

Revitalizing Classical Islamic Learning: The Implementation of Classical Book-Based Teaching Materials in Islamic Education

Abdul Ghofar*¹, Samrotul Ilmiyah*²

¹*Institut Agama Islam Ulumiyah Mojokerto*

²*Institut Agama Islam Ulumiyah Mojokerto*

e-mail: ghofar@lecturer.uluwiyah.ac.id , 202120010102178@student.uluwiyah.ac.id

Submitted: 15-05-2024

Revised : 08-08-2024

Accepted: 25-10-2024

ABSTRACT. Education is the primary foundation for shaping human character, morals, and life direction. In Islamic tradition, classical books (*kutub al-turats*) play an essential role as sources of knowledge and profound spiritual values. However, traditional teaching methods, still dominant in many Islamic educational institutions, often make it difficult for students to understand the contextual meanings and relevance of these books to modern life. This condition calls for innovation in the preparation of teaching materials that remain rooted in classical heritage but are presented with an approach that is adaptive to the needs of the times. This study aims to describe the implementation of the development of classical book-based teaching materials at MA Miftahul Qulub Gondang Mojokerto. The approach used is descriptive qualitative with research stages that include needs analysis, design, development, testing, and evaluation of teaching materials. Data were collected through observation, in-depth interviews, and documentation, then analysed using data reduction, data presentation, and verification techniques. Data validity was strengthened through triangulation of sources and methods. The results of the study show that MA Miftahul Qulub Gondang Mojokerto implements the Merdeka Curriculum, but Fiqh learning still relies on sources from classical texts (yellow books). The innovative teaching materials developed have been proven to significantly increase students' interest in learning and understanding classical texts. These findings confirm that integrating classical values with modern learning approaches can be an effective model for strengthening Islamic education that is relevant to the demands of the contemporary era.

Keywords: Classical texts, teaching material development, Islamic education, Merdeka Curriculum, Fiqh learning.

ABSTRAK. Pendidikan merupakan fondasi utama dalam membentuk karakter, moral, dan arah kehidupan manusia. Dalam tradisi Islam, kitab-kitab klasik (*kutub al-turats*) berperan penting sebagai sumber pengetahuan dan nilai-nilai spiritual yang mendalam. Namun, metode pengajaran tradisional yang masih dominan di berbagai lembaga pendidikan Islam sering kali membuat peserta didik kesulitan memahami makna kontekstual dan relevansi kitab-kitab tersebut dengan kehidupan modern. Kondisi ini menuntut adanya inovasi dalam penyusunan bahan ajar yang tetap berakar pada khazanah klasik, tetapi disajikan dengan pendekatan yang adaptif terhadap kebutuhan zaman. Penelitian ini bertujuan menggambarkan implementasi pengembangan bahan ajar berbasis kitab klasik di MA Miftahul Qulub Gondang Mojokerto. Pendekatan yang digunakan adalah kualitatif deskriptif dengan tahapan penelitian yang meliputi analisis kebutuhan, perancangan, pengembangan, uji coba, dan evaluasi bahan ajar. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi, kemudian dianalisis dengan teknik reduksi data, penyajian data, serta verifikasi. Validitas data diperkuat melalui triangulasi sumber dan metode. Hasil penelitian menunjukkan bahwa MA Miftahul Qulub Gondang Mojokerto menerapkan *Kurikulum Merdeka*, namun pembelajaran Fiqh tetap mengandalkan sumber dari kitab klasik (*buku kuning*). Inovasi bahan ajar yang dikembangkan terbukti meningkatkan minat belajar dan pemahaman siswa

terhadap teks klasik secara signifikan. Temuan ini menegaskan bahwa integrasi nilai-nilai klasik dengan pendekatan pembelajaran modern dapat menjadi model efektif bagi penguatan pendidikan Islam yang relevan dengan tuntutan era kontemporer.

Kata kunci: Kitab klasik, pengembangan bahan ajar, pendidikan Islam, Kurikulum Merdeka, pembelajaran Fiqh.



