

LEARNING MANAGEMENT OF NUBDZATUL BAYAN PROGRAM: GUIDANCE OF STUDENTS' ALAT SCIENCE LITERACY

Fathor Rosi^{1*}

¹. STAI Nurul Huda Kapongan Situbondo, Indonesia

*e-mail: fathorrosy1991stainh@gmail.com

Article Information

Received: November 08, 2024
Revised: December 23, 2024
Accepted: December 25, 2024

Keywords

Learning Management, Nubdzatul Bayan, Literacy, Alat Science

ABSTRACT

This study aimed to describe and analyze the conceptual learning management of the Nubdzatul Bayan program for the literacy of the alat science of students at Ma'had'Aly Nurul Jadid and Darul Lughah Wal Karomah Islamic Boarding School. The research method used a qualitative approach of the case study type. The researcher in this involves interviews, observations and documentation to gain in-depth insights. Data analysis techniques were carried out by displaying data, reducing data and drawing conclusions. The results of this study indicated that; first, the Conceptual of learning management through the Nubdzatul Bayan program in supporting the literacy of the alat science includes the leadership of the head of the Islamic boarding school who dominated the curriculum policy of Islamic boarding school education, the Islamic boarding school environment that supports program activities, the learning curriculum that includes teaching materials (books or books that will be used by students and teachers), time allocation, teachers, and student study groups, assessment structure and evaluation of student achievement, classroom management that creates take and give and proactive interactions between teachers and students, and the assessment and evaluation system for student learning. The implications of this riset were that students become more motivated to learn science tools proactively, students are increasingly able to communicate well, students feel satisfied in utilizing the Nubdzatul Bayan program learning management system.

INTRODUCTION

The basis of education in the context of Islam is literacy, especially in the category of reading. This literacy became the main pedman and principle of a human resource being able to develop its intellectual preferences in the academic world. Literacy is also the main key in efforts to help the Nation develop its intelligence of insight. Of course, the task of educational institutions really needs to be improved for the development of literacy of the Nation's human resources (Rosyida, 2020).

Indonesia has two categories of educational institutions: formal institutions, such as schools, and non-formal institutions, such as Islamic boarding schools. In Indonesia, Islamic boarding schools have flourished and mushroomed throughout the archipelago (Arif & Abd Aziz, 2021; Taufikin, 2021). Furthermore, the Islamic boarding school system has developed from classical Salafiyah to

modern. Islamic boarding schools are a great asset for society, making a major contribution to the development of morals and religious knowledge. (Mustofa, 2017).

Literacy that is echoed in Islamic boarding schools is essentially the same as education in general. It's just that the teaching materials and materials used are different, namely using yellow books (*kitab kuning*) as a basis for literacy (Umiarso dkk., 2022). Yellow books are certainly a distinctive feature of Islamic boarding schools. However, not a few students find it difficult to understand the contents because they use Arabic. Unlike books in general in Indonesian (the language of the nation), yellow books actually invite their readers to be literate in a foreign language, namely Arabic. It is not often said that literacy in Arabic is easy to do. It takes perseverance, skill, and habituation in recognizing the elements of language in it. Thus, the skills of students in literacy in yellow books must always be improved (Ja'far, 2019).

The alat science becomes a science (science of *nahwu* and science of *sharraf*) that can be the basis for a student to be able to read yellow books. This science is used to study and find the skills of students to be literate with yellow books. This alat science (alat science) will also convey students to understand the contents of the yellow book. The science of *Nahwu* and *Sharraf* is an instrument for learning and understanding Arabic which has an important position alongside other sciences. Therefore, *nahwu* and *sharraf* have complementary goals in learning and understanding Arabic. (Sukataman & Makmun, 2022).

The importance of the position of this tool science in the literacy of yellow books among students of Ma'had 'Aly Nurul Jadid and Pesantren Darul Lughah Wal Karomah also cannot be denied to experience gaps. Some of the things that are difficult are students are constrained in recognizing *mufrodat* (Arabic vocabulary), lack of interest in students to learn and study more deeply about the tool science, to only the idem understanding of the contents of the student's book from the meaning of *kiai* and *ustadz*. Thus, some of these gaps result in the ability to read the students' books not improving and being weak even though they have reached a fairly long residence time. Other problems do not only arise from student competence, but from the conceptual learning that is applied. So far, the tradition that is common in the Darul Lughah Wal Karomah and Ma'had 'Aly Nurul Jadid pesantren itself to study the yellow book in depth requires a long time, up to years. Likewise, the complexity of the prerequisites for mastering this book also contributes to the length of time needed to truly understand the contents of other yellow books. Conditions like this can absolutely give rise to failed products that only end up wasting time, thus requiring new breakthroughs in learning.

Speed and convenience are needed along with the demands of the times that want everything to be fast and easy. In addition, in the world of Islamic boarding schools, changes in terms of institutions, curriculum and learning methodology are something that must be done in order to continue to meet community standards. Of course, it is a challenge and difficulty for educators to organize and focus their learning activities, especially in dealing with the yellow book subject matter. Methodological problems, maintaining motivation, and changing the assumption that the yellow book can definitely be mastered quickly and safely, are very interesting to study. This problem, which is the same in both Islamic boarding schools, shows that the existence of the yellow book which is the hallmark of Islamic boarding schools is fading along with their fading interests and skills.

