

The Principle of Education on Islamic Boarding School; Multimedia of Yellow Book (*Kitab Kuning*) as the System of Islamic Boarding School in Indonesia

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Abstract. In general, the original Islamic boarding School was always characterized by the standardization of classical Islamic books into a textbook that compulsory community known as the Yellow Book. The use of technology multimedia of the yellow book was important to following technological developments. The teaching of classical Islamic books is given to forward the purpose of Islamic boarding school to educate the candidate of an Islamic leader. Yellow Book is one of the important factors that characterize the sub-culture of schools, meaning that as a guideline for the ordinances of religion. Besides, the yellow book by the schools functioned also as a universal reference value in addressing the challenges of life, when the yellow book, used the permanent generations. The existence of the yellow book in the system uniquely Islamic boarding school in Indonesia can be seen from the characteristics of religious developed that includes aspects of theology with Ahl al-Sunnah wa al-jama'ah concept, Shari'ah/fiqh aspect with Syafi'i law, and aspects of Sufism.

Keywords: Yellow Book; Islamic Boarding School

1 Introduction

Islamic boarding school is an educational institution that has a long history and unique. However, many aspects can be found in general similarities and structural variables such as leadership, organizational management, religious leader or teachers and students, therefore, each Islamic boarding school have different variations and typology of Islamic boarding schools [1].

Some of the Western Researchers who examine issues of Islamic boarding schools such as Geetz in Prasedja stated that Islamic boarding schools as part of the process of modernization of Islamic society [2]. The Western Researchers who discuss the history of Islamic boarding school is Stenbrink, his research not discussed specifically the presence of classical Islamic books and their teaching methods. Generally, the original boarding school is always characterized by the standardization of classical Islamic books into textbooks that compulsory in society known as the Yellow Book [3]. Yellow Book multimedia is the yellow book by using digitalization, it means that interactive, computer-based applications that allow people to communicate ideas and information with digital and print elements.

The research about yellow book conducted by Bruinessen in 1989, Indonesia version published by Mizan in 1995 it is interesting that the standardization of the classical Islamic books which became the textbooks and the teaching method used until now, it means has entered hundreds of years as an integral part of teaching and learning process at Islamic boarding school, it has entered Hundreds of years as an integral part of the learning process in Islamic boarding school, because most of the written the classical Islamic book by Islamic figures who lived in the Middle Ages (12th century until the 15th century)[4].

One of the elements of Islamic boarding school is the study of classical Islamic books. The teaching of this classical Islamic book is given as an effort to continue the goal of the Islamic boarding school that is educating candidates of loyalists who are faithful to traditional Islamic understandings, even groups of Islamic boarding school researchers in Bogor assume that if Islamic boarding school does not teach yellow book (Islamic classic book) then the authenticity of Islamic boarding school will be blurred and more accurately said school with boarding school or dormitory than an Islamic boarding school [5].

The yellow book is called also a bare book, it means that the letters are not given vowel markings, the sheets are unbinding, and it is easy to take the necessary parts, unbinding sheets called the Khorasan Book [6]. Another feature of the yellow book is the format consisting of two parts "matn and syarh", in which "matn" is always placed on the edges of both the right and the left of the paper. Whereas "syarh" in the center of the page. Another version that "syarh" written on the side of the page while "matn" in the center of the page, besides both of them, there is "syarh" written sideways with the text is smaller under each word of the text [7].

On the other hand, the charismatic Islamic leader is determined with intelligence to mastering Islamic classic books. Moreover, the idea of an Islamic leader was called religious when he understood, practiced, and guidance Islamic classic books. The Islamic leader is a role model of the religious community, not only the students in Islamic boarding school but also Islam Society [8]. Therefore the Islamic leader is the essential element of Islamic boarding school, and the last reasonable of the growth of Islamic boarding school also depends on his abilities.