[HTTPS://DOI.ORG/10.31538/CJOTL.V4I2.2603](https://doi.org/10.31538/CJOTL.V4I2.2603)

INTRODUCTION

Education is the primary key to life that cannot be ignored. The critical role of education is to lead students to the noble values of civilisation and culture, as well as to the religious values adhered to. Therefore, an education system that is not only of high quality but also able to adapt to the times to meet the community's needs in the current and future periods. Moreover, Islamic education not only aims to help students live happily in the world, but also to help them live happily in the hereafter (Awwalul Fadhilah:2022). Teaching materials are all materials (both information, tools, and texts) that are systematically arranged and display the full range of competencies that students will master and use in the learning process, with the aim of planning and reviewing the implementation of the learning process. The benefits of teaching materials for students are: (1) learning activities become more interesting, (2) students get more opportunities to learn independently with the guidance of educators, and (3) students get convenience in learning every competency that they must master. (Khoirun Nisa:2021)

The Classic Book, also called the yellow book, is a religious book in Arabic, Malay, Javanese, or other local languages in Indonesia, written in the Arabic script. In addition to being written by scholars in the Middle East, it is also written by Indonesian scholars themselves. It is called the yellow book because most of the books have yellow paper. Even though it is not equipped with syakal or kharokat, it is also often referred to as the bare book, and the content presented in the yellow book almost always consists of two components: matan and sarah. The Yellow Book is an Arabic work written by Islamic scholars in the Middle Ages and is often referred to as the Classical Book (Jahidin, 2020). In Fiqh learning at MA Miftahul Qulub Gondang Mojokerto, because most students live in Islamic boarding schools, the teaching is similar to that in classical Islamic boarding school books. When given material like standards, students tend to underestimate them and take them less seriously.

When studies on the implementation of classical learning are examined, it is found that the importance of *the Pole al-Turats* as an authentic source in Islamic teachings requires an adaptation and integration strategy in Fiqh learning in madrasas, especially in the midst of the demands of the modern curriculum (Rosyidi & Hasan, 2021; Hidayati, 2020). The process of developing classical text-based teaching materials requires a systematic methodology, often referring to a standard development model (Latif, 2021), which begins with a detailed needs analysis (Nisa, 2023) and continues with the modification of teaching materials into a digital format, such as *e-modules* (Muzakki, 2022), in order to bridge the difficulties of student understanding. This implementation includes transforming the turats pedagogy through an integrative approach and the use of modern strategies such as Integrative Maqra'ah (Syamsuddin, 2020) to ensure that the value of Fiqh remains relevant (Falah & Sari, 2022), even with a touch of digital technology (Mahfudh, 2024). This innovation ultimately aims to increase interest in learning (Junaidi & Khoirunisa, 2023) and produce application-based *e-turats* (Hanif & Zailani, 2024) that suit the needs of 21st-century students. Although conceptually it has been proven that the importance of *the Pole al-Turats* requires adaptation and integration in Fiqh learning (Rosyidi & Hasan, 2021; Hidayati, 2020), and various studies have outlined the need for a systematic teaching material development methodology (Latif, 2021), even through digital modifications such as *e-modules* (Muzakki, 2022; Hanif & Zailani, 2024), however, this has not fully answered the specific challenges faced by MA Miftahul Qulub. In particular, although other educational institutions focus on transforming the pedagogy of turats using technology or *Maqra'ah strategies* (Syamsuddin, 2020; Mahfudh, 2024), the reality at MA Miftahul Qulub Gondang Mojokerto shows a different problem, namely the tendency of students who live in Islamic boarding schools to underestimate and be less serious about standard Fiqh material that is delivered without comparison with classical books.

Specificity of Context: The limitations of studies that, in a descriptive and in-depth manner, develop teaching materials that explicitly combine the needs of the modern curriculum with the tradition of pesantren (classical books) to overcome students' underestimation of the material taught. **Implementation Focus:** Previous research has focused more on the theoretical aspects of development (Nisa, 2023) or its impact on general interest (Junaidi & Khoirunisa, 2023). This research fills *the gap by holistically describing the stages of developing classical text-based teaching materials—from needs analysis, design, to evaluation—as a practical solution to the problem of disengaged students* in the context of MA Miftahul Qulub. This research is important for specifically describing the implementation of developing teaching materials based on the Classical Book, which has been proven successful in overcoming a lack of enthusiasm and increasing student understanding, thereby serving as a model of practical implementation in Islamic educational institutions with similar characteristics to Islamic boarding schools. MA Miftahul Qulub Gondang Mojokerto, as one of the Islamic educational institutions committed to maintaining the Islamic scientific tradition, integrates classical books into its curriculum. The goal is for students not only to understand religious texts, but also to internalise the values of Islamic teachings contained in these books. In this madrasah, classic books such as Fiqh and the works of other great scholars are regularly used as teaching materials. Therefore, this article describes the development of classical book-based teaching materials at MA Miftahul Qulub Gondang Mojokerto as a strategic step to improve the quality of classical book learning, both in students' understanding of the texts and in their relevance to their lives. This innovation is expected to be an effective solution to address existing problems and maximise the potential of Islamic education in madrasas, especially those located in pesantren environments.