The alternative needed was a renewal of learning management that made it easier for students to learn the alat science and made time efficient in developing their abilities. The concept that was proposed is the Nubdzatul Bayan learning management as the basis for students to master the alat science so that they are able to be literate in the yellow book easily. This Nubdzatul Bayan learning management is to apply structured learning material for the alat science that makes it easier for students and makes learning effective by attracting their interest and attention (Manan & Bajuri, 2020). To prevent students from getting bored, various interesting strategies can be used. For example, the Nubdzatul Bayan book is divided into many volumes, each of which contains a summary

of the main ideas of the Balaghah, Nahwu, Sharraf, I'lal, and I'rab books. The scope of the contents of the material in this book already covers all the needs of students in knowing and studying the alat science in a relatively shorter time (Hamzah dkk., 2022).

For students, the Nubdzatul Bayan book technique can offer a new approach to accelerate mastery of the yellow book. (Thoha, 2021) mentioned that because the style of the Nubdzatul Bayan book uses several teaching techniques, students find it easier to understand when studying the yellow book. Furthermore, (Fitriyah, 2019) showed three implications of the Nubdzatul Bayan book approach, namely: mastering and being able to memorize various books; a dynamic learning atmosphere especially before the graduation exam; and reading yellow books faster in a short time. According to (Nurzin dkk., 2022) yellow will continue to be an icon of Islamic religious education in the archipelago. Renewal as an entity that adapts to the needs of society is absolutely necessary. However, consistency in the quality of the study of yellow books must also be maintained.

This study was conducted with a learning management and leadership approach. Therefore, it is very possible to conduct a review with a different approach, to produce different results and recommendations. A series of phenomena and alternatives offered converted researchers so that they raised an interest in making it an in-depth study in the world of the development of reading books among students. The focus of this study will present the structured expressive side of the Nubdzatul Bayan program application for students to be literate. Therefore, the researcher raised the title "Nubdzatul Bayan learning management: Fostering literacy in the science of student tools (case study at Ma'had 'Aly Nurul Jadid and Darul Lughah Wal Karomah Islamic Boarding School)".

METHODS

This study used a qualitative approach with a case study type which is done by exploring in depth one or several cases in a particular context.. In accordance with the problems found and felt by the researcher, this study aims to reveal a phenomenon from a case or event. The location of the study was carried out at Ma'had Aly Nurul Jadid and the Darul Lughah Wal Karomah Islamic boarding school, Probolinggo Regency. Data collection was obtained from three techniques, namely observation of research objects, in-depth interviews with key informants, and attached documentation. The respondents of this study consisted of caregivers, heads of Islamic boarding schools, administrators of institutions/programs, teachers, and students at the Nurul Jadid Islamic Boarding School and the Darul Lughah Wal Karomah Islamic Boarding School. The respondents assisted the researcher in collecting data in a limited time. Then the data obtained were analyzed using data condensation techniques, namely researchers sorted (reduced) the data thoroughly so that it became denser data, presented the condensed data descriptively and narratively, and drew conclusions. In order to obtain valid data, data validity techniques were used through source triangulation (a technique for checking data obtained from several sources) and technique triangulation (checking data from the same source with different techniques).

RESULTS AND DISCUSSION

The Nubdzatul Bayan program actually originated from the Bata-Bata Madura Islamic boarding school. Seeing the effectiveness and success of this program for the process of understanding the alat science (nahwu and shorrof) of students as mentioned in several studies in the previous chapter, made Ma'had Aly Nurul Jadid Islamic boarding school and Darul Lughah Wal Karomah Islamic boarding school also adopt this program in their Islamic boarding school curriculum. Although they have adopted the Nubdzatul Bayan program and book, it does not mean that these two Islamic boarding schools only implement it without any structured conceptual management in it. Therefore, this study will describe the aspects that form the learning management

of the *nubdzatul bayan* program as a whole. Each aspect had a unique role and contribution in forming and influencing

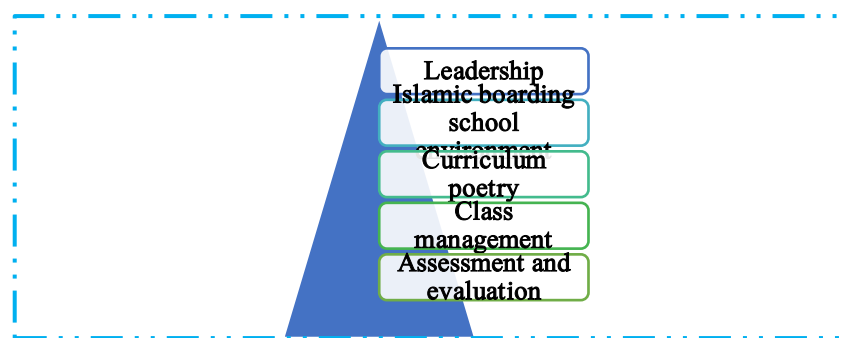


Figure 1. Conceptual Learning Management of the *Nubdzatul Bayan* Program

Apparently, the concept applied is in accordance with the opinion (Syafaruddin, 2019) in his book that the components of learning management to achieve quality learning include: a) leadership, b) school environment, c) curriculum, d) classroom teaching and management, e) assessment and evaluation. To find out an in-depth study of several concepts of learning management, here is the explanation.

