

Application of the Dick and Carey Model in the Development of Yellow Book (*Kitab Kuning*) Reading Guidance Learning at Madrasah

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Abstract: The purpose of this study is to determine the application of the Dick and Carey model in the development of Yellow Book Reading Guidance learning at MTs Tarbiyatut Tholabah Lamongan. A qualitative case study approach was used in this study, with the data sources used consisting of primary data sources extracted from the process of observation, interviews and documentation. The results of this study state that the development of learning carried out by teachers of reading yellow books at MTs Tarbiyatut Tholabah class VII F is the development of teaching modules that use the steps of implementing the Dick and Carey model, namely: 1) Identifying general learning objectives, 2) Analyzing instruction, 3) Identifying initial abilities and characteristics of students, 4) Formulating specific learning objectives, 5) Developing assessment instruments, 6) Developing teaching strategies, 7) Developing and selecting teaching materials, 8) Formative evaluation, 9) Revising learning, 10) Summative evaluation.

Keywords: Learning Development; Dick and Carey Model; Yellow Book (*Kitab Kuning*) Learning.

Abstrak: Tujuan penelitian ini dalam rangka mengetahui penerapan model Dick and Carey pada pengembangan pembelajaran Bimbingan Baca Kitab Kuning (BBK) di MTs Tarbiyatut Tholabah Lamongan. Pendekatan kualitatif jenis studi kasus dilakukan pada penelitian ini, dengan sumber data yang digunakan adalah data yang digali dari proses observasi, wawancara dan dokumentasi. Dari hasil penelitian ini menyebutkan pengembangan pembelajaran yang dilakukan guru baca kitab kuning di MTs Tarbiyatut Tholabah kelas VII F ialah pengembangan pada modul ajar yang menggunakan langkah-langkah penerapan model Dick and Carey, yakni

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meliputi: 1) Mengidentifikasi tujuan umum pembelajaran, 2) Menganalisis intruksional, 3) Mengidentifikasi kemampuan awal dan karakteristik siswa, 4) Merumusan tujuan pembelajaran khusus, 5) Mengembangkan instrumen penilaian, 6) Mengembangkan strategi pengajaran, 7) Mengembangkan dan pemilihan bahan ajar, 8) Evaluasi formatif, 9) Merevisi pembelajaran, 10) Evaluasi sumatif

Kata Kunci: Model Dick and Carey; Pengembangan Pembelajaran; Pembelajaran Kitab Kuning.

A. Introduction

Teaching yellow books (*kitab kuning*) is one of the traditions of Islamic education in Indonesia whose existence needs to be maintained (Firdaus & Hermawan, 2021; Harahap, 2023). The yellow book itself is the most important source of information in Islamic studies (Rasyid Anwar Dalimunthe, 2020) which plays a very important role in forming the character and mentality or nature of students (Ilmuna & Anwar, 2022). The yellow book can be defined in more detail by (Efendi, 2016) with three definitions, namely 1) books written by scholars outside Indonesia, but which have been used as guidelines and references by Indonesian scholars for generations, 2) books written independently by Indonesian scholars, 3) books written by Indonesian scholars as translations or forms of commentary on books written by foreign scholars.

In the world of Islamic boarding schools (*pondok pesantren*), kitab kuning are also called bald books (without harakat), so it takes quite a long time to be able to understand them thoroughly (Muhamad Abdul Manan & Mahmudi Bajuri, 2019). At the beginning of the emergence of Islamic boarding schools in Indonesia, the methods used in their learning were the wetonan and sorogan methods. Then over time, Islamic boarding schools developed from these two methods into several classical methods in the form of the sorogan wetonan method, muhawarah, mudzakaroh, memorization, and demonstration (M. Inzah & Sailin, 2021).

In order to maintain the tradition of teaching yellow books as a religious intellectual heritage in Indonesia, One way is as has been done by MI Al-Ma'arif 02 Singosari (Rosyidah et al., 2024) and SMAN 7 Malang (Fattah et al., 2024) which

includes a yellow book learning program in its educational institution, although in its implementation it still applies a conventional learning system without being accompanied by an unconventional learning system.

