

IMPLEMENTATION OF THE AMSILATI METHOD TO IMPROVE THE QIRA'AH SKILLS OF STUDENTS AT ISLAMIC BOARDING SCHOOLS

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Abstract: This study explores the application of the Amsilati method to improve the ability of santri (Islamic boarding school students) to read classical Islamic texts (maharah qira'ah) at the Riyadlus Sholihin Islamic Boarding School in Tiris, Probolinggo. The Amsilati method combines theory and practice with examples from the Qur'an to facilitate understanding. This study employs a descriptive qualitative approach using observation, interviews, and documentation techniques to collect data. The results indicate that the Amsilati method is effective in improving students' ability to read classical Islamic texts, particularly in terms of fluency and understanding of tajweed. However, challenges include limited teacher resources, limited learning time, and difficulties in consistently applying the method. The implications of this study suggest that the Amsilati method has great potential to improve the quality of education in Islamic boarding schools, particularly in Quranic recitation instruction. This research supports the Islamic education theory proposed by Ahmad Syafii Ma'arif, which emphasizes the integration of theory and practice in teaching to achieve more effective learning outcomes.

Keywords: Amsilati Method, Qira'ah Skills, Boarding School

Abstrak: Penelitian ini mengeksplorasi penerapan metode Amsilati untuk meningkatkan kemampuan membaca kitab kuning (maharah qira'ah) santri di Pondok Pesantren Riyadlus Sholihin, Tiris, Probolinggo. Metode Amsilati menggabungkan teori dan praktek dengan contoh dari Al-Qur'an untuk memudahkan pemahaman. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik observasi, wawancara, dan dokumentasi untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa metode Amsilati efektif dalam meningkatkan kemampuan santri dalam membaca kitab kuning, terutama dalam kelancaran membaca dan pemahaman tajwid. Namun, terdapat hambatan berupa keterbatasan sumber daya pengajar, waktu pembelajaran yang terbatas, dan tantangan dalam konsistensi penerapan metode. Implikasi penelitian ini menunjukkan bahwa metode Amsilati memiliki potensi besar untuk meningkatkan kualitas pendidikan di pondok pesantren, khususnya dalam pembelajaran qira'ah. Penelitian ini mendukung teori pendidikan Islam yang dikemukakan oleh Ahmad Syafii Ma'arif, yang menekankan integrasi antara teori dan praktek dalam pengajaran untuk menghasilkan pembelajaran yang lebih efektif.

Kata Kunci: Metode Amsilati, Keterampilan Qira'ah, Pondok Pesantren

INTRODUCTION

Arabic plays an important role in religious education in Indonesia, especially in Islamic boarding schools, which are centers of Islamic learning. According to the Ministry of Religious Affairs, more than 90% of students in pesantren study Arabic as part of their curriculum, showing the importance of mastering this language in understanding key Islamic religious texts such as the Qur'an and Hadith (Annisyah et al., 2024; Fikri, 2018; Ridwan et al., 2022). According to Annisa Safii, mastery of Arabic also contributes to improving the overall quality of Islamic education. Good mastery of Arabic can increase students' understanding of the yellowclassical books up to 70% more effectively than the traditional method (Rahma, 2020). This opinion is supported by previous research which shows that an Arabic-based approach, with systematic integration of theory and practice, makes it easier for santri to understand the yellowclassical books in depth (Annisa & Safii, 2023).

The ability to read (maharah qira'ah) is the main skill needed by santri to understand the yellowclassical books, which are the main reference in religious education (Annisyah et al., 2024). Mastery of these classical Arabic texts not only expands religion, but also provides a strong basis for santri to understand the social and cultural values of Islam that shape their Islamic character (Daulay et al., 2024). However, Arabic language education in pesantren faces various

challenges, one of which is the low motivation to learn and the limitations of learning methods that suit the needs of students. As stated by Annisa and Safii (2023), the low motivation to learn is caused by the lack of approaches that are relevant to the learning situation in pesantren, while the limitations of learning methods are often unable to accommodate the diverse educational backgrounds of the students. In addition, research conducted by Fatmawati (2019) shows that limited resources, such as the number of teachers and inadequate teaching materials, exacerbate this condition in certain pesantren.