Leadership

Every Islamic boarding school must have a figure who is an influencer and a major policy maker in making policies for all Islamic boarding school matters. Ma'had Aly Nurul Jadid has the highest leader in its institution, namely Dr. Muhammad Fayadl, M.Fil. While at the Darul Lughah Wal Karomah Islamic boarding school, the highest leader is led by the caretaker, namely KH. Mahmud Ali Wafa Baidlowi. A firm statement from the *Nubdzah* program management conveyed for Islamic boarding school affairs, all affairs were managed by the Head of the Islamic Boarding School, namely K. Zaini bin Ali Wafa. However, all Islamic boarding school governance remained on one track, one unity of understanding and one goal. For educational matters in this Islamic boarding school, the affairs are handed over to the Islamic Boarding School Education Bureau which remains on one goal with the caretaker and head of the Islamic boarding school.

Islamic boarding school leadership is absolutely necessary to support the activities of students by upholding Islamic values. Although these two Islamic boarding schools have a more complex leadership structure, it does not reduce the characteristics and traditions of the Islamic boarding school. The caretaker as the holder of the Islamic boarding school policy is the highest holder in all policies, professional development, and management of the Islamic boarding school. In order to implement the policies as intended, the Caretaker delegates some of his/her policies to: a) The caretaker's council related to the authority to monitor and evaluate the implementation of policies and management of the Islamic boarding school to ensure the Realization of the Merit System and supervision of the implementation of principles and codes of ethics and behavior of the Islamic boarding school; b) The Head of the Islamic Boarding School organizes Islamic Boarding School affairs in the field of empowerment of Darul Lughah Wal Karomah Employees, related to the authority to determine the formulation and determination of policies, coordination and synchronization of policies, and supervision of the implementation of Islamic boarding school policies; c) The Secretary and Head of Personnel together with the Education Bureau, have the authority to carry out research, review personnel policies, coaching, and implementation of Islamic boarding school Education and Training, and determine awards for Islamic boarding schools.

Pesantren Environment

These two pesantren, Ma'had Aly Nurul Jadid and Darul Lughah Wal Karomah pesantren have different pesantren environments for the *Nubdzatul Bayan* program learning center. Ma'had Aly

Nurul Jadid only applies this program in the diniyah and dormitory scopes, while Darul Lughah Wal Karomah pesantren applies this program comprehensively from formal institutions, non-formal institutions (diniyah), to the santri dormitory environment. Another difference is that Ma'had Aly Nurul Jadid students only accept *Aliyah* students (equivalent to high school/vocational school) to college students for the scope of their pesantren, while Darul Lughah Wal Karomah pesantren accommodates students from the *tsanawiyah* level (equivalent to junior high school) to college students.

Both of these pesantren provided comfort with the desired target accuracy. Ma'had aly Nurul Jadid only accepted students with ulya (upper) level and only links *Nubdzatul Bayan* learning to diniyah and dormitories to focus students who want to study yellow books with a relatively late teenage age quickly and effectively. Meanwhile, the Darul Lughah Wal Karomah Islamic boarding school links all *Nubdzatul Bayan* learning to all institutions and student residences with the aim of fostering habits and focus of students on understanding the *alat science* as quickly as possible. One of Nubdzah's teachers clearly stated the different pesantren environment did not necessarily limit students from studying the *alat science*. The vision and mission of the two pesantrens that required students to master the yellow books, with this *Nubdzatul Bayan* program will help accelerate students' understanding of the *alat science* (*nahwu* and *shorrof*).

Currikulum

The *Nubdzatul Bayan* curriculum is a process of interaction between educators and students to understand the practical guideline for reading yellow books. The *Nubdzatul Bayan* book is a summary of the imrithi, jurmiyah, and alfiyah books which contain the rules of *nahwu* and *shorof*. The *Nubdzatul Bayan* curriculum can be used as an acceleration program for reading yellow books. Learning *Nubdzatul Bayan* can help students to understand yellow books more easily. Some of the benefits of learning *Nubdzatul Bayan* include: Improving *nahwu shorof* learning, Increasing the enthusiasm of novice students.

Several educational institutions under the auspices of Islamic boarding schools have certain targets or time spans in mastering the *Nubdzatul Bayan* book, which can be presented as follows:

Table 1. Range of Completion of the *Nubdzatul Bayan* Book in Nurul Jadid

NO	VOLUME	TARGET TIME
1	Volume 1	40 days
2	Volume 2	40 days
3	Volume 3	40 days
4	Volume 4	40 days
5	Volume 5	40 days
6	Volume 6	40 days
7	<i>Takmilah</i>	40 days
Total time		280 days/9 months and 10 days

Table 2. Target Achievement of *Nubdzah* Program at PP Darul Lughah WK

NO	VOLUME	NUMBER OF NADHOM	TARGET
1	<i>Muqoddimah</i>	3 BAITs	
2.	I	30 BAITs	02 months
3.	II	53 BAITs	03 months
4.	III	15 BAITs	02 months
5.	IV	26 BAITs	02 months
6.	V	38 BAITs	03 months
7.	VI / <i>Takmilah</i>	104 BAITs	03 months
8.	Closing	3 BAITs	

Total	272 BAITS	15 Months
--------------	------------------	------------------

With the targets set, these two Islamic boarding schools allocate strategic activity time and are adjusted between activities in the Islamic boarding school. The stages of learning that must be taken to meet these targets are in-depth study of the material in writing and orally, memorization of nadzom supporting the students' understanding of the material, and repetition of the material (*takror*). Therefore, the following explains these stages in the schedule of student activities at Ma'had Aly Nurul Jadid and the Darul Lughah Wal Karomah Islamic boarding school.