Based on the issues above the authors wanted to know more about books of classical Islam, especially about the history, methods and concepts believed, but the discussion in this paper the author has a limit of the Yellow Book early period (16th century until the 19th century).

2 Methodology

This study uses a model-based qualitative

3 Result and Discussion

In general, Islamic boarding school is considered as a subculture that develops the pattern of life that according to the modern public. The yellow book is one of the important factors that characterize the sub-culture, besides as a guide for religious procedures, the yellow book is also functioned by the Islamic boarding school as a reference of universal values in addressing the challenges of life when the yellow book is used permanently. As the main

source of reading for the Islamic boarding school community is quite wide. So then, there has been a process of keeping the tradition of the book.

There are interesting things to observe, why is the yellow book used as a reference from one generation to another generation? And how does Islamic boarding school treat the yellow book in its educational tradition? So far, there is no philosophical accountability from the Islamic boarding school about this, but lately, there is an explanation from them, such as Ali Yafie and Masdar F Mas'udi. However, the explanations provided contain critical and evaluative elements. So the explanation is more likely to represent the explanation of Islamic boarding school reformers. Therefore this study needs to be taken seriously, to understand the true paradigm that lies behind the maintenance and teaching of the permanent yellow book [9] [10].

Based on the issues above the author concludes that Islamic boarding school considers the development of the Islamic intellectual tradition of Nusantara as mentioned before. The process of internalizing Islamic teachings is done in Arabic, or at least using Arabic letters, such a process continues as the stronger Arabic intervention into languages in the archipelago and Islamic boarding school seems to continue this process only. This is proven when the Islamic boarding school under the pressure of foreign power; it turns out Islamic boarding school does non-cooperative defensive movement. This can happen because the value and knowledge of yellow books that have been circulated vary widely among Islamic boarding schools.

Mas'udi tried to see this from another side, which is more inherent in Islamic boarding school life, which is related to the view of Islamic boarding school in binding knowledge. For the Islamic boarding school community, knowledge is something that can only be obtained through the path of diversion, inheritance, transmission, not something that can be created [10].

Martin's view that the yellow book that developed in Indonesia is the product of religious leader of Islam thought, from the 10th century until the fifteenth century the scientific tradition that developed at the time is from the view of experts which is very strict in the medieval (intellectual) tradition; all knowledge is an exact knowledge [11].

Based on the explanation above, it can be seen that there are two opinions about the position of the yellow book in Islamic boarding schools. First, the truth of the yellow book for the Islamic boarding school is a reference that's the content is no longer questionable. The yellow book is written long ago and continues to be used shows that the yellow book has been verified in a long history. The yellow book is considered as a source of theories and teachings that have been formulated by scholars by relying on the Qur'an and Hadith. Secondly, the yellow book is important for Islamic boarding schools to facilitate the profound process of religious usage to formulate a fresh but unhistorical explanation of the teachings of Islam. To keep the Islamic boarding school as the center of Islamic studies, the maintenance and even the enrichment of the yellow book should remain the main characteristic.

Learning Methods of the Yellow Book

The method is one component of education (Islam) that can create educational activities to be more effective and efficient. The purpose of education can be achieved if the method used is right [12]. Based on the understanding above Noeng Muhadjir requires that to achieve a good goal, to be pursued in a way or a good way too. A good goal that is done with a bad method is not a spirited motto of education [13]. Abu Al-'Ainain tends to consider that methods, materials, and goals are integral and cannot be separated from one another [14]. This means to determine a method depends on the material and the expected goals.

Based on the explanation above, that is illustrated that the implementation of Islamic education required the appropriate method, to deliver the achievement of educational goals that aspired. An Islamic boarding school has several methods of learning [15]. They are;

Sorogan

Sorogan method [16] is the most difficult part of the whole method of traditional Islamic education because it demands the patience, diligence, obedience, and discipline of the students [17]. In this method, students are good at propagating a book to the priest to be read before the priest, if there is a mistake in reading, then the error was immediately corrected by the priest. This method is done by beginner students and special students who are expected later to become pious.