According to (Hidayah, 2019), yellow book learning usually uses conventional learning. Where the teaching and learning process takes place using one-way communication between teachers and students in the form of transferring knowledge, values, information, and others (Fahrudin et al., 2021). According to the perspective of Islamic education, this conventional learning model as a whole cannot be abandoned. However, if both forms of learning (conventional and unconventional) are attempted to be applied simultaneously according to the needs of the material, then this will result in the achievement of learning objectives that can form intelligent students in thinking, faith, and noble character.

The existence of teachers as facilitators in this context is very much needed, namely teachers are required to work optimally in supervising, guiding, and determining appropriate learning methods so that they can create good communication between teachers and students (Fahrudin et al., 2021). Communication between the two is really necessary to make it easier for teachers to understand the extent of knowledge received by their students (Susanti, 2021, p. 208).

According to (Erlina & Samsudin, 2023) quoted from Ruslan and Winarni, it is important for teachers to manage the class and involve students in order to create an active and enjoyable classroom atmosphere. In this context, designing a teaching module through the application of a learning development model is very necessary, starting from the selection of teaching materials, learning methods, planning learning objectives, analyzing student needs, developing evaluation tools, and strategies to achieve optimal learning outcomes (Hastutie & Ramli, 2024).

Actually, there are many kinds of learning development models, one example is the Dick and Carey model (Jauhari, 2020). Walter Dick, Lou Carey and James O Carey The Dick and Carey model is the originator of the Dick and Carey learning development model (Hani et al., 2024). Learning design in Dick and Carey's view is a system that considers learning to be a systematic process (Akrim, 2020).

Dick and Carey's learning development model shows an emphasis on comprehensive analysis, namely on the relationship between instructional components, evaluation, and improvement of instructions in the entire creative learning process to support the implementation of effective learning (Amrullah & Mutholingah, 2023). There are several components included in Dick and Carey's development design, namely learning, teacher, teaching, material, and environmental components (Hani et al., 2024).

The syntax of Dick and Carey's learning development design according to (Akrim, 2020; Mudlofir & Rusydiyah, 2016) consists of 10 stages, namely;

1. Identify general learning objectives

The initial stage that needs to be carried out in designing the development of Dick and Carey learning is to determine what the teacher wants to achieve for his students in a learning process, so this step is called the stage of identifying the general objectives of learning.

2. Instructional analysis

When you have determined the learning objectives, then the next step is to conduct an instructional analysis in order for students to achieve the learning objectives. What is meant by instructional analysis is a procedure that involves breaking down learning objectives into more detailed and specific parts.

3. Identification of initial abilities and student characteristics

The next important thing is to determine and analyze the initial abilities and characteristics of students before learning begins.

4. Formulation of learning objectives

From the results of the instructional analysis that has been carried out previously, the next stage is to formulate more specific learning objectives.

5. Development of assessment instruments

This step is carried out by developing an instrument or assessment tool as a measure of the achievement of the learning objectives that have been formulated.

6. Development of teaching strategies

After obtaining a set of information, what needs to be done next is to determine the appropriate strategy to use in achieving learning objectives.

7. Development and selection of teaching materials

If the strategy determination has been carried out, it is followed by the determination and development of materials or teaching materials, namely everything that can convey messages and information originating from learning sources to be directed to students.

8. Formative evaluation

If the learning design starts from the objectives to the selection of teaching materials, then what needs to be done next is to design and carry out a formative evaluation in order to see the strengths and weaknesses of the learning program.

9. Learning revision

This step is the last step in designing learning development. After the shortcomings of the formative evaluation stage are known, revisions need to be made according to the standards used as a reference.

10. Summative evaluation

The peak evaluation that is carried out when the learning program has been implemented, evaluated formatively, and revised according to these standards is called summative evaluation.

With this model, it can help teachers in planning structured and effective learning so that they can achieve optimal learning success. (Nugraha et al., 2024).