Table 3. Schedule of Activities for Students of *Nubdzah* PP Darul Lughah Wal Karomah

P2A ACTIVITIES INCLUDE FORMAL, MADIN AND BOARDING			
ACTIVITIES	TIME	CLOCK	ACTIVITY DESCRIPTION
Complex (dormitory)	Before subuh	03.30 – 04.00	Takror nadzom
	After subuh	05.00 - 05.30	Memorizing Nadzom
	After ashar	16.30 - 16.45	Preparation of materials
	Night after Madin	21.00 - 22.00	Previous material takror activity
Madin	Morning Madin	05.30 – 06.30	Memorizing nadzom/tashrif from repeat filled with madin material
	Afternoon Madin	14.00 – 16.00	
	Night Madin	19.30 – 20.30	Material takror/habit of reading kitab together starting from volume 3
Formal	Habituation	07.30 - 07.45	Previous material takror activity
	Formal Class	07.45 - 08.55	Explanation of materials

Table 4. Schedule of Activities for *Nubdzah* Students

ACTIVITIES	TIME	ACTIVITY DESCRIPTION
Complex (dormitory)	06:00 – 07:00	Memorizing nadzom/tashrif from repeat
DINIYAH	19:00 – 21:00	Explanation and in-depth study of the material

From the schedule of activities determined by the two Islamic boarding schools, the students' time and focus are circulated for each stage that should be carried out to achieve the target. The stages of deepening the material until the students' deposits were handled by one teacher for one class (group). Usually, the term for basic learning of this tool science is called the *i'dad* level. Then to graduate from this *i'dad* level, they would undergo tamhidiyah, namely the process of assessing the graduation of the *Nubdzatul Bayan* volume. For Ma'had Aly Nurul Jadid, whose institutional basis was to produce a generation of young preachers and scholars with a focus on *fiqh*, the *Nubdzatul Bayan* program was the initial level (beginner or *ula*). Another Nubdzah teacher explained the Darul Lughah Wal Karomah Islamic boarding school made the *Nubdzatul Bayan* program also made this program the basis for the fastest introduction and understanding of *alat science* material (usually taken in grades 1 to 2 for diniyah or formal levels) to then be able to master other yellow books easily.

Class Management

Management is a combination of science and art in designing a way to achieve the desired goal by processing existing resources effectively and efficiently. So to realize this theory, Pondok Pesantren Darul Lughah Wal Karomah and Ma'had Aly took several steps to realize the literacy of the *alat science* by using the Nubdatul Bayan program. Planning functions most fundamentally in management is planning.

Planning itself is usually done in various types of activities. In management, the planning function is the most important thing than other functions, because without planning, other functions

cannot run effectively and efficiently. If an activity must be carried out without prior planning, it will disrupt the smooth completion of other previously planned activities. Planning is also an activity that will be carried out in order to achieve a goal. Because planning is a form of selection action needed by management (Ramdhani, 2020).

The planning of the Darul Lughah Wal Karomah Islamic boarding school and Ma'had Aly Nurul Jadid carried out a plan by preparing the learning curriculum, teaching materials (books or books that will be used by students and teachers), time allocation, teachers, and student study groups, assessment structure and evaluation of student achievement. This planning was the beginning of the success of the acceleration program. So the administrators and educators planned to accelerate the literacy of the *alat science* with the *Nubdzatul Bayan* program which aimed for students to be able to read the yellow book faster. The yellow book was a book written by scholars and Muslim thinkers both in the past and in the present, none other than to spread Islamic knowledge and also to answer existing problems in accordance with current developments. But so many of the students still cannot read, let alone understand each paragraph listed in the yellow book, which is a problem that must be resolved quickly. For the success of the yellow book reading acceleration program through the *Nubdzatul Bayan* method, the administrators and asatidz carry out planning and setting targets that must be mastered and met by the students according to the volume of each student being studied. So with the existence of short-term, medium-term, and long-term targets, the targets can be met.

From the results of interviews and observations conducted by researchers with the students concluded, it is known that the Darul Lughah Wal Karomah and Ma'had Aly Islamic boarding schools have formed a team that has been previously selected and registered in the management structure to support the acceleration program. The existence of the core management does not feel perfect and will not run smoothly without the daily management of the complex (dormitory) who is the implementer of the acceleration program. In the Arabic proverb which reads:

ماظنلاب لطابلا هبلغي ماظن الب قحلا

which means "unstructured truth will be defeated by structured falsehood" can be used as a self-reminder for ourselves and also with the existence of this wise word we can draw the conclusion about how important it is to organize an institution or program (Nugraha, 2018). Considering that good instincts alone will certainly be well received by people, they can still be defeated by well-organized crime. In management, orderly organization is very important and also has a great influence on the progress of an institution (Maghfuri & Rasmuin, 2019).