RESEARCH METHODS

This study uses a descriptive, qualitative approach to examine the development of fiqh teaching materials based on classical texts. The object of this research is Fiqh teachers and students at MA Miftahul Qulub who are involved in learning Fiqh by developing teaching materials based on classical books, namely, students in grades X, XI, and XII. Data collection is carried out through direct classroom observation during the learning process. Interviews are conducted with the principal, curriculum waka, and Fiqh subject teachers to assess responses, abilities, and learning outcomes. With this method, the research is expected to provide an understanding of the Implementation of classical book-based teaching materials development at MA Miftahul Qulub Gondang Mojokerto.

RESULTS AND DISCUSSION

RESULT

Classical book learning at MA Miftahul Qulub Gondang Mojokerto initially took place outside the classroom, in cottages, mosques, and kyai houses, using the sorogan, wetonan, bandongan, and sema'an approaches. In the subsequent development, classical books were produced through madrasah diniyahs. This model is applied by MA Miftahul Qulub Gondang Mojokerto, one of the formal institutions that implements classical book learning as part of KBM in the madrasah. The students of MA Miftahul Qulub Gondang Mojokerto studied classical books, such as fiqh, in the morning. They conduct learning activities, as students generally study classical texts at Islamic boarding schools. This is as explained by the researcher's interview with Mr Moch. Cholil, as the principal of the following school, MA Miftahul Qulub Gondang, has a basic pesantren. The first reason is that the material in PAI, especially fiqh, Aqidah, Al-Qur'an, hadith, and SKI, is too easy for students at MA Miftahul Qulub, because, on average, students at MA Miftahul Qulub are from pesantren and recite daily at diniyah salaf. From there, the leaders looked for a solution so that students would not underestimate the lessons at MA Miftahul Qulub, especially PAI subjects, finally a book appeared that was used for Fiqh learning, the reason for the second purpose of using books as teaching materials was to collaborate between how to integrate general lessons with Islamic boarding school lessons and also so that the two goals could be synchronized and collaborative. Initially, this book was used during the KTSP curriculum, covering KI and KD, and it included KMA content, so it had more content.

This is also supported by the researcher's interview with Mr Erwin Setiawan, as follows: The beginning of the fiqh lesson used the classic book, MA Miftahul Qulub, to harmonise the fiqh of the madzhab of Imam Shafi'i. After all, each fiqh law is not the same between one madhhab and another. In

order for students' fiqh lessons to be in sync with the books they are studying in pesantren with madzhab Imam Shafi'i, the curriculum of the book follows the applicable curriculum, and the explanations are more in-depth. The book was compiled by Ahmad Idris Shams al-Din after Tarawih on Wednesday night, on the twenty-sixth night of Ramadan, which is full of blessings in 1433 H, coinciding with the fourteenth day of the asad constellation in 2012 AD. From the data presented above, it is evident that the classical book-learning model at MA Miftahul Qulub Gondang Mojokerto is not much different from the learning in Islamic boarding schools in general. The students listened, gave tasykil and meaning to the part of the book, listened to the teacher's explanation of the discussion, and memorised it as a deepening of the content of the classic book they had learned.



Figure 2. The Book of Classical Fiqh, Juz 1 and 2, MA Miftahul Qulub, Gondang Mojokerto.