Riyadlus Sholihin Islamic Boarding School in Rejing Village is one of the Islamic boarding schools facing this challenge. The pesantren, which was founded by KH. M. Anwar, an alumnus of the Riyadlus Sholihin Ketapang Islamic Boarding School, Probolinggo, has around 150 students with diverse educational backgrounds. Many of them cannot read the yellowclassical books, and lack of interest in learning Arabic. The application of the Amsilati method in Riyadlus Sholihin Islamic Boarding School is based on two main reasons. First, the caregiver of the pesantren is an alumnus of Pondok Pesantren Riyadlus Sholihin Ketapang, so this pesantren adopts a similar learning program, including the use of the Amsilati method. The same pesantren name, Riyadlus Sholihin, also symbolizes the continuity of educational traditions between the two pesantren.

Second, the Amsilati method was chosen because it has a connected scientific sanad, providing legitimacy in its application.

In Pondok Pesantren Riyadlus Sholihin Tiris, the Amsilati method is applied as a solution to the challenges of learning the yellow Islamic classic books, especially for santri who have diverse educational backgrounds. This method is taught in stages, starting from the introduction of basic grammar patterns (nahwu and sharaf) through a memorization approach, providing quick formulas, and direct reading exercises. Each material is presented in the form of simple examples from the Amsilati book which are integrated with direct practice on yellow book texts. This learning strategy is supported by the use of the drill method or intensive repetition, so that students are able to master the concept of Arabic grammar in a relatively short time. However, its implementation faces obstacles such as the limited number of competent teaching staff, so the teaching process often relies on the initiative of senior santri to help junior santri. Even so, the use of this method has shown positive results, especially in gradually improving the ability to read the yellow book among santri.

The Amsilati method developed by KH. Taufiqul Hakim from Darul Falah Jepara Islamic Boarding School has been recognized as one of the effective approaches to learning to read the yellow book easily and practically. Silfa et al.

(2022) states that this method combines theory with practice through examples that are mostly taken from the verses of the Qur'an. It aims to make it easier to understand the grammatical structure of the Arabic language and apply it in reading the yellow classical books.

Previous research studies have shown the effectiveness of this method in improving the ability to read classical Arabic texts in large pesantren with adequate resources, such as Pondok Pesantren Al-Hikamu salafafiyyah Cipulus Purwakarta (Silfa et al., 2022) and Pondok Pesantren Nurul Jadid (Sholehuddin & Wijaya, 2019). In addition, this method is considered to be able to improve the basic understanding of Arabic grammar effectively at the elementary to intermediate level. However, the effectiveness of this method in pesantren with limited resources, such as Pondok Pesantren Riyadlus Sholihin, still requires further research. Many studies on the Amsilati method focus on pesantren with adequate facilities and teaching staff. However, few studies highlight its application in pesantren with limited resources. The initial assumption is that this method can improve the ability to read the yellow Islamic classic book, but its success depends on the learning strategy applied and the readiness of the teaching staff (Silfa et al., 2022).

This study aims to explore the implementation of the Amsilati method in Riyadlus Sholihin Islamic Boarding School. The focus is on understanding the

learning strategies applied in the Amsilati method and identifying the obstacles faced in the implementation of the method. With an in-depth-based approach (Creswell, 2007), this research is expected to make theoretical and practical contributions in the development of Arabic language learning methods. In addition, the results of this study are expected to be an additional reference for other pesantren that face similar conditions to improve the quality of their learning.

As a contribution of this research, it is expected to provide a deeper understanding of the application of the Amsilati method in pesantren with limited resources. By focusing on Pondok Pesantren Riyadlus Sholihin, this research shows how the Amsilati method which was previously successful in pesantren with adequate resources, such as Pondok Pesantren Al-Hikamu and Nurul Jadid, can be applied effectively despite facing challenges in the form of limited teaching staff and facilities. The results of this study not only provide a theoretical contribution in the development of Arabic learning methods, but also make a practical contribution in improving the quality of Arabic education in pesantren that have limitations. The findings can be an important reference for other pesantren that want to implement similar methods to improve santri's ability to read the yellowclassical books and understand Islamic religious texts more deeply.

METHOD

This research uses case study-based qualitative research. With data collection techniques involving direct observation and in-depth interviews to explore more practical information related to the application of the Amsilati method at Pondok Pesantren Riyadlus Sholihin. Observations were conducted in the classroom and outside the classroom to capture the dynamics of interaction between students and teachers, as well as monitoring how the Amsilati method is applied in daily practice. Researchers noted important aspects such as the teaching approach, the level of santri participation, and the obstacles that arise in the teaching and learning process. In this observation, researchers also pay attention to physical conditions and facilities that support or hinder the learning process. In addition, the researcher also observed the santri's reaction to the Amsilati method, whether they found it easier to understand the yellowclassical books or found it difficult, and the extent to which they applied the lessons learned in their daily lives in the pesantren.