Darul Lughah Wal Karomah Islamic boarding school fully submits the *Nubdzatul Bayan* curriculum policy to the Education Bureau as the management that focuses on Islamic boarding school education, but remains under one command from the instructions of the head of the Islamic boarding school and the vision and mission of the Islamic boarding school. Meanwhile, the curriculum of the *Nubdzatul Bayan* program at Ma'had Aly was initiated directly by the President Director of Ma'had Aly. Of course, all of these curriculum policies were fully submitted to the teaching staff to be realized. Collaboration and cooperation between superiors and implementers were connected and on the same path with the thoughts of the head of the Islamic boarding school and the vision of the Islamic boarding school.

With this organization, the progress of the institution will be easier to achieve and the time taken will also be more effective and efficient. If the management organization has been formed, the next step is to provide direction to the ustad/ustadzah so that they know the division of work that is in accordance with their respective expertise, including in the organizing function. Therefore, it is important to place human resources according to their respective expertise according to the classic theory put forward by Adam Smith which states "the right man in the right place", meaning that people who have expertise in a certain field must be placed in that expertise. (Wahidah & Ramadhan, 2023).

Actuating, in perfecting a plan, it must be followed by an implementation. Implementation itself is a process of applying methods, strategies and a series of other activities with the hope that other people can accept it and can also make a change well (Huda, 2017). Researchers found that the implementation of yellow book education has been carried out since long ago, even before the Nubdzatul Bayan acceleration program. In the teaching of yellow books at the Darul Lughah Wal Karomah and Ma'had Aly Islamic boarding schools in the past, namely the kiyai carried out the teaching by implementing the sorogan strategy with classic books on the alat science such as the Jurmiyah book, amtsilatut tashrifiyah, alfiyah, imrithi, and mutammimah.

Although the Nubdzatul Bayan program has been implemented, it has not diminished the traditional learning strategy. The sorogan strategy was still widely used by these two Islamic boarding schools. The yellow book learning method with the sorogan strategy involved students by visiting the kiyai individually or in groups and using the book as the focus of study. The books studied are grouped based on the level of understanding.

Sorogan, comes from the word "sorog" in Javanese, which means to give. In this context, each student delivers his book to the kiyai or ustad who acts as a mentor. The student approached the ustad then hands over a book and asks to teach him privately. This strategy can be done individually or only by a few students (Anshori & Wardana, 2022). In practice, after the ustad translated the contents of the book and explains it repeatedly, then the students will come forward one by one in turn, then start reading the book and interpreting it and then provide an explanation of the understanding of the book they are reading. While the ustad listened and pays attention to the reading of the students. This strategy is usually intended for students who have mastered the basics of the alat science such as nahwu and shorof. While the bandongan strategy is a method where the ustad or ustazah sit and are surrounded by students or female students. Then the ustad or ustazah began to read the yellow book and interpret and explain it. And so the students began to listen and write the meaning in their yellow book and note down important parts of the information given by the ustad or ustazah.

For the implementation of the Nubdzatul Bayan method itself, it is carried out using the wetonan or bandongan method. This term comes from Javanese which has the meaning of time, because the implementation of learning is carried out at certain times, it is done before performing the obligatory prayer and after (Rifaudin dkk., 2020). This method is a lecture method, where the students sit around their ustad/ustazah who is giving a lecture explanation of the material. Meanwhile, the students listen and start to take notes on the material given. The term wetonan is usually called bandongan in West Java. The implementation of Nubdzatul Bayan is carried out on a schedule that has been determined by the administrators/asatidz involved in the acceleration program (both formal/non-formal with the pesantren administrators) through a joint meeting.

In the learning practice, the teacher provided an explanation of the material to the students and then reads. The material that was explained earlier is returned and followed by the students, where the material was read repeatedly, then after that gave them a quiz question related to the explanations that were explained earlier and the material that has been explained before, so that the students remember and do not forget the materials that have been explained before.

The target for the submission of the nubdzah material is 2 pages per day so that in 24 days it will be finished (for one volume), and in a month it will be ready for the volume test. When the students reach the takmilah level (volume 6) they would start to be taught to apply the nubdzah material to the Fathul Qarib book. Fathul Qarib was one of the books that is still used by both Islamic boarding schools for basic fiqh for beginners. So, in their learning, students were required to study and analyze the procedures for reading the yellow book to how to determine the sentence structure in it. At this level, the target for the students' submission of the fathul qarib book was 18 lines on each page in a day and night.



Figure 2. Documentation of the Implementation of the Nubdzatul Bayan Santri Program

The steps that have been taken in the management of the yellow book reading acceleration program through the Nubdzatul Bayan method are: a. Formation of the nubdzah group, b. Formation of the takhassus group. In the formation of the Nubdzah group, it was attended by students from volume 1 to volume 6, where they were prepared to face a feasibility test in order to pass and be able to attend the Nubdzatul Bayan graduation. Furthermore, in the formation of the takhassus group, it was attended by students who have completed the Nubdzatul Bayan material learning and have been declared to have passed the previous Nubdzatul Bayan graduation. This takhassus group was a continuation of the Nubdzatul Bayan acceleration program where students are taught to understand the yellow book by their ustaz/ustadzah so that they can understand and develop their understanding and can deepen the contents of the classic books.

