



**Student Management and Strengthening Religious Character through Learning the Yellow Book Study Mak Hamzanwadi li Nw Anjani**

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Published: [230403025.Mhs@Uinmataram.Ac.Id](mailto:230403025.Mhs@Uinmataram.Ac.Id)

**Receive: 11/01/2024**

**Accepted: 12/02/2024**

**Published: 01/03/2024**

**Abstrak**

Penelitian ini bertujuan untuk mengetahui manajemen peserta didik dan penguatan karakter religius melalui pembelajaran kitab kuning yang diterapkan di Madrasah Aliyah Agama (MAK) Hamzanwadi II NW Anjani, yang merupakan bagian dari NahdlatulWathan. Tujuan penelitian adalah untuk mendapatkan pemahaman yang komprehensif tentang penerapan manajemen siswa dan penguatan karakter religius melalui pembelajaran buku kuning di madrasah ini dan mengidentifikasi dampaknya terhadap karakter siswa dan proses pembelajaran. Penelitian ini menggunakan pendekatan kualitatif, teknik pengumpulan data meliputi wawancara, observasi kelas, dan analisis dokumen. Melalui analisis data mendalam, penelitian ini mengidentifikasi beberapa manajemen siswa dan penguatan karakter religius yang diterapkan di MAK Hamzanwadi II NW Anjani. Pengelolaannya meliputi pengelolaan penerapan teknologi dalam pembelajaran, pengelolaan penerapan metode pengajaran interaktif, dan penerapan sumber belajar yang beragam. Hasil penelitian menunjukkan bahwa manajemen dan penguatan karakter siswa melalui pembelajaran kitab kuning yang diterapkan di madrasah ini berdampak positif bagi siswa untuk mengantarkan siswa menjadi manusia yang beriman dan bertakwa, berakhlak mulia, tertib dan disiplin sesuai dengan peraturan yang ada, sopan santun terhadap guru dan orang tua, serta peduli terhadap lingkungannya.

**Kata kunci:** manajemen, peserta didik, karakter, agama, kitab kuning

**Abstract**

This study aims to determine the management of students and strengthening religious character through learning the yellow book applied in Madrasah Aliyah Agama (MAK) Hamzanwadi II NW Anjani, which is part of NahdlatulWathan. The purpose of the study was to gain a comprehensive understanding of the application of student management and strengthening religious character through the learning of the yellow book in this madrasah and identify its impact on student character and the learning process. This study used a qualitative approach, data collection techniques including interviews, classroom observation, and document analysis. Through in-depth data analysis, this study identified several student management and religious character strengthening applied at MAK Hamzanwadi II NW Anjani. Its management includes managing the application of technology

in learning, managing the application of interactive teaching methods, and the application of diverse learning resources. The results showed that the management and strengthening of student character through learning the yellow book applied in this madrasah had a positive impact on students to deliver students to become human beings of faith and piety, noble character, order and discipline in accordance with existing regulations, courtesy towards teachers and parents, and care for their environment.

**Keywords:** *management, learners, character, religion, yellow book*

## Introduction

In terminology, students are students or individuals who experience change, development through education. When accepted in Madrasah until the development process and producing (output) superior and quality students in accordance with educational goals, scientific developments and modern technology (Mustajib, M., Mutohar, P. M., & Fuadi, I. 2022) Some things that happen in the environment of students, especially children in the period of emotional development, on other occasions we really want to rely on the process of transferring knowledge so that children become knowledgeable people And noble morals but we also do not want to only form intelligent children in terms of cognitive, emotional intelligence and character are also no less important, especially in this era.

Linguistically, the definition of education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts. (Indy, R., Waani, F. J., & Kandowangko, N. 2019). which means having the ability to acquire knowledge, develop skills and change attitudes. So that education is the most important thing in human life, this means that every human being has the right to get

and hopes to always develop in education. Education in general means a life process in developing each individual to be able to live and live life. Education is not only related to mastery in the academic field, but also must be balanced with character building. So educators in schools need to pay attention to academic balance and character building. If this balance can be done, then in shaping the character of students will be more qualified from the aspects of faith, science, and morals.

