikom Dormitory involves planning that is prepared after the santri have graduated, intensive program implementation through various educational activities, and internal supervision by all administrators and teachers. This research emphasizes the importance of implementing effective education management to improve santri learning in boarding schools.

**Keyword:** Educational management; Pondok Pesantren; Minikom; Effectiveness learning



## INTRODUCTION

Pesantren, as a traditional Islamic educational institution, has an important role in preserving and developing valuable intellectual heritage through the learning of the yellowIslamic classic books (kitab kuning). (Usman, 2013). Basically, the urgency of pesantren innovation in yellowIslamic classic book learning is not only about the maintenance of tradition, but also closely related to the relevance and adaptation to the demands of an ever-changing era. (Mahyudin, Meliza, Ahmad, Talqis, & Sri, 2021)..

The urgency of innovating yellowIslamic classic book learning in pesantren aims to; *first*, preserve the intellectual wealth contained in the yellowIslamic classic book. YellowIslamic classic book learning in pesantren not only maintains the existence of these classic texts, but also continues the tradition of interpretation and discussion that has been going on for centuries. (Wajdi, Dewi, & Kurniawan, 2022).. This helps to ensure that the knowledge and values contained in the yellowIslamic classic books remain relevant and can be passed on to future generations. *Second*, the adjustment of methods and curricula to the needs and interests of students (Zainuri, Yunita, Wijaya, Purnamasari, & Meyrinda, 2023).. *Third*, pesantren as centers of Islamic education also have a strategic role in providing holistic education, which not only emphasizes scientific aspects, but also the formation of individual character and spirituality. (Husnan & Muhlas, 2021).

Ali & Pettalongi, (2019) stated that the urgency of pesantren innovation in learning the yellowIslamic classic book not only has an impact on the continuity of the Islamic intellectual tradition, but also in shaping critical thinking and solid spirituality in future generations of Islam. Furthermore El Syam, Haryanto, El Syam, & Haryanto, (2022) said, This innovation is an important milestone in ensuring the relevance of pesantren as educational institutions that are at the forefront in developing the potential of santri and preparing them to face complex global challenges.

One of the pesantrens that innovates in learning the yellowclassical books is PP Mambaul Ulum Bata-Bata. One of the prominent initiatives of this boarding school is Asrama MINIKOM, a course institution established by the *A'wan* council of RKH. Moh Thohir Abdul Hamid in 2017. Asrama MINIKOM was initially formed with a focus on accelerating the reading of the yellow book, but along with its development, in 2018 this institution also added superior programs such as reading the Qur'an and ubudiyah.

Basically, there have been many studies on the innovation of yellowIslamic classic book learning. One of them is a systematic literature review research conducted by Arif,

Harun, & bin Abd Aziz, (2022) which examines the development of yellow Islamic classic book learning in pesantren. This research confirms the development trend of the yellow classic book reading method in the 21st century, which combines traditional methods such as Ibtida'I, Tamyiz, and Amtsilati with modern approaches such as bandongan, talaqqi, halaqah, and tarqib. Research Fauziah & Al Ghazal, (2022) Examines learning methods at Al-Falah Dago Islamic Boarding School and Tanjung Salam Islamic Boarding School. Research Silfa, Hermawan, & Waluyo, (2022), examining the effect of using the amtsilati method in learning yellow classical books at al-hikamusalafiyah cipulus purwakarta Islamic boarding school. Research Hartono, (2020) The important findings of the research are on the pattern of classroom management at Pondok Pesantren As-Sunniah Kencong and Pondok Pesantren Baitul Arqom Balung, Jember Regency using behavior modification, socio-emotional, and group process approaches. Classroom conduciveness is viewed from synergistic interactions between kiai, teachers, and students, which support learning objectives in harmony.

The research examines the effectiveness of the education management pattern in the Final Class Dormitory of Majelis Musyawarah Kutubuddiniyah Pondok Pesantren Mambaul Ulum Bata-Bata in achieving Islamic learning objectives, by considering supporting and inhibiting factors such as planning, program implementation, and supervision involving internal (activities, talents, motivation of santri) and external aspects (government regulations, technology, facilities). This study aims to evaluate the contribution of the implementation of educational management in the final grade dormitory to the effectiveness of santri learning, while identifying the constraints that affect the learning process in the boarding school environment.