At this implementation stage, learning is more proactive for students. This means that teachers create interactions between teachers and students with various learning models. The learning model commonly used by teachers is the AIR model (auditory, intelligence, and repetition). This program uses two teaching materials, namely the nubdzah book and nadzom (lines containing outlines of the material) nubdzah. The focus of deepening the material for students used the nubdzah book, while the way to memorize all the material is channeled through the nadzom. Thus, the model applied provides ample space for students to be able to express themselves with auditory intelligence.

Assessment and Evaluation

There were several acceleration methods in the Nubdzatul Bayan program implemented at the Darul Lughah Wal Karomah Islamic Boarding School and Ma'had Aly Nurul Jadid, including:

The expository method is a learning method that emphasizes the delivery of material from a teacher to students verbally with the aim that students can understand and master the material presented optimally. As explained in the previous sub-chapter, the sorogan and bandongan methods were chosen by teachers by implementing the AIR model in their implementation. Thus, students always try to learn by receiving and asking for feedback from the teacher. Then this is what will actually create teachers and students to get their rights and obligations simultaneously and mutually beneficial.

The pengajian pasar method is an activity of studying material by a group of students on their respective supervising ustad, this study is carried out in several days according to the specified deadline. Which activity was carried out continuously (marathon) until all the material in a particular volume of the Nubdzah book being taught is completed. The data obtained by researchers from the implementation of the Nubdzatul Bayan program at Ma'had Aly Nurul Jadid and the Darul Lughah Wal Karomah Islamic boarding school are quite satisfactory and have succeeded in showing success.

Table 5. Success of Students Who Graduated from *Nubdzah*

INSTITUTION NAME	Student Data	Achievement	
		Pass All Volumes	Hatam Fathul Qorib
Ma'had Aly Nurul Jadid	37 students	37 students	33 students
PP Darul Lughah Wal Karomah	37 students	37 students	34 Students

This research has been conducted since November 2023 and has just ended and been completed in mid-October 2024. A total of 4 students at Ma'had Aly Nurul Jadid and 3 students at the Darul Lughah Wal Karomah Islamic boarding school are still continuing their learning of the Fathul Qorib book. This certainly showed satisfactory results for both Islamic boarding schools, where the achievements are achieved according to the target.

DISCUSSION

Apparently, the concept applied is in accordance with the opinion (Syafaruddin, 2019) in his book that the components of learning management to achieve quality learning include: a) leadership, b) school environment, c) curriculum, d) classroom teaching and management, e) assessment and evaluation. To find out an in-depth study of several concepts of learning management, here is the explanation. In developing Islamic boarding schools, kiai must be ready to accept the risks of change. Things that need to be considered in making changes are the characteristics of the context of change, strategy, actors, concepts, and the implementation process. Adopting a new program (Nubdzatul Bayan), (Zurqoni dkk., 2020) said that made the Islamic boarding school face a new change, challenge, goal, and target. As the vision and mission of these two Islamic boarding schools that require students to master the yellow book, this program made breakthroughs and more advanced innovations for students. More deeply, (Arif dkk., 2022; Ritonga dkk., 2022) stated with this new program, the thoughts and policies of the leaders of the Islamic boarding school lead students to be able to understand and master the alat science (nahwu and shorrof) more quickly. Organizing is something that should not be forgotten, because an institution cannot run effectively if it only relies on one or two people. So in the organization itself, cooperation in groups is very important for the running of activities or things that have been planned in advance. Organizing can be said to be a process of dividing tasks into lighter jobs. Giving tasks to people according to their abilities, Determining resources and organizing them in order to achieve effective and efficient organizational goals (Mustajab dkk., 2021).

Ma'had Aly Nurul Jadid and the Darul Lughah Wal Karomah Islamic boarding school target that with this program, students can easily master Arabic and the reading of yellow books. Not only that, scientific papers and bahtsul masail (discussion forums on religious issues and other worldly life) are the next targets for students to get used to being involved in. In accordance with the opinion (Ma'arif, 2018), components of classroom management in the implementation of the program are: proactive planning, effective communication, consistent discipline, positive reinforcement. It can be said that the implementation of classroom management is a series of activities carried out by teachers to encourage expected student behavior and eliminate unexpected behavior.

The Memorization Method (muhafadzah) was an activity of memorizing a certain line/poem text under the guidance and supervision of ustad or kiyai. Where the students are asked to memorize

several readings within a specified period of time. Starting with memorizing the material that has been explained by the ustad or kiyai and also memorizing verse by verse of the nadzom in the Nubdzatul Bayan book. This method is carried out independently by students in between Islamic boarding school activities. so that, at the time of the specified memorization deposit, they submit their memorization as best they can without any coercion and pressure from the teacher. During learning, teachers always present complete material with the sound of the nadzom with the aim of making it easier for students to remember more quickly.

The takror method means repeating. So, it can be concluded that this method is a way of reading by repeating the material that has been heard previously by the ustad or kiyai. The memorization that is repeated includes new memorization and old memorization (Macdonald dkk., 2020). Reading lesson material and repeating it can help move memorized material from the left brain to the right brain, where the left brain is quick to remember something but also quickly forgets it. While the right brain is slower to remember something, but is more durable in remembering it than the left brain (Akmaliyah dkk., 2021). By studying the book of Fathul Qarib after completing the volume of the book of Nubdzah, it becomes the beginning of students being able to actualize their knowledge. This memorization deposit method was where students read the memorized memorization in front of the ustad or kiyai. This method was carried out so that the ustad or kiyai can find out the limit of the deposit that has been memorized by each student by recording their memorization in the deposit book. The deposit book is usually held by students so that it always becomes a benchmark for their success every day.