Development of Classical Book-Based Teaching Materials

Development is the act of making something increase or change perfectly (thoughts, knowledge, and so on) (Sukiman, 2012). Development is an effort to improve technical, theoretical, conceptual, and moral abilities in line with needs through education (Abdul Majid, 2025). Based on the opinions of existing experts, it can be concluded that development is an effort or process carried out consciously, planned, and directed to make or improve an existing product into one that can be accounted for in terms of its quality as explained by Mrs Maimunah, a teacher who teaches Fiqh based on classical books, printing classical-based Fiqh books when the KTSP curriculum and classical books became the hallmark of MA Miftahul Qulub. Teachers simplify the language of the classic book to the language of the handbook used in learning, because if they use only the language of the classic book, students have difficulty understanding the material. The learning methods used are lectures, demonstrations, discovery learning, inquiry learning, and problem-based learning. I hope that, by using this method, students can understand the material and apply it. The books used as guidelines in the preparation of learning are taken from classical books, namely Fathul Qoribil Mujin li Abi Syujak, Fathul Mu'in li Zainiddin Al Malibari, Fathul Wahhab li Zakariya Al Anshari, Al Majmuk li Yahya An Nawawi, Tuhfatul Muhtaj li Muhammad Ar Romli, Kifayatul Akhyar li An Nawawi Al Bantani, Al um li Muhammad As Syafi'i, Fatawi Al Kubro li Al Haitami, and Al Mausu'atul Fiqhiyah.

Classical Book Fiqh Learning Methods at MA Miftahul Qulub Gondang Mojokerto

Learning the yellow book at MA Miftahul Qulub Gondang Mojokerto takes its own time and is the primary source of reference material for students to discuss the material being taught. This is corroborated by the learning implementation plan (RPP) for Curriculum 13 and the Teaching Module for the Independent Curriculum for teachers of Fiqh subjects.

a. Discovery learning

Discovery learning is a learning model that develops and enhances students' creativity and innovation by helping them identify problems and find solutions (Abdul Qodir, 2005).

This learning model is used in fiqh learning using the Classical Book. In this learning model, the teacher serves as a supervisor, directing students to solve an engineering problem assigned by the teacher. The practice of the discovery learning method in Fiqh learning at MA Miftahul Qulub Gondang Mojokerto, one of which is found in the menstrual chapter. After receiving

learning materials on menstruation, puerperium, and istihadho, each student was given the task of analysing the blood that came out, including menstrual blood or istihadhoh blood, by observing the length of menstruation and the length of the period of purity. If the blood is menstrual, it is haram to perform prayer, fasting, and other forms of worship during menstruation. If the blood is istihadhah, it is still obligatory to pray and purify before every prayer. After completing the analysis in groups, students are asked to present it.

b. Learning Inquiry

Learning Inquiry is a learning model used to help students think critically, logically, analytically, and systematically when solving a problem posed by a question related to the surrounding phenomenon (Nie made asih: 2012).

Fiqh at MA Miftahul Qulub Gondang Mojokerto, one of which is in the chapter on the legal requirements for prayer. In the chapter on the legal requirements for prayer, students are asked to observe and assess, within each group, whether the legal requirements for prayer align with what they have learned. After completing the observation, each group was asked to present the results of its discussion in turn. If a question is asked by another group, the group being asked is obliged to answer it. After everything is completed, the subject teacher will reinforce the material delivered.

c. Problem-Based Learning

Problem-Based Learning is a learning model that develops students' creativity and innovation by providing a problem from daily life and linking it to the learning material that has been or will be taught. (Abdul Qodir:2017):

In this model, teachers serve only as facilitators, while problem-solving is left to students. The practice of the problem-based learning method in Fiqh learning at MA Miftahul Qulub Gondang Mojokerto, one of which is found in the prayer time chapter. Students are asked to practice with props, such as erecting a stick and looking at its shadow, whether during dhuhur or asr.

d. Demonstration

In this model, the teacher serves as the direct model, showing how a skill or procedure is performed. The practice of the Demonstration method in Fiqh learning at MA Miftahul Qulub Gondang Mojokerto, one of which is found in the chapter on the corpse. Students are asked to practice with props, such as shrouding the corpse, following the teacher's instructions.