## **RESEARCH METHODS**

This research uses a qualitative approach to explore in-depth understanding of learning management in the M2KD Final Class Dormitory (Majelis Musyawarah Kutubuddiniyah) of Mambaul Ulum Bata-Bata Islamic Boarding School. (Sugiyono, 2019). This approach is focused on verbal descriptions and observable behavior of individuals and their overall context. The data used consists of primary data obtained directly from interviews with the head of the management, head of the dormitory, teaching ustadz, and santri, as well as direct observation. Meanwhile, secondary data includes documents such as dormitory profiles,

organizational structures, and learning modules. Data collection procedures include unstructured interviews, direct observation, and documentation.

Data analysis was conducted iteratively through data reduction to simplify and abstract information, data presentation to organize information in the form of matrix or scheme, and conclusion drawing to generate a deeper understanding of learning management in Minikom. Techniques to ensure data validity use several steps, such as extended observation, increased persistence, and triangulation to ensure validity, transferability, dependability, and confirmability of research results. This methodology provides an in-depth understanding of the effectiveness of educational management in the final year dormitory of the boarding school.

## **RESULTS AND DISCUSSION**

### **Minikom Profile**

Minikom is an institution that focuses on accelerating the reading of the basic yellow scriptures, as well as reading the Qur'an and ubudiyah guidance. Established in 2017 at PP. Mambaul Ulum Bata-Bata Panaan Palengaan Pamekasan, initially Minikom was only a small course with 40 students and 6 educators, limited by two rooms behind the M2KD library. (Juhari, 2022). In 2018, Minikom was developed into a special dormitory for new students in grade VII of MTs and junior high schools, with the addition of Al-Qur'an reading and ubudiyah programs, with the blessing of the boarding school's A'wan council. The dormitory was relocated from Dormitories A and B in February 2019 and received 578 students, far exceeding the 300 expected. (Behri, 2017).

#### 1. Vision and Mission of Minikom Dormitory:

The vision of the Minikom dormitory is "forming a generation of pious and able to read the yellow book", with a focus on achieving the vision as a basic provision for courses in autonomous bodies. The mission of the Minikom dormitory includes instilling Islamic and pesantrenan values, providing ubudiyah guidance, guiding reading the Qur'an, and guiding reading the yellow book in an accelerated manner. This mission is implemented through continuous programs and activities as well as supporting facilities for the development of cognitive, affective, and psychomotor aspects.

#### 2. Motto of Minikom Dormitory:

The motto "Courtesy is Higher Than Intelligence" emphasizes the importance of courtesy and noble character in the development of knowledge and daily behavior, in accordance with the values contained in the book *Ta'lim Al-Muta'allim*.

### **MINIKOM Dormitory at Mambaul Ulum Bata-Bata Islamic Boarding School**

At Pondok Pesantren Mambaul Ulum Bata-Bata, the implementation of learning in the MINIKOM dormitory is an integral part of the educational experience for first grade students of Madrasah Tsanawiyah and Junior High School. Each student is required to live in the MINIKOM dormitory and follow the programs that have been strictly programmed. (Hidayat, 2022). The dormitory consists of 22 rooms located in two locations, namely 11 rooms to the east of congkop (the grave of KH. Abdul Majid and family) and 11 rooms to the south of the main mushalla of the boarding school.

The main purpose of uniting the first grade students of Madrasah Tsanawiyah and Junior High School in the MINIKOM dormitory is to facilitate better coordination in educational activities, especially in kitabiyah studies. This also makes it easier to supervise the development of santri and provide more focused guidance, especially in learning to recite the Qur'an.

Learning management at the MINIKOM dormitory is led by teachers who approach learners with a personal approach. They organize santri seating in a circle, allowing direct interaction between teachers and students to facilitate a more effective teaching and learning process. Teachers also act as friends as well as mentors in shaping the moral and disciplinary character of the santri.

Learning activities begin with greetings and prayers together to ask for the blessing of knowledge, and end with prayer. The programs at the MINIKOM dormitory include Al-Qur'an reading guidance, with a focus on HALAQAH TADRRUS AL-QUR'AN (HTQ) and sorogan, as well as yellow book studies which are carried out regularly.

In addition, the students are also involved in various preparatory activities such as seminars, field introduction practices (PPL) in local educational institutions, knowledge debriefing before assignments, and internships at Maktab Nubdatul Bayan (Maktuba) to deepen their understanding of classical yellow books and hone their teaching skills.

These programs aim to improve the competence of santri in the aspects of science, morals, and worship, as well as forming a disciplined and responsible character in life in the pesantren environment.

