



THE EFFECT OF STUDYING THE YELLOW BOOK TOWARDS PAI LESSONS IN A CURRICULUM MANAGEMENT PERSPECTIVE

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Abstract :

This study aimed to test and develop the theory of Condition of Learning by examining the presence or absence of the influence of yellow book learning on PAI subjects and then analyzing the effect of curriculum management perspectives, both supporting and inhibiting factors. This research uses a mixed quantitative and qualitative method, and data collection is carried out by observation, interviews, documentation and questionnaires. The results of research showed that PAI subjects were slightly influenced by yellow book learning with a percentage of 2.45%, meaning that other factors influenced 97.55%. Supporting factors the influence include, in planning the learning of the yellow book is positioned as the foundation of knowledge for PAI subjects, in its organization it is mastered by Kyai and Ustadz and is considered to have a high honorific value, in its implementation, The yellow books and PAI have many material similarities even more comprehensive, in its evaluation the learning of the yellow book is structured as PAI subjects. Meanwhile, the factor causing the low influence is that, in its planning, the yellow book learning reference is not balanced concerning PAI subjects, in its organization, the teacher is less competent so that students feel difficult, in its implementation, the yellow book learning is still less than optimal because it is not intensive in supporting PAI subjects. However, in its evaluation, the fundamental ideology is oriented toward cognitive knowledge so that few students get good grades.

Keywords : *yellow book, PAI, management, curriculum*

Abstrak :

Penelitian ini bertujuan untuk menguji dan mengembangkan teori *Condition of Learning* dengan cara meneliti ada atau tidaknya pengaruh pembelajaran kitab kuning terhadap mata pelajaran PAI kemudian menganalisa pengaruhnya perpektif manajemen kurikulum baik faktor pendukung maupun penghambatnya. Penelitian ini menggunakan metode campuran kuantitatif dan kualitatif, pengumpulan data dilakukan dengan observasi, wawancara, dokumentasi dan kuesioner. Hasil penelitian menunjukkan bahwa mata pelajaran PAI sedikit dipengaruhi oleh pembelajaran kitab kuning dengan prosentase 2,45 %, berarti 97,55% dipengaruhi oleh faktor-faktor lain. Faktor pendukung adanya pengaruh di antaranya, dalam perencanaanya pembelajaran kitab kuning diposisikan sebagai pondasi pengetahuan

bagi mata pelajaran PAI, dalam Pengorganisasiannya diampu oleh Kyai dan Ustadz dan dianggap memiliki nilai kehormatan yang tinggi, dalam pelaksanaannya Kitab-kitab kuning dan PAI memiliki banyak kesamaan materi bahkan lebih luas, dalam evaluasinya pembelajaran kitab kuning terstruktur sebagaimana mata pelajaran PAI. Sedangkan faktor penyebab rendahnya pengaruh yaitu, dalam perencanaannya acuan pembelajaran kitab kuning tidak seimbang dengan acuan mata pelajaran PAI, dalam Pengorganisasiannya pengajar kurang kompeten sehingga siswa merasa kesulitan, dalam pelaksanaannya pembelajaran kitab kuning masih kurang optimal karena tidak intensif pada penunjang mata pelajaran PAI tapi pada ideologi fundamental, dalam evaluasinya berorientasi pada pengetahuan kognitif, sehingga sedikit siswa yang mendapat nilai baik..

Kata Kunci: *kitab kuning, PAI, manajemen, kurikulum*

INTRODUCTION

Currently, the adoption of the system in Islamic educational institutions is almost wholly based on modern educational institutions, not traditional ones (Azra, 1999). adapted to the new atmosphere arising from advances in modern technology (Nasution, 1975), if an institution does not modernize, it will not sell, and its students will be abandoned and extinct (Steenbrink, 1986). Therefore, advances in knowledge and technology cause modernization in educational institutions, and what has been changed is the curriculum to be able to follow developments so that students are not left behind, and schools still have value.