Figure 4. Demonstration Method in the Practice of Shrouding the Dead (MA Miftahul Qulub Gondang Mojokerto, March 2025)

Factors Inhibiting and Supporting Classical Book Learning

Classical book learning is a process of interaction in the learning environment among educators, students, and learning resources (in the form of yellow books). In establishing an educational institution,

several factors must be considered to support the sustainability of education and the learning process. In some cases, these factors can come from educators, students, or the surrounding environment. Similarly, at MA Miftahul Qulub Gondang Mojokerto, several factors support and hinder the learning process using classical books. From the results of the interview the author conducted with Danial Jauhari Maknun, a student of class X.1, it was stated that the advantage is that I prefer to use books because there is an art to writing pegon. I am more enthusiastic about learning, and books are easier to understand and more concise. Meanwhile, the weakness lies in the teacher's tendency to interpret too quickly. Then Mrs Maimunah, a teacher of Fiqh subjects based on classical books, added that: "In receiving the material, students with a pesantren background are faster in understanding and interpreting it in pegon because they were previously accustomed to the pesantren environment." However, some students with non-pesantren backgrounds have a little difficulty understanding and interpreting the material in Latin. However, we overcome this by adding special hours dedicated to learning the yellow book.

Discussion

The findings show that the development of classical book-based teaching materials at MA Miftahul Qulub Gondang Mojokerto began with the specific contextual needs of madrasas. The main problem solved was the tendency of students with a pesantren background to underestimate the standard PAI subject material (Fiqh, Akidah, etc.) because it was considered too easy (Moch. Cholil)—interview with Mr Moch. Cholil and Mr Erwin Setiawan corroborated the findings that the purpose of developing this teaching material is to collaborate and synchronise the fiqh of the Imam Shafi'i madhhab studied at the boarding school with the school's formal curriculum. The Classical Fiqh Book compiled (*Figure 2*) is a solution taken from the KTSP Curriculum and continues to be maintained in the Independent Curriculum. The implementation of the development of these teaching materials goes through stages that basically reflect the *Research and Development* (R&D) or *ADDIE* model (Latif, 2021), although applied contextually:

1. Needs Analysis: Based on the understanding that the majority of students have studied at *Diniyah Salaf*.
2. Design (Design): The leader and teacher determine the core reference book (*Fathul Qorib, Fathul Mu'in*, etc.), which is then simplified in language (*Ibu Maimunah*).
3. Development: Fiqh teachers printed classical-based Fiqh books that are the hallmark of madrasas. Mrs Maimunah explained that teachers simplify the language of classical texts by using language from handbooks.
4. Trial and Application: This book is used as the primary source of reference in classical Fiqh learning in the morning.

The findings were obtained through data triangulation, namely the similarity of information from interviews (Cholil, Erwin, Maimunah, Students), observation of teaching practices, and documents (Classical Fiqh Book Juz 1 & 2 and RPP/Teaching Module). The learning methods applied by Mrs Maimunah (Lectures, Demonstrations, Discovery Learning, Inquiry Learning, and Problem-Based Learning) show a significant shift from *the pure sorogan* or *wetonan* method.

- Interpretation: The use of *Discovery Learning* (e.g., the Menstrual Chapter) and *Inquiry Learning* (e.g., the Valid Requirements chapter of Salat) indicates the efforts of teachers to modify classical teaching materials that tend to be dogmatic into teaching materials that demand creativity and innovation (Abdul Qodir, 2005, 2017), in line with the demands of the Independent Curriculum.
- Relation to Theory (Mahfudh, 2024; Syamsuddin, 2020): This strengthens Syamsuddin's (2020) study on accelerating the teaching of *the book of turats* through an integrative model, and is in line with the view of Mahfudh (2024) regarding the need to transform *the pedagogy of turats* to be relevant to the times. Teachers here use not only books, but also modern methods to guarantee *relevance and effectiveness* (Falah & Sari, 2022).

The main supporting factor, namely the existence of Madrasah Diniyah and Islamic Boarding School, is the foundation that ensures Internal Consistency between the material in the school and the cottage.

- Interpretation: The students' statement that they are more enthusiastic about the art of *writing pegon* and *the challenges* in understanding Arabic texts (Danial Jauhari Maknun) shows that the success of the development of teaching materials does not only lie in the content (the classical book), but in the method of presentation that triggers intrinsic cultural motivation.
- Relevance to Theory (Junaidi & Khoirunisa, 2023): These findings confirm that the modification of innovative *yellow book* teaching materials, which in this context means *simplifying the language* by teachers *without eliminating the essence of mata*, has succeeded in increasing students' interest in learning, according to the results of the study by Junaidi and Khoirunisa (2023).