This is in accordance with the objectives of national education as stated in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter II Article 3 as: National education serves to develop abilities and shape the disposition and civilization of a dignified nation in order to educate the life of the nation, aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have a noble, healthy, knowledgeable, capable, creative, independent, and responsible character (Wartoyo, F. X. (2022).

Education carried out in Indonesia is basically religious in nature, as can be seen in the objectives of education formulated in Law of the Republic of Indonesia Number 2 of 1989 concerning the National Education

System, namely: National Education aims to educate the life of the nation and develop Indonesian people as a whole, namely people who believe and fear God Almighty and have noble ethics, Have knowledge and skills, physical and spiritual health, a steady and independent personality and a sense of community and national responsibility.

Local load subjects (mulok), the substance of which is determined by the educational unit, and is not limited only to skill subjects. Mulok is part of the curriculum content structure contained in the content standards in the curriculum at the education unit level. The form of local content subjects is a form of education implementation that is not centralized, making the implementation of education in each region in order to increase its relevance to the needs and circumstances of the region concerned. This is in accordance with efforts to improve the quality of education. Nationally so that the existence of additional subjects in the form of additional subjects of local content supports and can complement the curriculum (Luneto, B. 2020). Character is a desire that exists in the soul that will be realized in the form of an action that is carried out without the intervention of reason / mind. Character education according to Al-Ghazali in the book *Ihya 'Ulum al-Din* is the process of guiding children consciously by providing knowledge delivered in the form of teaching by giving examples, exercises and habituations so that they become perfect human beings. Thus, a person with character means a person with personality, behavior, character, character, or character (Sonia, G., & Apsari, N. C. 2020). In strengthening character education (PPK) students technically must be implemented

through classroom-based and school culture-based and community-based KDP. Among the classroom-based KDP is thematic learning that uses 21st century competencies, and the most important thing is being able to carry out the 4Cs, namely critical thinking skills, creativity, collaboration, and communication as well as having higher order thinking skills (HOTS). Meanwhile, strengthening culture-based character education is in the form of literacy activities (Purnama, H. I. (2019).

Character education that exists in schools is a sub or part that is implied and intrinsic in other subjects. Character education is still not able to stand alone and this is the core of its shortcomings because primordially human character is not sufficiently formed through subjects that have been packaged by the center, but rather is an internalization of life experiences shaped by various cultures. In general, instilling character education can be done through formal, non-formal, and informal education that complement and trust each other and is regulated in laws and regulations. Almost every formal school began to implement character education in accordance with the applicable curriculum. Great attention for all parties also needs to be done, especially among educators, especially teachers, because the character possessed by a person will shape one's morals. The role of teachers is very dominant in shaping the character and character of students (Prasetiya, B., & Cholily, Y. M. (2021). In the learning process, the most important thing is how a teacher is able to provide a strategy in delivering the material taught because in the era of globalization or the era of almost entering

5.0, of course, there will be a lot of learning methods that can be used in delivering learning.

Character education in schools is also closely related to school management or management. The management in question is how Character Education is planned, implemented and controlled in school activities adequately. The management includes, among others, the values that need to be parked, curriculum content, learning, assessment, educators and education staff and other related components. Thus, school management is one of the effective media in Character Education in schools (Warisno, A. 2022). Planning religious character education is designing a program that has most, most of the components that make up quality religious character education.

On this occasion, our article will take one madrasah as an example of the application of feasibility that we are discussing, namely the Special Aliyah Madrasah of Shaykh Zainuddin NW. Madrasah Aliyah specifically Shaykh Zainuddin NW. is one of the educational institutions under the auspices of the Syaikh Zainuddin NW foundation in Anjani, Suralaga District, East Lombok Regency, West Nusa Tenggara, in the Islamic boarding school and Islamic educational institutions develop education that combines excellence between faith, science and charity, as well as spurring academic and non-academic achievements as the vision of Madrasah Aliyah Agama. Academically, all students of the Special Religious Aliyah Madrasah who took the National Examination have successfully passed 100%, developing a