Based on several previous research studies, the Dick and Carey learning development model is suitable for use in learning to read yellow books. Both in research conducted by (Nurjanah & Sa'diyah, 2024) at Islamic Boarding Schools or by (Saputra, 2020) which was conducted at Madrasah Diniyah. Meanwhile, literature studies related to the Dick and Carey model in learning to read yellow books in formal madrasah institutions themselves have not been found, so this study aims to find out how the application of the Dick and Carey model of learning development is carried out if it is

carried out in guidance learning to read yellow books at Madrasah Tsanawiyah Tarbiyatut Tholabah Lamongan.

B. Research Methods

The approach used in this study is a qualitative approach, where researchers try to obtain complete information related to the application of the Dick and Carey model in the development of learning carried out by teachers in the teaching module for the Yellow Book Reading Guidance subject. The type of research used is a case study located at MTs Tarbiyatut Tholabah Lamongan.

The location of this research was chosen because in the intracurricular curriculum of the madrasah under the auspices of the Tabiyatut Tholabah Islamic boarding school foundation, it includes the subject of Yellow Book Reading Guidance (Bimbingan Baca Kitab Kuning/ BBK) which is the focus of this research. In addition, another reason is that the teacher of the Yellow Book Reading Guidance subject develops his teaching module using the Dick and Carey learning development model.

While the subject teacher of the Guidance for Reading the Yellow Book class VII F. The primary data source in the study was explored through the interview process with the research subjects who were the subject teachers of the Guidance for Reading the Yellow Book class VII F, learning observations and documentation related to the development of the teaching module. The secondary data was taken from writings such as books, journals published as research reinforcement.

The presence of researchers at the research location directly is proven by interview, observation, and documentation activities, because the main instrument in collecting, processing, and verifying research data is the researcher himself (Siyoto & Sodik, 2015). The data analysis uses data analysis from Miles & Huberman's theory, namely starting with data condensation, data presentation, and drawing conclusions (Sugiyono, 2016).

C. Results and Discussion

Guidance in reading yellow books at MTs Tarbiyatut Tholabah Lamongan is one of the typical Islamic boarding school programs that is included in the intracurricular

which is a local content subject, namely the Yellow Book Reading Guidance (BBK) subject. This subject is given to all classes, namely from class VII to class IX (Interview with BBK teacher on October 14, 2024).

In order to create BBK learning to be meaningful and effective learning, BBK teachers here are known to create learning development designs on the teaching modules they use by following the syntax of the Dick and Carey model. As for the results of collecting observations, interviews, and documentation on October 14, 2024, found detailed results of the Dick and Carey model syntax in the Class VII Yellow Book Reading Guidance learning with Topics/Materials

المياه التي يجوز بها التطهير سبع مياه /كتاب الطهارة namely, covering:

1. Identify general learning objectives

The initial step in the form of identifying general goals is the basic step that determines the second, third and so on steps. The initial step in the form of identifying general objectives is a basic step that determines the second, third, and subsequent steps (Aji, 2016). The curriculum used in this subject is the independent curriculum, so from the results of the documentation of the teaching modules used by the teacher, it was found that the learning objectives are as follows (documentation dated October 14, 2024)

<p style="text-align: center;">B. Tujuan Pembelajaran 7.2 Peserta didik mampu memaknani, membaca, memahami dan memberi lambang pada bab <i>kitabut thoharoh</i> pada salinan kitab gandel yang ditulis di masing-masing buku tulis peserta didik.</p>

Figure 1. Learning objectives in the BBK subject teaching module

2. Analyze instructional

In this step, the process of determining the relevant aspects of skills and knowledge needed by students to achieve learning objectives is carried out (Setyawan & El Hakim, 2023). Habituation, character building. When conducting this instructional analysis, teachers need to carry out the stages needed to identify the competencies of knowledge, attitudes, and learning skills of the Yellow Book Reading Guidance for the chapter material of the “Kitabut Thoharoh” that

students need to have after the learning process (Documentation of the BBK teaching module on October 14, 2024).