In SMP Tahfidzul Quran Hidayatul Mubtadiien (TQ HM) Sekampung Udik, East Lampung, implementing different curriculum management, this institution requires students to follow the Yellow Book learning, which is a characteristic of traditional education curriculum. Classical scholars on yellow paper print the yellow book (KK). Among Islamic boarding schools, in addition to the term yellow book, the term classic book is also circulating, the book is generally not given a vow / syakal, so it is often called a bald book, some call it an ancient book because the historical period is very far since been prepared until now (Depag RI, 2003).

This fact is unique and exciting to study because SMP TQ HM is conducting rationalization of education in the era of rampant modernization of education. Theoretically, the educational model at SMP TQ HM follows the Condition Of Learning theory by Robert M. Gagne in 1962 (Gredler, 2009), The theory assumes that education is a cumulative development of students. The process is in the concept of a hierarchy (learning hierarchy) by placing essential prerequisite skills as the basis for learning, for example, students who learn to write descriptive paragraphs, of course, use their basic skills in sentence writing and word selection, and this is what is meant by essential prerequisite capabilities. The relationship between this theory and this research assumes that learning the yellow book be an essential prerequisite skill that affects learning outcomes in Islamic Religious Education (PAI) subjects. So far, the researcher assumes through two hypotheses, namely, Ha: there is a positive influence on the achievement of TQ HM Middle School students in learning the yellow book on PAI subjects, and Ho: there is no positive influence between the achievements of TQ HM Middle School students in learning the yellow book on

subjects PAI.

To examine this topic, the researcher formulates several research problems, including first, how is student achievement SMP TQ HM on yellow book learning?, second, how is student achievement SMP TQ HM on subjects PAI?, third Is there any influence on student achievement SMP TQ HM on learning the yellow book on subjects PAI?, and fourth, how is the process of influencing the curriculum management perspective?. The purpose of this study is to test and complete the Condition of Learning theory, besides that it is also to determine student achievement in learning the yellow book and PAI subjects, knowing whether or not there is an influence on student achievement. SMP TQ HM on learning the yellow book on PAI subjects, and knowing the process of the influence of the curriculum management perspective.

Several previous relevant studies include Jasika Journal Vol. 2, No. 1, 2022, written by Avianti Kurniasari, entitled Management of Yellow Book Learning in Islamic Boarding Schools, this research focuses on the study of yellow book learning management in Islamic boarding schools. Journal of Atthulab Vol. 5, No. 1, 2020, written by Ali Murtado and Mohamad Erihadiana, entitled Integration of the Yellow Book Learning in PAI Learning, Idarah Journal Vol. 1, No. 2, 2017, written by Ibrahim Nasbi, entitled Curriculum Management A Theoretical Study, this research focuses on theoretical curriculum management studies. Thus, this research is different from previous research, and the position of this research complements previous studies.

RESEARCH METHOD

This research is a quantitative (see Amalia Solikhah & Herlisya, 2021; Destika, 2022; Herlisya & Wiratno, 2022; Nurchurifiani, Nissa, & Febriyanti, 2021) and qualitative research (see Dalman, Hesti, & Apriyanto, 2020; Kusuma & Apriyanto, 2018; Subyantoro & Apriyanto, 2020) (Mixed method) inquiry strategy (Sequential Explanatory) by collecting empirical data and then analyzing it (Creswell, 2009). This research uses a case study approach at SMP Tahfidzul Quran Hidayatul Mubtadiien Sekampung Udik, East Lampung, so that the results of the two are mutually reinforcing, complementary, and inseparable from each other. The population of this study was all students of SMP Tahfidzul Quran Hidayatul Mubtadiien, totaling 210 students, with a sample of 131 students. This calculation was based on Issac and Michael's sampling technique. Data collection techniques using observation, documentation, and interviews. Quantitative data analysis technique uses data normality test and hypothesis testing of product moment correlation technique because the data is usually distributed, while for qualitative data using triangulation, persistence, and extension of observation, the presence of researchers at the location is as pure researchers. At the same time, research subjects and informants are students, teachers, and administrative staff.