Public Test Method (demonstration) with a learning method that is carried out by applying nahwu science to the yellow book (Dora & Arif, 2024). Where students from all classes are gathered then appointed to come forward and asked to read several lines first and then questioned in turns by the ustad in charge of the activity. The factors behind this strategy include: a. to train the mentality of students to get used to it. b. To evaluate the abilities of students (Daud dkk., 2021). The use and concept of Nubdzatul Bayan program learning management that has been implemented by Ma'had Aly Nurul Jadid and Darul Lughah Wal Karomah Islamic boarding school has many benefits, including: 1) Improving the quality of education for students: Good education management can help improve the quality of education and create a conducive learning environment for students. 2) Helping students achieve their maximum potential: Good education management can help students achieve their maximum potential and prepare them for a successful future. 3) Making students more motivated: Good education management can make students more motivated in learning the yellow book. 4) Helping students communicate well: Good educational management can help students become more able to communicate well. 5) Helping Islamic boarding schools optimize resources: Learning management can help Islamic boarding schools identify the strengths, weaknesses, opportunities, and threats to students. 6) Helping Islamic boarding schools be responsible for the quality of education: Learning management can help Islamic boarding schools be responsible for the quality of their respective education to the government, parents of students, and the community in general. 7) Helping Islamic boarding schools manage and empower resources: Learning management can help Islamic boarding schools improve the quality of education through independence and school initiative in managing and empowering available resources. The implications of learning management through the Nubdzatul Bayan program in supporting the literacy of students' alat science were: students became more motivated to learn tool science proactively; students were increasingly able to communicate well; and students feel satisfied in utilizing the Nubdzatul Bayan program learning management system.

CONCLUSION

Based on the results of the findings in the previous chapter, the answers to the focus of this research can be accumulated. The following was an explanation of learning management through the Nubdzatul Bayan program in supporting literacy in the alat science at Ma'had Aly Nurul Jadid and the Darul Lughah Wal Karomah Islamic boarding school. The concept of learning management

through the Nubdzatul Bayan program in supporting literacy in the alat science included the leadership of the head of the Islamic boarding school who dominated the curriculum policy of the Islamic boarding school, the Islamic boarding school environment that supports program activities, the learning curriculum that includes teaching materials (books or books that will be used by students and teachers), time allocation, teachers, and student study groups, assessment structure and evaluation of student achievement, class management that creates take and give and proactive interactions between teachers and students, and the assessment and evaluation system for student learning. The implications of learning management through the Nubdzatul Bayan program in supporting literacy in the alat science were that students became more motivated to learn science in a proactive way, students are increasingly able to communicate well, students feel satisfied in utilizing the Nubdzatul Bayan program learning management system. This research is limited to a study of the overall aspects used by both Islamic boarding schools in implementing learning management in the nubdzatul bayan program. An in-depth study in quantitative analysis of the effectiveness of this learning management should be able to be carried out by researchers who want to conduct similar research.

REFERENCES

- Akmaliyah, Hudzaifah, Y., Ulfah, N., & Pamungkas, M. I. (2021). Child-friendly teaching approach for arabic language in indonesian islamic boarding school. *International Journal of Language Education*, 5(1), 501–514. <https://doi.org/10.26858/IJOLE.V5I1.15297>
- Anshori, M., & Wardana, B. E. (2022). Implementasi Metode Bandongan dan Metode Sorogan dalam Pembelajaran Kitab Kuning di Pondok Pesantren Tanwirunnida' Dusun Rambeanak 2 Desa Rambeanak Kecamatan Mungkid Kabupaten Magelang. *Seminar Nasional Paedagoria*, 2(8), 190–200.
- Arif, M., & Abd Aziz, M. K. N. (2021). Eksistensi Pesantren Khalaf di Era 4.0. *Ta'allum: Jurnal Pendidikan Islam*, 9(2), 205–240.
- Arif, M., Harun, M., & Aziz, M. K. N. bin A. (2022). A Systematic Review Trend of Learning Methods for Reading the Kitab Kuning at Pesantren (2000-2022). *Journal of Islamic Civilization*, 4(2), Article 2. <https://doi.org/10.33086/jic.v4i2.3578>
- Daud, W. A. A. W., Rahman, A. A., Ghani, M. T. A., Yusof, M. A. B. M., & Amiruddin, A. Z. (2021). Arabic-Kafa: Design and development of educational material for Arabic vocabulary with augmented reality technology. *JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES*, 17(4), 1760–1772. <https://doi.org/10.52462/jlls.128>
- Dora, R., & Arif, M. (2024). Penumbuhan Karakter Sosial Santri di Pondok Pesantren. *Madinah: Jurnal Studi Islam*, 11(2), Article 2. <https://doi.org/10.58518/madinah.v11i2.2931>
- Fitriyah, L. (2019). Pendidikan Literasi pada Pembelajaran Kitab Kuning di Pondok Pesantren Nurul Huda Sukaraja. *Titian Ilmu*, 11(1), 20–30.
- Hamzah, Muh., Rozi, F., & Khotimah, S. (2022). Manajemen klinik baca dalam menstimulasi minat baca siswa di madrasah. *Autentik: Jurnal Pengembangan Pendidikan Dasar*, 6(2), 327–338.
- Ja'far, A. (2019). Literasi Digital Pesantren: Perubahan dan Kontestasi. *Islamic Review: Jurnal Riset dan Kajian Keislaman*, VIII(1), 17–35.
- Ma'arif, S. (2018). Education as a Foundation of Humanity: Learning from the Pedagogy of Pesantren in Indonesia. *Journal of Social Studies Education Research*, 9(2), 104–123.
- Macdonald, R., Brandt, S., Theakston, A., Lieven, E., & Serratrice, L. (2020). The Role of Animacy in Children's Interpretation of Relative Clauses in English: Evidence From Sentence–Picture Matching and Eye Movements. *Cognitive Science*, 44(8), 1–35. <https://doi.org/10.1111/cogs.12874>