## **Education Management Pattern at Mambaul Ulum Bata-Bata Islamic Boarding School**

Islamic boarding schools (Ponpes) have an important role in community development, and therefore improving the quality of Islamic boarding schools becomes very necessary. Improving the quality of Human Resources (HR) in Ponpes covers both quantity and quality aspects. In terms of quantity, this relates to the amount of availability of human resources needed, while in terms of quality includes physical and non-physical aspects. The physical aspect can be supported by regular nutrition and health programs. While the non-physical aspect consists of the ability to work, think, and various kinds of skills that can be developed through in-depth learning, development, and training to improve the quality of human resources in Ponpes.

Islamic education continues to be faced with increasingly complex problems. Efforts to improve themselves through structuring human resources, increasing competence, and strengthening institutions are absolutely necessary, and all of this is impossible to achieve without professional management. (Zhou et al., 2019). As a system, Islamic education contains various components that are interrelated with each other. These components include the foundation of goals, curriculum, teacher competence and professionalism, teacher and student relationship patterns, learning methodologies, infrastructure, evaluation, financing, and so on. These various components, if carried out without careful concept planning, often run naturally and traditionally, which causes the quality of Islamic education to often show a less proud state.

In this context, Islamic education management experts formulate a cycle of Islamic education management processes that begins with setting goals first. (Azhar, 2017). After that, plans are made to achieve these goals by organizing various existing resources, both material and non-material. The resources are then mobilized according to their respective tasks, and in their implementation, supervision is carried out so that the process remains in accordance with the previously set plan.

### **a. Planning**

Program management planning in boarding schools is an activity to create and maintain optimal learning conditions. This planning includes the formulation of general and specific objectives to be achieved, the determination of students accepted into the accelerated program, the learning media used, and the learning environment that can affect student growth and development. (Nasir & Maisah, 2022).. In order to prepare

santri to become future leaders, program planning includes aspects of students, curriculum, teachers, and facilities and infrastructure.

b. Organizing

According to (Dangkua & Suprpto, 2021)(Dangkua & Suprpto, 2021), organizing includes departmental efforts which are specializations in terms of the organization as a whole and the division of labor, namely the specialization of the members of the organization. Principals who manage accelerated programs need realistic and clear ideas in organizing accelerated programs that refer to established guidelines. Congruence between teachers in schools can balance legitimacy, efficiency, effectiveness, and excellence so that accelerated programs can create an atmosphere of hope and believe that all programs can be implemented to achieve high levels of achievement. (Sholeh, 2016).

c. Implementation (Actuating)

Actuating is the process of mobilizing or stimulating group members to carry out their respective tasks with good will and enthusiasm. The actuating function is closely related to human resources. (Stoychev & Ionov, 2016).. Therefore, an Islamic education leader in fostering cooperation, directing, and encouraging the work enthusiasm of subordinates needs to understand various human factors. Actuating is not just sweet words, but a deep understanding of the various abilities, capabilities, conditions, motivations, and needs of others that serve as a means of driving them to work together as a team.

d. Supervision (Controlling)

The supervisory function is an effort to adjust the plan that has been prepared with the implementation in the field to find out the results achieved are really in accordance with the plan. This information can be obtained through communication with subordinates, reports from subordinates, or direct observation. If the results are not in accordance with the specified standards, the leader can request information about the problems encountered and make evaluations and improvements so that the implementation of the task is back in accordance with the plan. (Jung, 2014).

Through this approach, Pondok Pesantren Mambaul Ulum Bata-Bata applies comprehensive management principles in supporting the effectiveness and efficiency of the educational process in the pesantren environment. The implementation of POAC (Planning, Organizing, Actuating, Controlling) not only facilitates academic learning but

also shapes the character and morality of santri to contribute positively to society in the future.

In the context of Islamic education management, these aspects are crucial in ensuring that the objectives of pesantren education, which include moral formation, scientific improvement, and discipline development, can be achieved optimally. This is in line with Islamic values that encourage careful planning and strict supervision to produce competent and responsible generations.

Thus, through the integration of holistic education management patterns and oriented towards Islamic values, Pondok Pesantren Mambaul Ulum Bata-Bata is committed to providing quality and relevant education for the development of students in the present and future. (Sahaludin & Kurniawan, 2020).

### **Management Patterns in the Final Class Dormitory M2 of Mambaul Ulum Bata-Bata Islamic Boarding School**

The preparation of the duty teacher program at Mambaul Ulum Bata-Bata Islamic boarding school is carried out by moving the final grade students of Madrasah Aliyah and Vocational High School to a special dormitory for prospective duty teachers to take part in the preparation program activities. There are 670 final grade students who are prospective duty teachers, with details of 538 Madrasah Aliyah students and 132 Vocational High School students. They occupy 14 rooms based on classes in madrasah and schools.

