

Learning of the Yellow Book at Dayah Misbahul Huda Buket Rata, Lhokseumawe City

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ABSTRACT

Background. YellowIslamic classic book learning at Dayah Misbahul Huda Buket Rata, Lhokseumawe, is an integral part of traditional Islamic education in Aceh. This study aims to analyze the learning traditions, teaching methods, and materials used in learning the yellowIslamic classic book, as well as its relevance in the context of modern Islamic education..

Purpose. This research aims to explore how Dayah Misbahul Huda adopts a curriculum that integrates formal education with religious learning, and applies interactive lecture and discussion methods.

Method. The research method used is descriptive qualitative with in-depth interviews with santri, ustaz, and dayah leaders.

Results. The results show that religious activities such as yasinan and congregational prayers are also an important part of the educational process, which strengthens the religious and cultural identity of santri. Despite being faced with the challenges of modernization, Dayah Misbahul Huda remains relevant as an authentic religious learning center, contributing to the spiritual and intellectual development of santri.

Conclusion. This research confirms the importance of preserving the tradition of yellowclassic book learning in the face of the dynamics of the times and contributes to an understanding of the role of dayah in maintaining the intellectual heritage of Islam.

KEYWORDS

Yellow Book Learning, Islamic Education, Dayah Misbahul Huda, Educational Tradition

Citation: Prayoga, A. M. (2025). Learning of the Yellow Book at Dayah Misbahul Huda Buket Rata, Lhokseumawe City. *Islamic Studies in the World*, 2(1), 35–41.

<https://doi.org/10.70177/islamicstudies.v2i1.1471>

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Received: Feb 12, 2025

Accepted: Feb 15, 2025

Published: March 27, 2025



INTRODUCTION

The study of the yellowIslamic classic books (kitab kuning) in dayah (Islamic boarding schools) is an essential aspect of the traditional Islamic education system in Indonesia, especially in the Aceh region (Elmansyah et al., 2025; Kelly et al., 2025; Muthohar & Thoha, 2025; Ngoc & Kim Khanh, 2025; Yusra et al., 2025). The yellow book, which contains classical texts in Arabic and covers various Islamic disciplines such as tafsir, hadith, fiqh, and tasawwuf, has long been the core of religious education in pesantren. However, along with the times, there is an urgent need to understand how these yellowclassic learning methods remain relevant, especially in the midst of shifting modern educational methods and the increasingly intense challenges of globalization.

This study specifically highlights the learning of the yellowIslamic classic book at Dayah Misbahul Huda Buket Rata Lhokseumawe, Aceh. This study has several main objectives, namely to explore the learning methods applied at the institution, understand the teaching traditions held dear,

and assess their relevance in the context of contemporary Islamic education (Darabi et al., 2025; Khalid & Jetin, 2025; Nik Abdullah et al., 2024; Tlili & Chikhi, 2025). The importance of this study lies in the ability of the yellowIslamic classic book to shape the religious understanding and character of santri, as well as the challenges faced in maintaining this tradition in the midst of technological developments and modern education.

Various previous studies have examined education in dayah and pondok pesantren, both from the aspects of structure, learning system, and contribution to Islamic education in general. For example, studies by Mukhlisuddin (2014) and Zulkhairi (2021) discuss the differences between salafi dayah and modern dayah and the central role of the yellow book in the educational process in these institutions. However, these studies have not specifically explored the method of learning kitab kuning in specific dayahs, including the Samudra Pasai Alue Awe Study Hall (Bisri et al., 2025; Mariyono & Ghony, 2025; Muzayanah et al., 2025; Sellami et al., 2025). In addition, Krisdiyanto et al. (2019) identified the challenges faced in teaching the yellowIslamic classic book, but paid less attention to the innovations implemented by traditional dayah to remain relevant in the modern era.