3. Identifying students' initial abilities and characteristics

Knowing the quality of individual students identified through input behavior and student characteristics is very much needed. Therefore, it becomes a guide and reference in designing strategies and teaching materials needed (Aji, 2016). In BBK teaching, identifying students' initial abilities and characteristics is an important thing for teachers to know. Because one of the obstacles for teachers in this subject is that there are several students who are elementary school graduates who do not understand Pegon writing or are not even fluent in reading Arabic writing (Interview with BBK teacher on October 14, 2024).

4. Formulate specific learning objectives

Based on the results of the BBK teaching module documentation (documentation dated October 14, 2024), the teacher determines specific learning objectives or in terms of the independent curriculum, namely *Capaian Pembelajaran (CP)* from *Tujuan Pembelajaran (TP)* which was mentioned in the first stage. As for *Capaian Pembelajaran (CP)* in the BK subject, the material for the *kitabut thoharoh* is:

- a. Through the practice of writing and interpreting the Yellow Book, students can write the meaning of the words in the Yellow Book carefully.
- b. Through the practice of writing and interpreting the yellow book, students can determine the appropriate position of the symbols for sentences.
- c. Through the practice of reading the yellow book, students are able to read the yellow book correctly and fluently.

5. Develop assessment instruments

In implementing learning, assessment is needed to be a benchmark for the level of learning success. (Mujtaba et al., 2023) The design of the assessment tool here is divided into two types of assessments. The first assessment is a written test that aims to determine students' ability to write Pegon Arabic. While the next assessment is a practical test of reading yellow books. As for the assessment instrument, through the results of the BBK teacher teaching module documentation, the assessment instrument has been attached. (Documentation dated October 14, 2024).

D. Asesmen

Asesmen ketrampilan

Rubrik ketrampilan praktek membaca makna BBK

Nama	Kelancaran (10 – 35)	Ketepatan (10 – 35)	Kerapian (10 – 30)	Jumlah skor
ALIFAHTUL SHAFARA HILMA				
AMALIA MUFAATI				
ANIANI SYAFA'ATUL HUSNAH				
ARIMA ISMAWATI ANGGRAINI				
ARINA SALSABILLA NI'AMI				
ARUM CAHYA RAMADHANI				
CANTIKA NUR LAYLA				
DINA AWALIYAH MARDLIYANI				
ELVINA QURROTA A'YUN				
GHITSA ULYA KHAFSAH				
GHONA KAIRA NAJJAH				
IMELDA AYU ASYIFA'				
INTAN NUR SHAFRINA				
JIHAN FAIZATUL MUFARRICHAH				
KAYYISAH MAHDIYYAH NAILUFAR				
KHANSA NAYLA PUTRI				
KHANZA SHAFIA AZ-ZAHRA				
MAYDHINA SORAYA				
NAJIHA FARYLLA SARI				
NAURA KHANZA ELMA NAZHIFA				
RAISA NAJMA TSAQIB				
SAFIRA FIRDAUSYA				
SALSABILA NADHIFA AQILAH				
SHIMA SYAHIDAH FILLAH AZZAKIYAH				
SITI NUR WAQIDAH				
SYAFANA ANNISYDA				
SYIFA SYAUQIYAH				

Kranji, 31 Juli 2024
Guru Mata Pelajaran,

Durrotun Fahiroh S.Pd

Figure 2. BBK formative assessment instrument

Apart from that, in this Madrasah, to input report cards, the Madrasah Digital Report Card (RDM) is created by the Ministry of Religion. In this RDM, teachers can enter students' daily scores and summative scores easily (Interview with BBK teacher on 14 October 2024).

Penilaian

Beranda

Bobot

Durrotun Fahiroh, S.Pd.