The programs implemented by the taudhifiyah council to improve the competence of prospective task teachers include:

#### **1. Qur'an Reading Guidance Program**

The program consists of HALAQAH TADRRUS AL-QUR'AN (HTQ) and at-Tanzil method training and guidance. Prospective teachers are assigned to read the Qur'an in their respective rooms by forming a circle and accompanied by a mentor. The supervisor asks the students to follow the reading of the verse that has been read, then the students are given the opportunity to read in turn. Errors in reading are immediately corrected by the mentor.

#### **2. Yellow Book Study Program**

The yellow Islamic classic book study program at Pondok Pesantren Mambaul Ulum Bata-Bata is designed to strengthen the ability of students to read the yellow Islamic classic



book, which is one of the characteristics of education in pesantren. This activity is held every day for one full year using the main material in the form of kitab *as-Sullam at-Taufiq*.

Santri are divided into groups to facilitate more intensive and directed learning. Each group is directly guided by ustadz who have competence in understanding and teaching the yellow book.

In addition to helping deepen santri's religious understanding, this program also plays an important role in practicing discipline, exemplary, and character building in accordance with the values taught in the yellow Islamic classic book. Thus, the study of the yellow Islamic classic book is not only a routine academic activity, but also an integral part of the educational process that supports the spiritual and scientific development of students in this pesantren.

### 3. Seminar Program

The seminar program carried out as part of the task teacher preparation program at Pondok Pesantren Mambaul Ulum Bata-Bata has the main objective of broadening the insights and knowledge of prospective teachers. However, this year, the seminar could only be held once due to the busyness of the taudhifiyah board.

This shows the challenges in organizing additional education activities on a regular basis. Nevertheless, corrective measures can be taken so that the program objectives are still achieved optimally:

- a. Early Scheduling: Planning the seminar schedule well in advance, even before the start of the new school year, to anticipate the busy schedules of the taudhifiyah board members.
- b. Collaboration and Task Delegation: Involving other board members or administrative staff in the organization of the seminar. With this collaboration, organizational tasks can be shared so as not to overburden one particular individual or group.
- c. Use of Technology: Adopt technology to reduce physical attendance and facilitate online or hybrid seminars. This will allow taudhifiyah council administrators to remain involved in activities without having to leave their primary responsibilities.
- d. Evaluation and Improvement: Evaluate the implementation of this year's seminar, including assessing its impact on teacher candidates and the overall preparation process. The results of this evaluation can be used to improve the efficiency and effectiveness of future seminars.

Examining the above findings with the findings of Aryanti, Supriyono, & Ishaq, (2018) the steps of Pondok Pesantren Mambaul Ulum Bata-Bata can maintain the quality of its task teacher preparation program despite the constraints of a busy schedule. The steps will also help in ensuring that the purpose of the seminar program to provide additional insights and knowledge to prospective teachers remains optimally achieved.

#### 4. Field Introduction Practice (PPL) Program

The PPL program is carried out so that students have the mentality and courage when teaching at partner institutions. This program is also a benchmark for prospective task teachers in delivering learning materials.

##### a. Debriefing Program

The debriefing program aims to add new insights and experiences for prospective supply teachers before they leave for their assignments. This program is very important for the development of prospective teachers.

##### b. Internship Program

The internship program is carried out at Maktab Nubdatul Bayan (Maktuba) for about 2 months. This program aims to make prospective task teachers understand how to manage Maktuba and how to deliver the material used.

## CONCLUSION

Based on the explanation in the previous chapter, the following is a summary of the conclusions of the results of this study: Education Management Patterns at Mambaul Ulum Bata-Bata Islamic Boarding School: first, Planning is a systematic process of preparation to achieve Islamic education goals. Second, organizing involves organizing all activities at the boarding school; third, Actuating is the process of stimulating group members such as teachers to carry out their duties enthusiastically; fourth, Controlling is carried out to adjust the plan with field implementation to ensure the results are in accordance with the predetermined plan.

Meanwhile, Management in the M2 Final Grade Dormitory is carried out in several steps: first, Planning is carried out after the santri have graduated, with the obligation to move to a special dormitory within the boarding school. They follow the program and activities for one year; Second, Program Implementation organized by the taudhifiyah board aims to prepare prospective task teachers through 6 activities, including Al-Qur'an reading guidance, yellow book studies, seminars, PPL, internships, and debriefing; third, Supervision

of program implementation is not carried out by a specially designated body, but all administrators and teachers are responsible for this supervision. Coordination of supervision is held by Ust. Ahmad Ghazali, who reports the condition of the students in participating in activities in the dormitory and other places such as madrasah and pesantren halls.

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