In addition to observations, in-depth interviews were conducted with teachers, pesantren administrators, and some students to explore their experiences in learning and teaching using the Amsilati method. These interviews aimed to obtain their subjective views on the effectiveness of the method, the challenges faced, and the factors that

influence success or failure in its application. Interviews with teachers reveal how they adapt the Amsilati method to overcome existing limitations, while interviews with santri provide insight into their experiences in understanding the yellow classical books using this approach. Interviews with pesantren administrators are also important to find out the administrative and policy support provided to implement the Amsilati method, as well as to see how pesantren manage and facilitate teaching with limited resources. Information obtained from these interviews will provide a deeper picture of the successes and obstacles encountered in the learning process. Researchers will also conduct follow-up interviews to see if there are any changes or developments in the understanding of the santri after some time implementing this method.

In analyzing the data, researchers used qualitative analysis techniques with an inductive approach. This technique allows researchers to draw conclusions based on patterns that appear in the data. This analysis process includes data reduction, data presentation, and conclusion drawing which will be presented in the form of in-depth descriptions. Data reduction is done by grouping relevant information, while data presentation aims to visualize findings systematically. After the data is presented, the researcher will interpret it to conclude the findings and compile a description that can describe the phenomenon that

occurred. Analysis is carried out continuously throughout the research process by utilizing qualitative data analysis software to facilitate the presentation and organization of information.

To ensure the validity of the data, this study used credibility assurance techniques consisting of triangulation of sources, techniques, and time. Source triangulation was conducted by collecting data from various research subjects, namely teachers, pesantren administrators, and santri. This is to ensure that the information obtained is unbiased and includes different perspectives. Triangulation of techniques is done by using various data collection methods, namely observation, interviews, and documentation. The use of more than one data collection technique helps ensure the consistency of findings and reduces the potential for errors in interpretation. In addition, time triangulation was carried out by conducting interviews and observations at various different times, to ensure that the findings obtained were consistent throughout the research time.

In addition, to ensure the validity of the data, the researcher also used a member check technique, where the results of the interviews and observations would be presented back to several informants for feedback. This process provides an opportunity for research subjects to confirm or correct information that has been provided, thus ensuring that the data collected accurately reflects their

experiences and views. Sustainability analysis is conducted by continuing to critically examine the data findings, both during the research and after the research is completed, to ensure that the data presented is truly representative of the phenomenon under study.

Overall, observations, interviews, documentation, as well as data analysis and credibility assurance techniques provide a comprehensive and valid picture of the implementation of the Amsilati method at Riyadlus Sholihin Islamic Boarding School. This research not only focuses on the learning process, but also explores the challenges and opportunities faced in implementing the method, which is expected to make an important contribution to the development of Arabic teaching methods in pesantren with limited resources.

RESULTS ND DISCUSSION

Implementation of the Amsilati Method Learning Strategy at the Islamic Boarding School

Amsilati is a practical method of quickly reading the yellow book (*kitab kuning gundul*) in Indonesia. The method, which was authored by KH Taufiqul Hakim Jepara, has a very large contribution in the process of learning to read the yellow classical books for santri in Indonesia, especially in this study, namely Pondok Pesantren Riyadlus Sholihin. This can be proven when the alumni continue to other pesantren, *salaf pesantren* for example, they are easy to compete with

others, not at the lowest level (Annisyah et al., 2024; Fikri, 2018; Rahma, 2020).

At Pondok Pesantren Riyadlus Sholihin, Amsilati learning has been running since 2018 until now. In the last five years, the application of this method has experienced several significant developments. At the beginning of its application, the main focus was the cadre of teachers, so that this method could be taught more systematically. therefore, in the first year, a cadre of five boys was selected to explore this method intensively before finally becoming teachers for other students. The results of this cadre were positive, because the students who had been cadre were able to continue teaching well.

In the second year, similar efforts were made for female santri. However, there were obstacles in the sustainability of the program because some of the female santri who followed this method could not complete the training until the practical stage. Some of them stopped for reasons such as continuing their education to college or moving to another pesantren. This had become a challenge in the application of the Amsilati method among female santri.