Wetonan / Bandongan Method

The term weton is derived from the word of waktu (Javanese) which means time [15]. This method is given at certain times, for example before and or after performing Fardhu prayer. It is said bandongan, because it is followed by a group (bandong) student [18].

The term Weton, in West Java is called bandongan, this method is one way of delivering the Yellow Book where a priest reads a book at a certain time and the student brings the same book, then the student listens to what the priest is reading. This method is called a free method because no attendance list required, no system of students' level, but the student who is quickly finishing a book may study another book [19]. Thus this method educates children to be creative and dynamic.

Halaqoh Method

This method is a class group of weton / bandongan system [2]. The implementation of this method, some students with a certain number of halaqoh formed directly and led by a priest, teacher, or possibly also senior student to discuss a problem that has been predetermined. In practice, students are free to ask questions or opinions. Thus halaqoh has the meaning of discussion to understand the content of the book is not to question the possibility of true-false that is taught in the book. The student believes that the priest will not teach the wrong things and they also believe that the content of the books studied is true [20]. This method is more focused on the ability of individuals in analyzing and solving a problem with a logical argument that refers to certain books.

Memorization or Tahfiz Method

The method of memorization applied in Islamic boarding schools is generally used to memorize certain books or also often used to memorize the Qur'an either short letter or as a whole [15]. This method of recitation is also required of the students in reading the Arabic texts individually and is usually used for text only (nadhom) such as Aqidal al-Awam (Akidah/moral), Awamil, Imrithi, Alfiyah (Nahwu/grammar), and Hidayat al-Sibyan (Tajwid) [3].

This method of memorization requires students to memorize the manuscripts or poems without seeing the text witnessed by the teacher. This method is relevant enough to be given to students at elementary or middle age. Thus the pressure on this learning is students able to memorize a set of learning materials without seeing the text.

Mudzakaroh Method (BahtsulMasa'il)

This method is a scientific meeting, which addresses basic issues, such as worship, creed, and religious issues in general. This method is used in two levels; the first is organized by students' fellow to discuss a problem to be trained to solve problems by using the available

references of the books. The second is led by the priest, where the result of students is proposed to be discussed and judged as in the seminar; usually in this mudzakah method is held question and answer by using the Arabic language. This group of mudzakah is attended by a senior student and has sufficient mastery of the book because they have to study the books of the priest [21].

Ideology of Yellow Book (Kitab Kuning)

The yellow book used as a boarding school as a source of values is the main work of medieval Islam (16-18th century). Long before this, the classical period of Islam, the teachings of Islam developed from the Qur'an and al-Hadith have been institutionalized in the form of certain teachings, for example in the field of akidah (moral) / theology, kalam science, fiqh, and Moral (tasawuf/akhlak).

4 Conclusion

In general, the existence of the original Islamic boarding school is always characterized by the standardization of classical Islamic books that became the text of compulsory textbooks in the community known as Kitab Kuning (Yellow book). The teaching of this classical Islamic book is given as an effort to continue the goal of the Islamic boarding school that is educating candidates of loyalists who are loyal to traditional Islamic understandings. The charismatic of the priest is determined by the versatility of mastering classical Islamic books. The yellow book is one of the important factors that characterize the Islamic boarding school sub-culture, meaning as a guide for the religious ordinance. Besides, the yellow book functioned also by the Islamic boarding school as a universal value reference in addressing all the challenges of life when the yellow book, used permanently from the generation of generation. The existence of yellow books in the system Islamic boarding school in Indonesia can be seen from the characteristics of religious teachings that include the aspect of faith (akidah)/ kalam with ideology of ahlal-sunnah waal-jama'ah, aspects of shari'ah / fiqh with syafi'i mazhab (Muslim law), and aspects of Sufism with the teachings of his sufism (tarekat).

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