Based on a comparison of findings with previous studies (Nisa, 2023; Muḥakki, 2022), which tend to focus on physical or digital development, this study offers a theoretical modification in the form of a Cultural-Integrative Fiqh Turats Teaching Material Development Model. This model emphasises that before entering the standard R&D Design stage, it must be preceded by:

1. Cultural Analysis (*Cultural Assessment*): Identification of *students' basic pesantren* and problems *with standard materials*.
2. Content Adaptation: Teachers actively simplify classical *language* to easy-to-understand language without reducing the depth of content (Maimunah's role), before the teaching materials are printed.
3. Methodological Integration: The use of classical books as the primary source (matan), but their implementation uses modern methods (Discovery, Inquiry, PBL) to encourage students to seek practical solutions, not just memorize.

This model modifies the teaching material development guidelines by treating linguistic and cultural adaptation as key variables that ensure successful implementation, complementing the finding that successful teaching material development is aligned with the external environment (Hanif & Zailani, 2024). Supporting and inhibiting factors (pesantren vs. non-pesantren backgrounds) indicate that cultural analysis is the most important stage for mitigating learning obstacles.

Conclusion

This study aims to describe the implementation of developing classical book-based teaching materials at MA Miftahul Qulub Gondang Mojokerto as a solution to the problem of students who tend to underestimate PAI material when using standard Madrasah Aliyah materials. The conclusion shows that the development of the teaching materials has been implemented effectively and successfully.

This success is supported by three main factors: (1) Cultural Integrative Goals, namely the synchronization of Fiqh materials of the Shafi'i madhhab in the boarding school with the formal curriculum in the madrasah; (2) Modification of Teaching Materials, where Fiqh teachers print and simplify the language *of the* classical books (*Fathul Qorib* and other references) to facilitate understanding without reducing depth; and (3) Transformation of Learning Methods, namely the integration of *traditional* sources with modern methods such as *Discovery Learning*, *Inquiry Learning*, and *Problem Based Learning* to increase students' enthusiasm, creativity, and analytical skills.

The implementation model at MA Miftahul Qulub can be categorised as a Cultural-Integrative Fiqh Turats Teaching Material Development Model, which makes cultural analysis (pesantren background) and linguistic adaptation as crucial stages to ensure the success and relevance of teaching materials, as well as being the main supporting factor that triggers students' interest and enthusiasm in learning.