religious culture with various kinds of religious activities. The requirements for admission to the institution are also different from madrasahs in general where the Madrasah Aliyah specifically for Shaykh Zainuddin NW has certain conditions in order to enter including: For students who want to enter must go through an interview test where the content of the test prospective new students are required to be able to memorize juz 1 and juz 30 of the Qur'an in addition they are also tested by memorizing the book of matan such as matan jurumiyah for prospective students who are able to pass the challenge That is what managed to enter the special Madrasah Aliyah institution Shaykh Zainuddin NW This Madrasah also does not accept prospective students exceeding 40 people with the provision that 20 prospective female students and 20 prospective male students with the aim that with a limited number of students this will be very capable of being coordinated and able to apply comfort in learning which can eventually produce graduates who are ready to compete in the national arena. Various schools and madrasahs, especially those in Lombok have very rapid progress from each of these schools, not a few of which produce alumni who are religious and culturally competitive in the community, but it is undeniable that of the many schools that have succeeded in graduating so many alumni, many also produce graduates who are still less than the standard expectations of the community. From several schools that the author observed after observation, it turns out that of the many schools that

have excellent alumni, there are several schools where alumni are ready to compete in the national class. The difference in the results of the quality of knowledge obtained by alumni turns out to be the reason it depends on the program where they study.

#### Research Methodology

This research is included in field research that is a case study with a descriptive qualitative approach method. The location of this research is located in Madrasah Aliyah Agama Hamzanwadi II NW Anjani, East Lombok Regency. This place was chosen as a research site because it is the parent Islamic boarding school of all Islamic boarding schools in Nahdlatul Wathan. Data sources in this study include the head of the madrasah, waka curriculum, teachers and students of the Hamzanwadi II Religious Aliyah Madrasah II NW Anjani.

This data source is based on the roles and functions of each so that the data to be obtained is representative. What is meant by data analysis is the process of organizing, grouping data, manipulating and abbreviating data so that it is easier for data to read (Gunawan, G., & Ritonga, A. A. 2020). This qualitative research uses several kinds of validity criteria, namely: trust (creadibility), dependibility (dependibility), certainty (confermability) and Triangulation. (Moleong, L. J. 2019).

#### RESULTS AND DISCUSSION

The results and discussions will discuss several things including self-development, teaching and learning activities, and school or madrasah culture. Here's the explanation:

#### A. Personal Development

Extracurricular activities that have been held in schools are one of the tensile media to build character and improve the academic quality of students. Extracurricular activities are education outside of subjects to help develop students according to their needs, potentials, talents and interests. Through this activity, it is expected to develop the ability and sense of social responsibility, as well as the potential and achievement of students (Abidin, A. M. (2019).

Activities outside the classroom carried out by the Special Aliyah Madrasah of Shaykh Zainuddin NW are Monday flag ceremonies, Islamic holiday commemorations (PHBI), national holiday commemorations (PHBN), Islamic worship and culture habituation programs, The school also holds self-development programs or extra-curricular programs including scouts, nasyid, theater, muhadhoroh, and mudzakah Kitab Kuning.

#### B. Teaching and Learning Activities (KBM)

Character education can be integrated in learning in each subject. Learning materials related to norms or values in each lesson need to be developed, explicit, and linked to the context of everyday life. Thus, learning character values is not only at the cognitive level, but touches on internalization and real practice in the daily lives of students in society (Jasrudin, J., Putera, Z., & Wajdi, F. 2020).

Madrasah Aliyah Khusus Shaykh Zainuddin NW also uses several yellow books in classroom learning. This is evidenced by the containment of material

on book studies in all classes from the basic kls X to kls XII. Because, the focus of research is Madrasah Aliyah Keagamaa therefore the material used is MAK material where book studies are in all odd and even semester classes. As the interview results say as follows: "The material for book study is taught in all classes, where the focus of the study of the book taught is the expansion of the meaning of the content of the yellow book. In addition to the material taught in class, practice is also taught outside the classroom, it aims to increase students' awareness of the importance of mastering the book by MAK students both simultaneously and individually."