Home / Admin / Dashboard

Penilaian Kurikulum Merdeka

Baca Kitab VII.F

Sumatif

SAS

Batal Kirim

Copy

Print

Excel

Search:

	NISN	Nama	Rerata Sumatif	SAS	Nilai Rapor	Capaian Kompetensi
1	0122080936	ALIFAHTUL	95	90	93	Menunjukkan

Figure 3. BBK formative assessment instrument

6. Develop teaching strategies

Procedures designed by teachers in a learning activity to provide accommodation and comfort to students in order to achieve learning objectives can be said to be learning strategies (Wicaksono et al., 2024). The learning strategies used by BBK teachers can be seen through the teacher's teaching module which is reinforced by the ongoing learning process encountered during observation activities (documentation and observation on October 14, 2024). In relation to learning strategies, there are steps in BBK learning activities designed by BBK teachers based on documentation analysis, namely using the Quantum Teaching learning model *TANDUR* (*Tumbuhkan; Alami; Namai; Demonstrsikan; Ulangi; dan Rayakan*) type. Meanwhile, the learning methods chosen by this BBK teacher are lecture, question and answer, demonstration, and sorogan methods.

C. Kegiatan Pembelajaran

- Kegiatan Pendahuluan (10')**
 - Peserta didik berdiri semua dan guru mengucapkan salam
 - Peserta didik dan guru duduk dan membaca do'a bersama-sama
 - Guru menanyakan kabar pada peserta didik dan mengecek kehadiran peserta didik
- Kegiatan Inti (55')**

SINTAK PENDEKATAN TANDUR	KEGIATAN	DURASI
Tumbuhkan (Memancing minat siswa terhadap topik)	<ul style="list-style-type: none"> Guru menanyakan kepada peserta didik tentang pengetahuan siswa mengenai pelajaran BBK Guru memberikan pengetahuan sekilas tentang materi BBK pada peserta didik Peserta mengeluarkan buku tulis dan kitab BBK Guru menuliskan lambang istilah jabatan kalimat pada kitab gandel (م, خ, ب, ت, dan lainnya) 	5 menit
A i a m i (Membuat siswa mengalami/merasakan langsung)	<ul style="list-style-type: none"> Guru menulis materi yang akan dimaknani pada papan tulis Peserta didik menyalin tulisan yang akan dimaknani di buku tulis Guru memaknani materi dengan ditulis dipapan tulis Peserta didik mengikuti cara memaknani materi tersebut dengan teliti sesuai dengan apa yang guru tulis 	15 menit

Nama i	Demonstrasi	U i a n g i	R a y a k a n
(Memberi nama atau label pada konsep-konsep yang telah dipelajari)	(Siswa mempraktikkan/mendemonstrasikan pemahaman mereka)	(Memperkuat pemahaman melalui pengulangan)	(Mengakui dan merayakan keberhasilan siswa)
<ul style="list-style-type: none"> Guru memberi tahu cara meletakkan lambang jabatan kalimat pada peserta didik sesuai dengan ketentuan yang telah dicatikan tadi Peserta didik memperhatikan apa yang diterangkan guru Guru memberi tahu arti dari lambang tersebut Peserta didik menyimak dan bertanya apa yang dirasa belum difahaminya 	<ul style="list-style-type: none"> Peserta didik menyalin makna yang ditulis dipapan dengan seksama dan teliti Peserta didik bertanya pada guru jika ada yang kurang jelas dalam penulisan dan kurang bisa membaca tulisan pego 	<ul style="list-style-type: none"> Guru mempraktekkan cara membaca materi tersebut yang sudah dimaknani bersama-sama dengan peserta didik dengan cara mendikte sedikit demi sedikit (tiap kalimat atau kata) Peserta didik mengikuti secara bersama-sama apa yang dipraktikkan guru Nb: cara ini diulang sampai tiga kali atau dirasa perlu sampai peserta didik lancar dalam membaca makna kitab gandel 	<ul style="list-style-type: none"> Guru menyuruh salah satu atau lebih dari satu peserta didik untuk membaca kedepan meja guru dengan disimak oleh guru Guru memberikan reward berupa nilai atau pujian pada peserta didik sesuai dengan kemampuannya
5 menit	15 menit	10 menit	5 menit

- Kegiatan Penutup (5')**
 - Guru mengingatkan peserta didik untuk menulis ulang materi yang akan dipelajari pada pertemuan berikutnya
 - Guru juga mengingatkan peserta didik untuk belajar di rumah dan membaca kembali apa yang sudah dipelajari tadi
 - Guru mengucapkan salam penutup

Figure 4. Learning strategies in the BBK teaching module

7. Developing and selecting teaching materials

The selection of teaching materials should be adjusted to the needs of students (Mujtaba et al., 2023). The teaching materials used by BBK teachers are teacher and student books, notebooks and blackboards.