FINDINGS AND DISCUSSION

Student Achievement in Yellow Book Learning

This data is the achievement of SMP TQ HM students in learning the

yellow book in the odd and even semesters of the 2021/2022 academic year, this data was obtained through the documentation by researchers based on the Value Collection Book (LEGER). The researcher displays a five-scale standard and the frequency of occurrence of values in the form of a diagram by finding the Mean and Standard Deviation of the value data with the IBM Statistics 21 Application tool.

Table : 1 Format of Five Yellow Book Learning Scale (LS)

	Format	KK
N	Valid	131
	Missing	0
Mean		68,7710
Std. Deviation		4,66338

After knowing the required format, the next step is to create a five-scale formula, the formula is listed in the following table.

Table : 2 Five Scale Formulas of the Yellow Book Map SMP TQ HM

Formula	Calculation	Score
M + (1,5 SD)	68,7710 + (1,5. 4,66338)	75,76607
M + (0,5 SD)	68,7710 + (0,5. 4,66338)	71,10269
M - (0,5 SD)	68,7710 - (0,5. 4,66338)	66,43931
M - (1,5 SD)	68,7710 - (1,5. 4,66338)	61,77539

Based on the table above, it can be taken as a guideline that student scores > 75,76607: are classified as excellent scores, student scores > 71.10269 - 75.76607: are classified as good grades, and student scores > 66,43931 - 71.10269: are classified as grades moderate, student scores 61.77539 - 66,43931: classified as low scores, student scores < 61.77539: classified as very poor scores.

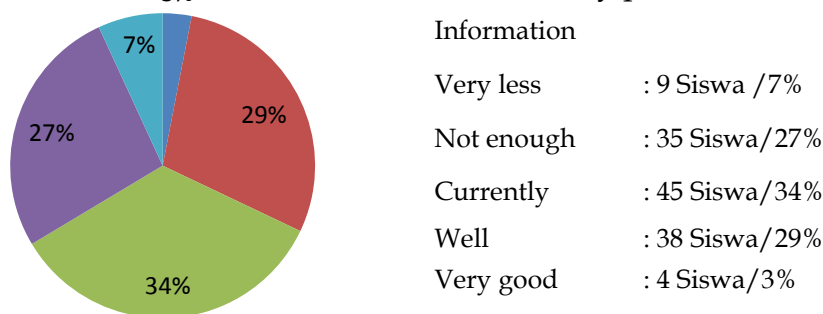


Figure 1 : Frequency Quality of Yellow Book Learning Values

Student Achievement in PAI Subjects

Similar to the Yellow Book subject, the researchers also displayed a standard five-scale score for the PAI subject and the frequency of occurrence of scores in the form of a diagram.

Table : 3 Format for Compiling the Scale of Five PAI Subjects

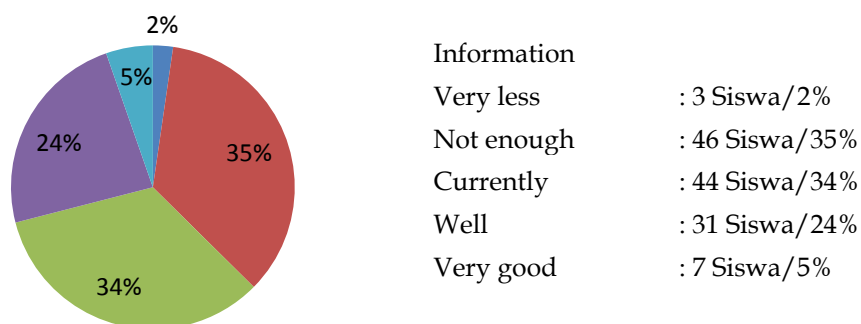
	Format	PAI
N	Valid	131
	Missing	0
Mean		79,8702
Std. Deviation		3,52660

After knowing the required format, the next step is to create a five-scale formula, the formula is as follows.