This is in line with the syllabus fragment, as follows:

Fragment Table of MA Curriculum

Basic Competencies	Indicators	Material
3.4 Understanding ordinances, translating the yellow book	3.4.1	Able to understand
	3.4.2	how to translate
	3.4.3	Able to understand the content in the yellow book
		Able to understand the meaning of the tersi

Syllabus 2013

Based on the syllabus above, one of the focuses of the material taught in class X

MAK is about the book of Ibn Akil, the book of fiqh, the book of Sufism and others, the book of Ibn Aqeel contains procedures for reading the yellow book so that it is able to understand in a structured way step by step what is written in the yellow book.

### C. School or Madrasah Culture

Character education is everything that teachers do, which is able to influence the character of learners. The teacher helps shape the character of the learners. This includes examples of how teachers behave, how teachers speak or deliver material, how teachers tolerate, and various other related things (Prasetyo, D., Marzuki, M., & Riyanti, D. 2019) With the regulations in the draft school culture, there is also a need for real mode that can be seen and imitated directly by students. This was done by the principal, teachers and all employees at the Special Aliyah Madrasah Shaykh Zainuddin NW. All educators and education staff play an important role in providing exemplary / *uswah hasanah*. And teachers are expected to continue to strive and innovate in perfecting the entire series of activities and habituation processes in schools so that they truly become a culture.

In the educational process, including in Character Education, educational methods are needed that are able to instill good character values to students, so that students not only know about morals (character) or moral *knowing*, but also expected they are able to carry out morals or moral *actions*

which are the main objectives of character education.

This is in line with the results of an interview with one of the teachers or educators at MAK NW Anjani, which is as follows:

"Madrasah culture is indeed very important to be considered by teachers or educators in shaping the character of students in the madrasah environment terutama from the habits carried out by us as teachers in front of students in speaking like using polite language (alus sasak language), then in acting we as teachers get used to shaking hands first and bowing to teachers who are more senior or older than us so that it will all be noticed by students and indirectly along with frequent seeing will be ingrained in their subconscious whatever we show before them."

From the results of the interview above, that the most important point for students that is very influential on the character, especially the religious character of students is the culture of example and habituation carried out by a teacher.

#### **D. Learning Management**

Learning management is a process of planning, implementing, in the context of carrying out teaching and learning tasks, in interactions between teachers and students, both directly in the classroom and outside the classroom. (Harahap, M. 2019). Some parts of religious lessons are taught in order to strengthen the religious character of students in order to implement what is taught in everyday life, such as material on prayer, laws in

jurisprudence and Sufism. There are several things that must be owned by a teacher in this case is that the teacher must be able to apply what methods are used so that the teacher is able to improve the practice of praying 5 times in congregation at MAK NW Anjani.

In the learning process the educator must explain the methods, procedures, and techniques used during the learning process. Thus, learning methods or procedures and techniques are part of learning management. Learning objectives and methods can be described as a unified system that points from determining learning objectives, learning management and, which are then implemented into various relevant methods during the learning process.

MAK NW Anjani is a madrasah equivalent to the Senior High School level. Students in this madrasah live in dormitories and are madrasahs teaching and excelling in the yellow book. The method used by educators in improving the ability to practice book review and discussion between students is to be able to determine the innovation that you want to do. Given the importance of book study to be taught, it needs to be instilled in students the teachings or material contained in the yellow book that have been selected according to the needs of students so that it becomes their habit. So that they can practice it in everyday life.

The management and methods used by educators in teaching the yellow book are by using lectures, demonstrations, advice, and media methods, here is the description:

### 1. Lecture Method

The lecture method is the most frequently used method, this method is used by the way educators deliver material to students by explaining orally, this method can be said to play an active role while students are passive. (Hidayat, D. F. 2022).

The learning process requires innovation and the right method in delivering material to make it easier for students to understand learning. The lecture method according to one of the teachers at MAK NW Anjani is the right method when studying the yellow book, because according to him with the lecture method students can understand the theory given easily.