Therefore, this study is expected to complement the existing literature by focusing on the teaching methods and learning traditions prevailing in this dayah. The novelty of this study lies in the effort to understand how the Samudra Pasai Alue Awe Study Hall adapts traditional methods in the face of changing times (Almanna et al., 2025; Cordeiro et al., 2025; Jaber et al., 2025; Malli et al., 2025). As such, this study not only contributes to the existing literature, but also adds a new dimension in understanding how kitab kuning is still a key element in traditional Islamic education, especially in the dayah environment.

This research aims to provide a deeper understanding of the teaching tradition and the process of learning the yellowclassical book in Dayah Misbahul Huda Buket. Dayah Misbahul Huda Buket Rata Lhokseumawe. The main objectives are to analyze the teaching methods applied, evaluate how this dayah maintains the relevance of the yellowclassic learning tradition in the midst of changing times, and look at the innovative efforts made to continue to attract the interest of the younger generation. In addition, the study also aims to reaffirm the importance of the yellowclassical textbook in traditional Islamic education, even though many dayah have adopted modern educational approaches.

The learning of the yellowIslamic classic book, although considered archaic by some, still has a strong relevance in Islamic education, especially in traditional dayahs such as Dayah Misbahul Huda Buket Rata Lhokseumawe (Hadisi, 2025; Hassan, 2025; Yustiyani et al., 2025). This article argues that this tradition is not only a form of learning classical texts, but also an important part of shaping the moral, spiritual, and intellectual values of the santri. This research reinforces the findings of Rasyidin (2017), who emphasized the importance of kitab kuning as a source of values and guidelines for life in pesantren communities. In this context, this article makes an important contribution to the understanding of how traditional Islamic educational institutions play a role in preserving Islamic intellectual heritage amidst modern social and cultural dynamics.

Overall, this research is expected to add new insights into the adaptation methods of traditional learning in dayah, as well as enrich the academic discourse on the sustainability of the yellowclassic book tradition in the modern era.

RESEARCH METHODOLOGY

This research is focused on Dayah Misbahul Huda in Bukit Rata as the material object. The selection of this dayah was carried out in consideration of the strong tradition of yellowclassical book learning and the relevance of its location to the research objectives. The method used is descriptive

qualitative, which aims to provide an in-depth exploration of social and cultural phenomena related to yellowclassical book learning through a qualitative approach.

The population of this study were all students and teachers at Dayah Misbahul Huda, with a focus on senior students, ustaz, and dayah leaders. The purposive sampling technique was used to select informants who were considered to have high relevance to the research objectives. Informants were selected based on their role in yellowclassic learning activities as well as their experience in the dayah environment (Hijriyah et al., 2025; Rifiyani et al., 2025; Suyitno & Chotimah, 2025). Thus, the selection of informants aims to ensure the quality of in-depth data and in accordance with the research focus.

The main research data was collected through in-depth interviews with dayah leaders, ustaz, and selected santri. The interviews were conducted using open-ended questions, which were designed to allow participants to share their views and experiences of the kitab kuning learning process. In addition, direct observation of the teaching process was also conducted to gain further understanding of the dynamics of interaction between teachers and students during teaching-learning activities.

Data obtained through interviews and observations were analyzed through several stages: data reduction, transcription, coding, and categorization. Data reduction was conducted to filter out information that was most relevant to the research objectives. After that, the data was processed through the transcription process, in which all interview results were recorded in text form. The next stage was coding, where each piece of information was classified based on the main themes. In the end, the data was categorized according to the patterns and relationships between the various aspects of yellowclassic learning found in the research.

To ensure the validity and reliability of the research, various strategies were employed. Data triangulation was applied by comparing information obtained from various sources, such as interviews with dayah leaders, ustaz, and santri. In addition, literature searches were also conducted to support field findings with relevant theories, so that the research results have a strong theoretical foundation.

Although this study used a qualitative approach and did not involve statistical testing, comparative analysis was used to find common patterns in the data collected. This study has some limitations, such as the limited number of participants and the research location which only focused on one dayah, so the findings of this study may not be generalizable to all dayah in other regions.