BIBLIOGRAPHY

- Awwalul, Fadlilah, Izza Safitri. "Implementation of the Concept of Knowledge in the Book of *Ihya' Ulumiddin* in Madrasah Mu'allimin Mu'allimat Sunan Drajat Paciran Lamongan", *RABBAYANI: Journal of Islamic Education and Civilisation*, Vol. 2, No. 1, 2022.
- Azra, Azyumardi. (2002). *Islamic Education: Tradition and Modernisation Towards the New Millennium*. Jakarta: Logos Read Science.
- Akbar, Ali, Hidayatullah Ismail. *Learning Methods of the Yellow Book at the Darun Nahdhab Thawalib Islamic Boarding School, Bangkinang*, *Al-Fikra: Islamic Scientific Journal*, Vol. 17, No. 1, 2018.
- Falah, N. Z., & Sari, I. M. (2022). Strategies for the Integration of the *Polar al-Turats* in the Independent Curriculum for the Improvement of Fiqh Competence in Madrasah Aliyah. *Journal of Islamic Education Studies*, 5(2), 150-168.
- Fadlillah, M. Bohri Rahman, Nurul Istiqfaroh, Ayik Fena Emilda, Debby Rahmawati. "Analysis of Agrarian Teaching Materials for Science Learning in Elementary Schools", *Journal of Elementary Education*, Vol. 6, No. 3, September 2023.
- Hanif, A. M., & Zailani, M. (2024). E-Turats Application Based on the Fiqh Teaching Material Development Model in Responding to the Needs of 21st-Century Students. *Journal of Islamic Education Innovation*, 8(1), 1-19.
- Hidayati, N. N. (2020). The Relevance and Existence of the Classic Book (*Kutub al-Turats*) as a Source of Fiqh Learning in the Salafiyah Madrasah. *Journal of Islamic Education*, 9(1), 77–92.
- Junaidi, M., & Khoirunisa, A. S. (2023). Increasing students' interest in learning through the modification of innovative yellow book teaching materials. *At-Tarbiyat: Journal of Islamic Education*, 7(3), 320–335.
- Jahiddin (2020). "The Idea of Islamic Boarding School Reform According to M. Damam Rabardjo", Thesis of the Islamic Religious Education Study Program, Faculty of Islamic Religion, University of Muhammadiyah Surakarta.
- Kodir, A. (2017). *Scientific Learning Management Curriculum (2013). Student-Centred Learning*. Bandung: Pustaka Setia.
- Khoirotunnisa, Noor Amiruddin, Arfa Ladamay. "Development of Pego Teaching Materials to Improve the Writing Skills of the Yellow Book of Santri Madin Al-Muttaqin Duduksampeyan", *TAMADDUN: Journal of Education and Religious Thought*, Vol. 22, No. 2, July 2021.
- Kholifah al-Faruq, Ijudin, Nenden Munawaroh. Implementation of the Flipped Classroom-Based Al-Miftah Method in Yellow Book Learning. *Journal of Education: Research & Conceptual*, Vol. 8, No. 2, April 2024.
- Kuswanto, J. "Development of Interactive Modules in Integrated Science Subjects Class VIII". *Journal of Media Infotama*, Vol. 15, No. 2, 2019.
- Kosasih, E (2021). *Development of Teaching Materials*. East Jakarta: PT Bumi Aksara.
- Kadek Sri Adiari, Ketut Dedi Agung Susanto Putra. "Analysis of the Suitability of Science Teaching Materials to the Learning Process in Class V of SDN 2 Cempaga". *Elementary Journal*, Vol. 6, No. 1, 2023.
- Latif, Y. (2021). *Methodology for the Development of Islamic Religious Education Teaching Materials: A Study of the ADDIE Model and Its Applications*. Yogyakarta: Deepublish.

- Sustainable. (2013) *Development of Competency-Based Teaching Materials*. Field: Lombard Academy.
- Lexy J. Moleong (2011). *Qualitative Research Methodology Revised Edition*, (Bandung: Remaja Rosdakarya.
- Mahfudh, S. (2024). Transformation of Turats Pedagogy: Integration of Classical Texts and Digital Technology in Fiqh Learning at Madrasah Aliyah. *Journal of Contemporary Islamic Education*, 10(1), 45-60.
- Muzakki, H. (2022). Development of *Classical Book-Based Fiqh E-Modules to Optimise Madrasah Students' Understanding*. *Journal of Educational Research and Development*, 6(4), 501–515.
- Majid, A. (2005). *Learning Planning* : Bandung: Rosdakarya Teenager.
- Martin van Bruinessen (2015). *Yellow Book, Islamic Boarding Schools and Institutions*. Yogyakarta: Gading Publishing.
- Mustofa, "Kitab Kuning as Islamic Literature in the Context of Islamic Boarding School Libraries", *Tibannndaru Journal*, Vol. 2, No. 2, October 2018.
- Nisa, I. S. (2023). Analysis of the Need for the Development of Turats-Based Fiqh Teaching Materials in Salaf Type Aliyah Madrasah. *Journal of Education and Culture*, 4(2), 112-125.
- This is MadeAsih. (2012) *Theoretical Study of Several Learning Models*. Denpasar: Udayan University.
- Nuraeni, Y (2018). *Thematic Learning Teaching Materials: Student Light*.
- Rosyidi, A. I., & Hasan, M. (2021). Adaptation Strategy of the Yellow Book in Fiqh Learning in Madrasah in the Midst of the Latest Curriculum Implementation. *Journal of Islamic Studies*, 8(1), 10-25.
- Syamsuddin, M. (2020). *Accelerating the Teaching of the Book of Turats: Integrative Maqra'ah Learning Model and Its Impact on Student Competence*. Surabaya: Airlangga University Press.
- Sandu Siyoto and M. Ali Sodik. (2015) *The Basis of Research Methodology*. Yogyakarta: Media Literacy Publishing.
- Sugiyono. (2015). *Educational Research Methods: Quantitative, Qualitative, and Re&D Education*. Bandung: Alfabeta.
- Sukiman. (2012). *Development of Learning Media*. Yogyakarta: PT. Pustaka Insan Madani.