From the results of interviews and observations that have been made, that in Nahwu learning, educators at MAK NW Anjani still apply one method, namely the lecture method as a way to deliver material to students. But it is undeniable, the impact can be said to be not optimal because it was found that some students felt bored when listening to the lectures delivered even though it was only some students. This is in line with Sugiyono's opinion where learning by applying the lecture method, educators play a more active role while passive students have an impact on the lack of interest of students in paying attention to the

lessons delivered by educators. (Sugiyono, 2013)

### 2. Advice Method

The advice method is an effective learning method in shaping the devotion or faith of students at MAK NW to form high religious, moral, soul, social character. Applying the method of advice with touching speech will be able to easily push students towards positive or better things in accordance with Islamic principles embedded in the soul (Rahayu, D. 2019).

Educators at MAK NW Anjani management in motivating students to learn the yellow book and discussion is by providing advice and explanations about the importance of learning the yellow book. The data above is also reinforced by observations, that there are some students who still lack understanding of the importance of discussions between friends, it can be said that this is because they still need advice from educators.

So that educators who approach students, so that emotional closeness can raise students' awareness about the importance of discussion even between students and the study of the yellow book. With earnest coaching efforts from teachers and parents, learners will be able to orient themselves to circumstances that encourage them to apply and increase motivation for independent learning.



### 3. Media

Learning is a very important element in the teaching and learning process. Learning contains messages that will be conveyed by educators to students using media. Media is one of the efforts to improve learning outcomes more effectively. So that using learning media during the teaching and learning process is very necessary because learning is said to be effective if it can achieve learning objectives (Firmadani, F. 2020). However, the fact is that the educators at MAK NW Anjani have not been too creative in using learning media in the learning process. But educators at MAK NW Anjani have begun to develop their creativity in making media that will be used in the learning process, such as using posters, charts (concept maps), audio visual and others that are adapted to the material taught. will be used in the learning process, such as using posters, charts (concept maps), audio visual and others that are adapted to the material taught.

Based on the results of interviews with educators at MAK NW Anjani, it was explained that teacher creativity in managing learning at MAK NW Anjani uses media

which is very varied that is adapted to the material taught, such as media based on posters, images, charts, LCD and Audio Visual where the LCD room has been determined a room specifically designed in the form of a room facilitated with air conditioning, this is done so that

participants do not get bored quickly in carrying out subjects.

Educators at MAK NW Anjani apply learning media as a tool to make it easier to deliver learning materials with various provisions and considerations in their use for the smooth learning process. The maximum use of graphic and audio-visual media in the learning process is very supportive for achieving more effective learning, because the material is taught not only to be understood, but also must really be practiced by students at MAK NW Anjani in real life in everyday life.

Therefore, the role of educators is to be able to manage so that teaching and learning process activities can run pleasantly, so that students easily capture, understand, understand the material delivered by educators. Educators at MAK NW Anjani apply steps in implementing learning in accordance with learning tools, namely RPP which is contained in learning using media assistance with book study materials at MAK NW Anjani.

From the explanation above, using learning media when the teaching and learning process will facilitate the delivery of learning material. Making maximum use of media in learning can achieve learning objectives effectively. The material taught at MAK NW Anjani is not only to be understood, but also must really be practiced or practiced by students in real life in everyday life. The use of learning media during the teaching

and learning process is very necessary because learning is said to be effective if it can achieve learning objectives and with learning media can also make it easier for students to learn (Anggita, Z. 2020).

### Conclusion

Based on the description in this study, it can be concluded that:

First, self-development in order to strengthen the religious character of students in the Special Aliyah Madrasah of Shaykh Zainuddin NW Anjani there are several stages of planning management, namely extra-curricular programs including scouts, nasyid, theater, muhadhoroh, and mudzakah Kitab Kuning. In addition, teaching and learning activities in the classroom present yellow book learning which leads to strengthening the religious character of students, implementing school or madrasah culture and learning management.

Second, the implementation of religious character education in the Special Aliyah Madrasah of Shaykh Zainuddin NW Anjani through Teaching and Learning Activities (KBM), the implementation of school or madrasah culture with exemplary methods, habituation, and self-development activities, namely in the form of extra-curricular activities and PHBN / PHBI.

Third, Madrasah Aliyah Khusus Shaykh Zainuddin NW Anjani applies learning management in order to strengthen the religious character of students through the management of the application of lecture methods, advice methods, and media.

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