Significant developments were only seen in the third year, where the cadre for female students was carried out again in the dormitory environment. This program continues to run until now and shows more positive results compared to previous efforts. With the cadre in the male and female dormitory environments,

students get more intensive and structured guidance so that the application of the amsilati method can take place more effectively. Based on the results of field observations, and interviews with teachers, there are several steps or stages carried out by the teachers of this method in the teaching and learning process in the Riyadlus Sholihin Islamic Boarding School as follows: (1) The students who take part in learning the Amsilati method are required to memorize the Kaidah-kaidah in the Qaidati book, along with memorizing the verses of khulashaf Alfiyah, and the results of the students' memorization are deposited with the teachers; (2) Amsilati learning is held every night after Isha' congregation activities, except on holidays, such as Friday night; (3) Learning begins with tawasul and reading Al-Fatihah for the author and teachers which is then followed by reading the stanzas of khulashah Alfiyah together; (4) After finishing reading the stanzas, then proceed with reading the rules in the volume being studied; (5) The teacher explains repeatedly along with examples until the majority of students can understand well related to the object being studied; (6) before the lesson is over, the teacher usually gives an assignment related to what has been studied that night; (7) When studying one volume, for example volume one has been completed, an exam will be held first to be able to continue to volume two with the provisions of the value set by the

pesantren; (8) When the entire volume one to five has been completed and has been declared a pass, the next process is the practice of reading the yellow book, either Fath Al-Qarib or Safinah An-Najah. And there are also some who have finished who are assigned by the pesantren to teach the Amsilati method to their juniors; (9) The students who have been declared graduated by the pesantren will be graduated at Haflah Akhir Al-Sanah Riyadlus Sholihin Islamic Boarding School.

The Amsilati method at Riyadlus Sholihin Islamic Boarding School prioritizes principles such as memorization, gradual learning, repetition, and strict evaluation before students practice reading the yellow classical books. This is in line with the explanation given by Stadzah Fatimah, an Amsilati teacher at the pesantren, who said, All students are required to memorize *qo'idati* and *khulashah* before entering the material. In this way, when the asatidz explains the material, the santri already have an overview of what is being discussed. This approach allows students to understand and apply Arabic grammar knowledge more effectively in reading classical Islamic texts (Annisyah et al., 2024; Nuraeni et al., 2024; Yusuf, 2014).

At Riyadlus Sholihin Islamic Boarding School, there are several special strategies implemented to improve *Fahmul Maharah Qira'ah* in the amsilati method for students, namely:

1. Hands-on Practice

The students are familiarized with the practice of reading the yellow book through various methods, such as question and answer, assembling themselves (*produng singuirin*), and discussion. In addition, they are also given the opportunity to teach in front of the class in certain meetings to increase their insight into the structure of the Arabic language and its application. This is also supported by Liberato et al who state that practice-based learning strategies directly accelerate the acquisition of Arabic language structures, especially in grammatical understanding. This is in accordance with field observations which show that students understand texts more quickly through questions and answers, discussions, and peer teaching training.

2. Integral school and madin allowances

This program is carried out in the morning before the Teaching and Learning Activities in formal schools begin. Integral madin is designed to ensure that all students, who are not boarding school students, have equal access to yellowIslamic classic book learning. With this program, all students get additional understanding before attending formal lessons, so that their ability to read and understand the yellowIslamic classic book is getting stronger. In addition, this program is a forum for santri to explore religious knowledge more

intensively before entering school activities (Komarudin & Anwar, 2021; Ridwan et al., 2022).

- ### 3. Independent learning, Santri are given the freedom to explore the yellow scriptures independently. They actively look for books that have not been arithmeticized and try to understand the Arabic language structure contained therein. In this process, they hone their language analysis skills by marking grammatical patterns and meaning. If they find difficulties, they will discuss with the asatidz or fellow santri to gain a deeper understanding. This not only improves the skills of reading the yellowclassical books, but also forms independence and critical power in understanding Arabic texts (Fitriyah et al., 2025; Rahmawati, 2022).

4. Motivation

The motivation and enthusiasm of the teachers in guiding and fostering students in studying the yellowclassical book. So that if there are difficulties in learning the yellowIslamic classic book, then the teacher fosters students through *pesuasif* or face to face. Based on interviews with several representative students from each grade level, they revealed that at first they were afraid to learn the *amsilati* method because they did not have basic knowledge of Arabic and the yellowclassical books, but with the guidance and motivation

of the teachers they felt helped in understanding the material.

5. Teaching training

After completing the Amsilati program, the students are given the opportunity to teach at the pesantren as a form of field practice. This is so that they can channel the knowledge they have gained and strengthen their understanding of teaching experience.

With this strategy, the Amsilati method at Pondok Pesantren Riyadlus Sholihin not only helps santri in understanding *maharah qira'ah*, but also equips them with skills that can be applied in academic life and religious practice in the community. According to second language learning theory (Krashen, 1982), this practice-based approach accelerates understanding and internalization of language structures more effectively than methods that are only theory-based.