Table : 4 Five PAI Subjects Scale Formulas

Formula	Calculation	Score
M + (1,5 SD)	79,8702 + (1,5. 3,52660)	85.1601
M + (0,5 SD)	79,8702 + (0,5. 3,52660)	81.6335
M - (0,5 SD)	79,8702 - (0,5. 3,52660)	78.1069
M - (1,5 SD)	79,8702 - (1,5. 3,52660)	74.5803

Based on the table above, the following guidelines can be taken, student scores > 85.1601 : Very good grades, student scores > 81.6335 - 85.1601: Good grades, student scores > 78.1069 - 81.6335 : Medium grades, student scores 74.5803 - 78.1069 : Classified as a low score, student score < 74.5803 : Classified as a very poor score.



**Figure 2 : Frequency Quality of Yellow Book Learning Values
The Effect of Yellow Book Learning on PAI Subjects**

The data normality test and hypothesis testing were carried out to determine the effect of learning the Yellow Book on PAI subjects. The purpose of the normality test is to determine whether the data is normal or not, and to determine the type of statistics for testing. For example, if the data is normally distributed, then the type of statistic used is a Parametric statistic. If it is not normal, then the type of statistic used is Nonparametric statistic. The examiner uses the IBM SPSS Statistics 21 application tool in this test.

Table : 5 Kolmogorov Smirnov Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
KK	,093	131	,008	,978	131	,032
PAI	,084	131	,023	,985	131	,154

a. Lilliefors Significance Correction

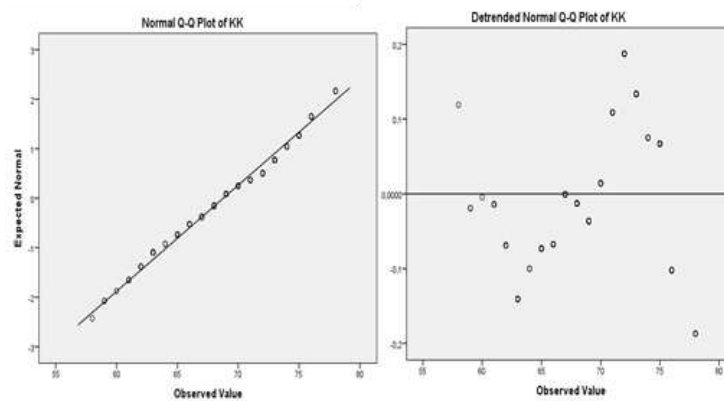


Figure 3 : Normal Q-Q Plot and Detrended Normal Q-Q Plot

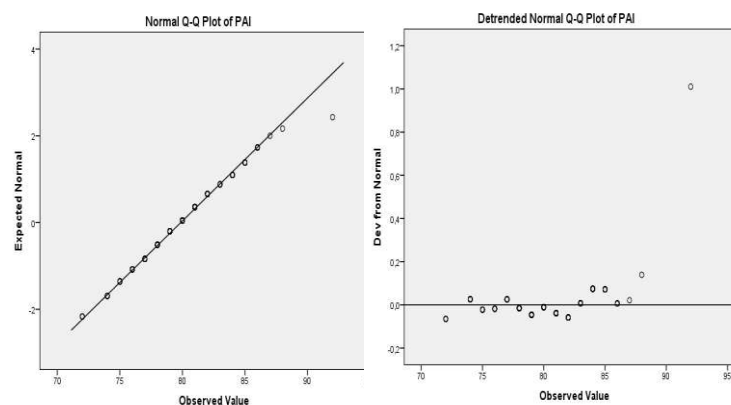


Figure 3 : Normal Q-Q Plot and Detrended Normal Q-Q Plot

Yellow Book Study

To know the normality of the data, it is necessary to know the basic principles of normality (Anwar, 2009), namely:

1. Using the Sig Kolmogorov-Smirnov Score. This principle says if the Sig Kolmogorov-Smirnov Score 0.050 then it is normally distributed, if the Sig Kolmogorov-Smirnov score < 0.050 then it is not distributed.
2. Dengan By using the normal Q-Q Plot and Detrended Normal Q-Q Plot. In the normal Q-Q Plot graph, if the data distribution of the variables is clustered around the test line leading to the upper right and none is far away, then the data is normally distributed, but otherwise, the data is not normally distributed. In the Detrended Normal Q-Q Plot graph, if the data does not form a particular pattern or spreads randomly, the data is normally distributed, but otherwise, the data is not normally distributed.

By paying attention to table 5, it can be seen that the sig score on variable X (KK) is 0.008, the score is not normally distributed because $0.008 < 0.050$. Likewise, while the sig variable score Y (PAI) is 0.023, the score is also not normally distributed because $0.023 < 0.050$. This abnormality can also be seen on the normal Q-Q Plot of PAI chart where there is a separate distribution from the test line and on the Detrended Normal Q-Q Plot of PAI chart, which on the chart forms a pattern. Thus the type of statistics used is non-parametric with the Kendall's Tau technique.

After knowing whether the data is normal or not, it is possible to test the

hypothesis. This study tested two hypotheses, namely: Ha: there is a positive effect between the achievement of SMP TQ HM students in learning the yellow book on PAI subjects, and Ho: there is no positive effect between the achievements of SMP TQ HM students in learning the yellow book on PAI subjects. The above hypothesis is based on the principle of hypothetical decision-making, namely:

1. By comparing tcount with ttable with the following conditions: Ho is accepted if tcount < ttable, Ho is rejected if tcount > ttable
2. By using probability numbers, provided that: Ho is accepted if probability > significant level (0.050) Ho is rejected if probability level is significant (0.050), (Anwar, 2009).

Because the existing data is not normally distributed, this test uses non-parametric statistics of Kendall's Tau correlation using the IBM SPSS Statistics 21 tool. After the data is entered and tested, the following is a test results table.

Table : 5 Kendall's Tau . Correlation Test Results

		KK	PAI
Kendall's tau_b	Correlation Coefficient	1,000	,157*
	KK Sig. (2-tailed)	.	,013
	N	131	131
PAI	Correlation Coefficient	,157*	1,000
	Sig. (2-tailed)	,013	.
	N	131	131

*. Correlation is significant at the 0.05 level (2-tailed).

The table above shows that from the total sample of 131 the Correlation Coefficient score between the X variable and Y variable is 0.157 with a Sig value of 0.013. Thus, based on the probability number Ho is rejected and Ha is accepted or there is a positive relationship between the achievement of the Yellow Book subject and the achievement of the PAI subject, because 0.013 < 0.050. Meanwhile, to compare tcount with ttable, the researcher first entered the Correlation Coefficient score into the formula:

$$z = \frac{\tau}{\sqrt{\frac{2 \cdot (2N + 5)}{9N(N - 1)}}}$$

After the skor is entered, the following results are obtained:

$$2,6599 = \frac{0,157}{\sqrt{\frac{2 \cdot (2 \times 131 + 5)}{9 \times 131 (131 - 1)}}}$$

Z_{count}: 2.6599, when compared to Z_{table} at 1% error divided by two (0.01/2 = 0.005) or 5% error divided by 2 (0.05/2 = 0.025). Likewise, in Z_{table} 100% divided by 2 (0.100/2 = 0.50) after deducting 0.005 = 0.0495 the table score is 2.58, or if it is reduced by 0.025 = 0.475 the table score is 1.96. It turns out that Z_{count} is greater than Z_{table}, therefore, Ho is rejected, and Ha is accepted, or there is a positive relationship between learning the Yellow Book and the

achievement of PAI subjects.