- Maghfuri, A., & Rasmuin. (2019). Dinamika Kurikulum Madrasah Berbasis Pesantren Pada Abad Ke 20 (Analisis Historis Implementasi Kurikulum Madrasah). *Tadbir: Jurnal Manajemen Pendidikan Islam*, 3(1), 1–16. <http://dx.doi.org/10.29240/jsmp.v3i1.794>
- Manan, M. A., & Bajuri, M. (2020). Budaya Literasi di Pesantren Salafiyah Syafi'iyah Sukorejo. *Jurnal Pendidikan Islam Indonesia*, 4(2), 116–123. <https://doi.org/10.35316/jpii.v4i2.194>
- Mustajab, Baharun, H., & Iltiqoiyah, L. (2021). Manajemen Pembelajaran melalui Pendekatan BCCT dalam Meningkatkan Multiple intelligences Anak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1368–1381.
- Mustofa, A. (2017). Perkembangan Kurikulum Pendidikan Agama Islam di Pesantren, Madrasah dan Sekolah. *Jurnal Pikir: Jurnal Studi Pendidikan dan Hukum Islam*, 1(2), 89–121.
- Nugraha, M. (2018). Manajemen kelas dalam meningkatkan proses pembelajaran. *TARBAWI*, 4(1), 27–44.
- Nurzin, Moh., Ni'mah, M., & Solehudin, S. (2022). Manajemen Program Akselerasi Baca Kitab Kuning melalui Metode Nubdzatul Bayan di Pondok Pesantren Darul Lugah Wal Karomah Kraksaan Probolinggo. *Attractive: Innovative Education Journal*, 4(1), 1–12. <https://creativecommons.org/licenses/by-sa/4.0/>
- Ramdhani, D. (2020). Manajemen Kurikulum dan Pembelajaran Bahasa Arab. *Cordova Journal*, 10(1), 47–67.
- Rifaudin, M., Ariyanti, N. N., & Pratama, B. A. (2020). Pembinaan Literasi di Pondok Pesantren SABAGAI BEKAL SANTRI HIDUP BERMASYARAKAT. *Info Bibliptheca*, 1(2), 99–112.
- Ritonga, M., Nurdianto, T., & Rahmawati. (2022). Strategies for improving Arabic language ability through language Environment: Phenomenology studies in Islamic boarding schools. *JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES*, 18(1), 496–510. <https://doi.org/10.52462/jlls.198>
- Rosyida, I. (2020). PENGELOLAAN PEMBELAJARAN LITERASI TEKNOLOGI DI PESANTREN. *Jurnal Syntax Admiration*, 1(6), 696–710.
- Sukataman, & Makmun, S. (2022). Pendidikan Mental Santri melalui Metode Pembelajaran Ilmu Alat di Pondok Pesantren Miftahul Ulum Lirap, Petahanan, Kebumen. *Cakrawala: Studi Manajemen Pendidikan Islam dan Studi Sosial*, 6(1), 60–72.
- Syafaruddin. (2019). *Manajemen dan Strategi Pembelajaran*. Perdana Mulya Sarana.
- Taufikin. (2021). Pesantren as the Three Centers of Education Perspective of Ki Hadjar Dewantara. *Dinamika Ilmu*, 21(1), 101–119.
- Thoha, M. (2021). Reformulasi Model Pembelajaran Kitab Kuning di Pondok Pesantren Mambaul Ulum Bata-Bata Pamekasan. *Tadris: Jurnal Pendidikan Islam*, 16(2), 453–464. <https://doi.org/10.19105/tjpi.v16i2.5136>
- Umiarso, Baharun, H., Rozi, F., Zamroni, & Hidayati, N. (2022). Improving Children ' s Cognitive Intelligence Through Literacy Management. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(3), 1588–1598. <https://doi.org/10.31004/obsesi.v6i3.1817>
- Wahidah, F., & Ramadhan, R. (2023). Manajemen Literasi Kitab Kuning SEBAGAI PROGRAM KOMPETENSI UNGGULAN DI MADRASAH BERBASIS PESANTREN. *Ta'lim Diniyah*, 3(2), 141–151.
- Zurqoni, Retnawati, H., Rahmatullah, S., Djidu, H., & Apino, E. (2020). Has Arabic Language Learning Been Successfully Implemented ? *International Journal of Instruction*, 13(4), 715–730.