B. Obstacle Factors

There are several obstacles faced in the application of this Amsilati method, namely:

1. Teaching Resources, One of the main inhibiting factors in the application of the Amsilati method is the limited teaching staff who really master this method. Deep mastery of the method by the teacher plays a major role in the effectiveness of learning. Hasan (2021) emphasizes that the effectiveness of a method is highly dependent on the quality of the

teacher. This is in line with Vygotsky's (1978) theory of *Zone of Proximal Development* (ZPD), which states that a learner needs guidance from more experienced individuals in order to reach maximum potential. If the teacher is not competent in mastering the method, then the learning that occurs will be less than optimal, and students have difficulty understanding the material properly. Therefore, an effective cadre of teachers is the main key in ensuring the successful implementation of the Amsilati method.

2. Environment, An environment that is not conducive can interfere with students' concentration and understanding of the material being taught. One important factor in learning is the lighting and comfort of the classroom. The learning environment theory by Brophy (2010) states that a good physical atmosphere, such as bright lighting and good ventilation, can increase student concentration in learning. When the room lighting is dim or the atmosphere is too noisy, this can cause students to feel sleepy and lose focus during the teaching and learning process. As a result, their comprehension of the material, especially those related to memorization and recitation of the

yellowclassical books, is impaired. Therefore, creating a conducive environment is essential in supporting an effective learning process (Daulay et al., 2024; Nuraeni et al., 2024; Ridwan et al., 2022; Sholehuddin & Wijaya, 2019).

3. Santri are still beginners, most of the students who take part in the Amsilati program at Riyadlus Sholihin Islamic Boarding School do not have a strong basic knowledge of Arabic. Krashen (1982) in the theory of second language acquisition states that second language learning must be accompanied by an adaptive approach, especially for beginners. Santri who are just starting to learn Arabic need more time to understand the grammar contained in the yellowclassical books. Therefore, the use of strategies that prioritize intensive assistance and repetition of material is needed to help them adapt. In this case, the teacher plays an important role in providing clear explanations and continuous guidance so that students can understand Arabic properly and correctly. This adaptive approach can make it easier for students to understand the material gradually.
4. Learning Time, Limited learning time is often an obstacle in understanding the Amsilati method

to the fullest. Teaching this method requires sufficient time to master each volume and existing rules. According to Covey's (1989) time management theory, limited time can affect the effectiveness of learning if it is not managed properly. Santri often have to participate in various other academic activities outside formal hours, so the time to study Amsilati is limited. To overcome this, santri often optimize their free time with independent learning and participate in additional programs such as Madin Integral. This additional program allows santri to utilize their free time by studying the yellowclassical books more intensively, so as to overcome the limited time in formal learning.

5. Memorization is an integral part of the Amsilati method. However, based on interviews with several teachers and students, one of the biggest challenges faced is the difficulty in memorizing *khulashah* and *qo'idati*. Hidayat (2019) in his research revealed that the memorization method will be more effective if accompanied by independent learning strategies and active repetition. Repetition that is carried out continuously can help students remember the rules and verses taught. Therefore, santri are advised to take advantage of their free time to practice

memorization, as well as understand language patterns more deeply. In this case, structured teaching and practice-based learning greatly support the success of memorization and santri's understanding of the material.

CONCLUSION

Based on this description, the application of the Amsilati method at Riyadlus Sholihin Islamic Boarding School shows significant success in improving the ability of santri to read the yellowclassical books. This method, which focuses on memorizing Arabic rules, gradual learning, repetition, and strict evaluation, has succeeded in creating a structured and effective learning system. This success is also supported by the existence of an adequate cadre of teachers, both for male and female students, which allows the application of this method in a sustainable manner. In addition, hands-on practice-based approaches, such as question and answer, discussion, and teaching training, accelerate santri's understanding of the structure of the Arabic language, which has proven effective in improving their maharah qira'ah. Learning conducted outside formal hours through the Madin Integral program and independent learning also provides space for santri to deepen their understanding of the yellowclassical books. However, there are several obstacles in the application of this method, including limited teaching

resources that master the Amsilati method, learning environment conditions that are not always conducive, and challenges for beginner students who do not have a strong Arabic language foundation. The problem of limited learning time is also an obstacle, although santri try to overcome this by participating in additional programs and independent learning. Finally, the difficulty in memorizing the rules and verses is also a challenge, although it can be overcome by repetition and structured learning. Overall, despite these obstacles, the application of the Amsilati method in the Riyadlus Sholihin Islamic Boarding School has proven to be successful in improving santri's understanding of the yellowclassical books, equipping them with in-depth reading skills, and preparing them to teach the next generation.

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