To determine the level of correlation can refer to the coefficient interval guidelines (Anwar, 2009) as follows.

Table : 6 Relationship Level Coefficient Interval

Coefficient Interval	Relationship Level
0,00 - 0,199	Very low
0,20 - 0,399	Low
0,40 - 0,599	Currently
0,60 - 0,799	Strong
0,80 - 1,000	Very strong

Based on the table above, it can be concluded that this study has a shallow level of correlation because it is only 0.157, or about 2.45% of the X variable affecting the Y variable -- the result of the calculation of the Correlation Coefficient $r^2 \times 100$ --, while the remaining 97.55% is affected. by other factors which in this case are examined qualitatively.

Analysis of the Influence of Curriculum Management Perspective

Planning management (Planning) for learning the yellow book is the position of this institution within the scope of the Hidayatul Mubtadiien Abdul Aziz Foundation, which oversees three institutions, namely the Hidayatul Mubtadiien Islamic Boarding School, Hidayatul Mubtadiien Madrasah Diniyah, and TQ HM Middle School. Locations directly connected to the pesantren environment support running this program. The curriculum content applied is 12 hours of lessons per week with the fields of science (fan) covering the Qur'an, Hadith, Nahwu, Shorof, Fiqh, Akhlaq, and Dates. The concept is then organized (Organizing) in an institution called Madrasah Diniyah with a structure that includes the head of the madrasa, secretary, treasurer, homeroom teacher (Mustahiq), and teacher (Asatidz). The implementation (Actuating) is divided into three levels, namely Pre-Basic (Sifir), Basic Level (Ibtidayyah), and Intermediate level (Tsanawiyah). The evaluation (Controlling) is scheduled four times in one academic year, namely the odd semester midterm exam (Tamrin Tsulutsul Awal), the odd semester final exam (Imtihan Tsulutsu Tsaniy), the even midterm exam (Tamrin Tsulutsu Tsalits), and the even semester final exam (Tamrin Tsulutsu Tsalits). Imtihan Tsulutsu Robi').

Even though the yellow book learning management perspective has met the criteria, in the hypothesis test above, it is known that the yellow book learning affects PAI subjects but is very small, namely 2.45% only, while other factors influence 97.55%, this is not under the Conditioning theory of Learning as described above. For this reason, the researcher tries to present qualitative data from observations, interviews, and questionnaires. Furthermore, this presentation seeks to determine the process of the occurrence of a positive correlation between student achievement in learning the yellow book and student achievement in PAI subjects.

Supporting factors for the occurrence of influence, namely, in planning (Planning) the yellow book learning is positioned as the foundation of knowledge for PAI subjects because education is the development of hierarchical students (Gredler, 2009). Thus, it can be understood that if someone

can understand the material in the yellow book learning, then that understanding helps the PAI learning process. In the organization (Organizing) the yellow book is taught by Kyai and Ustadz, so it is considered to have a high value of honor, the yellow books in Indonesia are considered to have an honorary value compared to books written in Indonesian because the Arabic language which is the identity of the yellow book is considered more original and safe from the influence of non-Islamic culture (Bruinessen, 1999). This assumption is a motivation that can foster student learning enthusiasm, and interest can encourage someone to pay attention to other people, goods, activities, or something (Nadiri, 1985). In its implementation (Actuating) the yellow books and PAI have many similarities in the material. Even the yellow book has a wider scope of knowledge because, theoretically, both the yellow book and PAI subjects have almost the same goals. In the Islamic encyclopedia, the purpose of the yellow book is to understand, interpret and apply the positive part of law that still places Islamic law or certain schools of thought, while the goal of PAI is to develop intellectual abilities or scientific reasoning power and a high critical attitude about Islam. strengthen competence for students (Taufiq, 2011). In the evaluation (Controlling), the yellow book and PAI are carried out in a structured manner.