RESULT AND DISCUSSION

This research highlights the continuous learning tradition at Dayah Misbahul Huda, focusing on the teaching of the yellow book as the central element. This tradition not only strengthens the intellectual but also the spiritual and social aspects for the santri. The main findings of this study show that the learning methods applied, such as lectures and intensive discussions, are able to create an educational environment that focuses not only on mastering religious texts, but also the formation of santri character.

The findings show the importance of maintaining a balance between traditional methods and modern innovations in the dayah education system (Topcan et al., 2025). This is important because the lecture method, which is still the mainstay of kitab kuning teaching, serves as a very effective means of transmitting religious knowledge, especially in maintaining the continuity of religious understanding among the younger generation. However, some santri have difficulty keeping up with the speed at which the teacher delivers the material. One informant stated:

The method used by the teacher in teaching is the lecture method. The teacher reads the meaning and explains the meaning of the meaning, while the students sit and write the meaning, listen to the

teacher, and ask questions if there is something unclear from the teacher's explanation or the meaning is left out because the teacher reads the meaning too fast.

This quote shows the importance of considering the speed of material delivery in the lecture method so that students can fully understand the content of the text being taught.

The findings of this study are consistent with previous research that emphasizes the importance of kitab kuning learning in strengthening the cultural and religious identity of santri (Hishamudin et al., 2025; Jaiyeoba & Hazahari, 2025; Mohd Nor et al., 2025; Ngounou et al., 2025). Related literature also supports the idea that the traditional lecture-based approach remains relevant in the Islamic education environment in Indonesia, although more and more pesantren have started to adopt more modern approaches.

One possible alternative explanation related to the results of this study is that constraints in the traditional lecture method, such as the speed at which the teacher delivers the material, may hinder the comprehension of some santri (Deen & Mahmoud, 2025; Elmaoued et al., 2025; Ghuftron & Wuryandani, 2025; Musada et al., 2025; Nurhidayah & Pewangi, 2025). As expressed by the informants above, some santri find it difficult to keep up with the teacher's pace, which affects their absorption of the lesson. Therefore, the lecture method may need to be combined with other methods, such as small group discussions, to deepen santri understanding.

This research provides important implications for the management of education in dayah. One implication is the importance of maintaining traditional values in Islamic religious education while opening up opportunities to innovate in teaching methods, such as integrating learning technology. This finding can provide guidance for other dayahs in formulating educational strategies that combine tradition and technology, so that students not only understand religious texts, but are also able to adapt to the times.

This study has several limitations, such as the scope of the study being limited to one dayah in Aceh, so the results may not be generalizable to other dayahs in Indonesia. In addition, the deeper influence of modernization on teaching methods at Dayah Misbahul Huda may require further study, especially in the context of the rapid development of educational technology.

Overall, this study shows that the tradition of learning kitab kuning at Dayah Misbahul Huda remains relevant and significant in maintaining the continuity of Islamic education, while opening up opportunities for the improvement of teaching methods in the future.

CONCLUSION

This research highlights Dayah Misbahul Huda's strong commitment to maintaining a tradition of Islamic values-based education that not only strengthens academic aspects, but also the spiritual and moral development of santri. Through activities such as yasinan, congregational prayers, and yellow book learning, this dayah has succeeded in enriching Islamic religious and cultural identity in the local community.

This research is important because it proves that traditional religion-based educational approaches are still very relevant amid the challenges of modernization and technological development. The lecture and discussion methods used remain effective, although there are opportunities to integrate technology to improve the quality of learning.

However, the limitation of this study lies in the limited scope of one educational institution. Therefore, further research with a wider scope is needed to gain a deeper understanding of the role of religious education in a more diverse society. This study emphasizes the importance of maintaining a balance between tradition and innovation in Islamic education and the need to develop policies that support inclusive religious education in the future.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

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