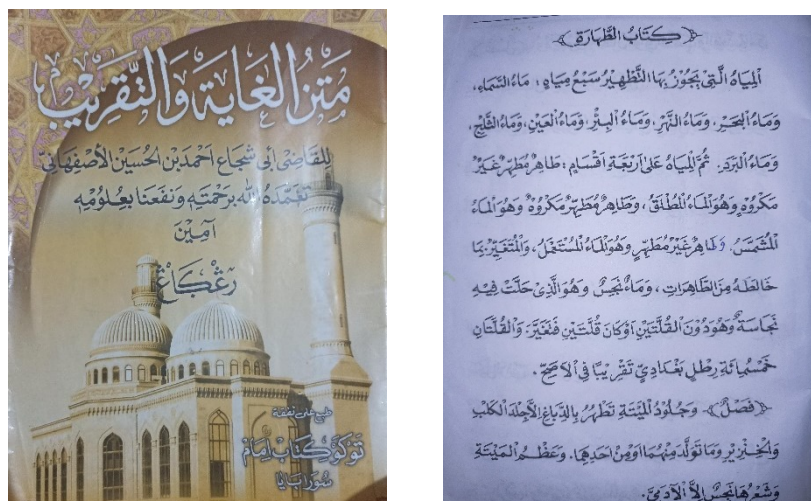


Figure 5. BBK subject teaching materials

8. Formative evaluation

This formative learning evaluation process is carried out in order to collect useful information to improve and develop the instructional process (Setyawan & El Hakim, 2023). In this BBK learning, formative evaluation is carried out through a test of reading the yellow book of each student in 1JP (Lesson Hour) face to face. This BBK lesson hour is given twice a week with an accumulation of 3 JP hours each week. (Interview with BBK Learning on October 14, 2024)



Figure 6. Implementation of Formative Evaluation of Yellow Book Reading Guidance

9. Formative evaluation

This learning revision was carried out after seeing the results of the formative evaluation. Sometimes from this formative evaluation, some students were found to be less fluent in reading the book or less able to write pegon writing, so the teacher motivated these students to stay enthusiastic about learning and practicing. In addition, usually at the next meeting, the teacher gives additional time for these students to guide them in reading the yellow book. (Interview with Mrs. Durrot, October 14, 2024)

10. Summative evaluation

Summative evaluation here is carried out in the middle of odd and even semesters, and at the end of odd and even semesters. Because the purpose of learning this BBK subject is for students to be able to read and understand the yellow book well, therefore, since students enter grade VII to grade IX, the summative evaluation, in addition to the practical exam of reading the yellow book, is also carried out in a written exam as in other subjects. (Interview with BBK teacher on October 14, 2024)

Based on the implementation of the Dick and Carey learning development model in the Yellow Book Reading Guidance learning at MTs Tarbiyatut Tholabah, the researcher felt from the observation activities (Observation on October 14, 2024) that BBK learning was running effectively according to the teacher's teaching module.

Learning using the *TANDUR* type quantum teaching learning model can also be seen that students are actively involved in learning. Like when the teacher gives an explanation related to the contents of the material that has been interpreted by Pegon, students actively ask and answer by connecting it to everyday life so as to create meaningful learning.

D. Conclusion

Based on the results of the observations that have been presented, the development of the teaching module carried out by the subject teacher of Yellow Book Reading Guidance class VII F MTs Tarbiyatut Tholabah through the Dick and Carey model consisting of ten syntaxes in the development process is suitable for use. Because this model is classified as a structured and systematic development design in its implementation. In addition, this development model is also suitable for application in the independent curriculum in skill-based subjects, such as the local content subject of Yellow Book Reading Guidance (*Bimbingan Baca Kitab Kuning/BBK*) at MTs Tarbiyatut Tholabah.

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