Factors Causing Low Influence: In planning (Planning), the yellow book learning reference is not balanced with the learning reference applied to PAI learning. The problem with this method hinder students' understanding because the essence of teaching is like a musical performance by placing the teacher as the maestro, the students as the musicians and the method as the maestro's style in leading the concert (Porter, 2000). Thus, when delivering the yellow book is less effective, it is difficult for students to correlate between materials that should be linked. In the organization (Organizing) some teachers are still incompetent so that students consider the yellow book subject to be a complicated subject, so they feel unprepared, this unpreparedness causes students to experience difficulties or despair, so they are lazy or even don't want to learn (Tafsir, 1992). In its implementation (Actuating), the procurement of the yellow book subject at MA HM is more inclined to a fundamental ideology that emphasizes character rather than intelligence and mastery of learning. This ideology tries to minimize philosophical (intellectual) considerations and tends to be anti-intellectual (Arif, 2009), while the term anti-intellectual is loyalty to pursuing specific ideas even though they have long been attacked or rejected by several other notions (Freire, 2004). In the evaluation (Controlling), although upholding the value of the fundamental ideology that aims as the institution's identity, in the evaluation, it emphasizes cognitive knowledge, this will undoubtedly make most students get scores below the standard because there is no match between learning and evaluation.

CONCLUSION

The study of the yellow book with a fairly unique portion was investigated, namely the rationalization of the curriculum in the era of rampant modernization of education. Based on the results of the study, it is known that

student achievement in learning the yellow book at SMP TQ HM which is classified as very poor, is 7%, which is classified as less as much as 27%, which is classified as moderate as much as 34%, which is classified as good as much as 29%, and which is classified as very good, as much as 3%. Student achievement in PAI subjects at SMP TQ HM, which is classified as very less is 2%, which is classified as less as much as 35%, which is classified as moderate as much as 34%, which is classified as good as much as 24%, and which is classified as very good as much as 5%. Based on the calculation of the value of learning the yellow book and PAI subjects, it can be seen that student achievement in PAI subjects is slightly influenced by student achievement in yellow book subjects and the Condition of Learning theory applies in this study. However, this influence is very weak, with a correlation coefficient value of 0.157 and a percentage of 2.45%, meaning that other factors influence 97.55% of student achievement in PAI subjects.

Supporters of the influence in the perspective of curriculum management, namely, in planning the yellow book learning, is positioned as the foundation of knowledge for PAI subjects. In the organization, it is taught by Kyai and Ustadz and is considered to have a high value of honor. Although, in its implementation, the yellow books and PAI have many similarities in material, even the yellow books have a broader scope of knowledge. In the evaluation, the yellow book learning is structured as PAI subjects.

The cause of the low influence is that in planning, the yellow book learning reference is not balanced with the learning reference applied to PAI subjects, so students find it challenging to correlate the material in the two subjects because they do not understand. In the organization, the implementers are less competent, so based on student questionnaires about the yellow book, they consider the yellow book subject to be complex. In its implementation, the yellow book subjects are still less than optimal because they are not intensive in supporting PAI subjects but have other prioritized goals, namely fundamental ideological character education. The evaluation is only oriented to cognitive knowledge, so very few students get good grades.

With this, the researchers suggest to the principal, that they should supervise the passage of the yellow book learning and PAI. Furthermore, teachers of the yellow book and PAI subjects should cooperate in terms of teaching-learning materials, choosing learning methods, and providing related evaluations, so that students can correlate between materials in the yellow book and PAI subjects. In addition, students should often conduct independent studies on the yellow book in groups (deliberation method), so that some students who can understand the yellow book can teach some of their knowledge to their friends who still have difficulty understanding the yellow book. Finally, other researchers who conduct research related to this research topic should hold separate tests for students to ensure that the value data obtained are valid and objective.

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