

STRIKING PEDAGOGICAL EQUILIBRIUM: TAILORING TEACHING APPROACHES TO MITIGATE STUDENT BURNOUT IN ISLAMIC BOARDING SCHOOL MANAGEMENT

Rahmatul Aziz Al Mursyidin*¹, Ahmad Muzakki Hakim²

Islamic Boarding School of Lubbul Labib, Probolinggo, Indonesia

Islamic University of Madinah, Madinah, Saudi Arabia

DOI: <https://doi.org/10.52627/ijeam.v5i1.336>

Article History:

Received: Januari 2023

Accepted: February 2023

Published: April 2023

Keywords:

Yellow Book Learning,
Learning Methods, Santri
Saturation

***Correspondence Address:**

Rahmatula2@gmail.com

Abstract :

The purpose of this article is to discuss learning methods in pesantren in reducing student boredom through the yellow book. The yellow book is a learning literature that is typical of pesantren, understanding in learning the monotonous yellow book can cause students to feel bored in learning. Through this descriptive qualitative research, it is expected to be able to contribute reference knowledge about the yellow book learning strategy through active and creative teaching methods and styles in reducing student boredom. The result of this study is the strategi of learning the yellow book at the Lubbul Labib Islamic boarding school using two aspects of strategy including classical learning methods (sorogan and badongan), and the bahtsul masail method. The combination of these two aspects creates a dynamic and engaged learning atmosphere, motivating students to be actively involved in the learning process so as to overcome student boredom at Lubbul Labib boarding school.

Abstrak:

Tujuan artikel ini adalah untuk membahas metode pembelajaran di pesantren dalam mengurangi kebosanan siswa melalui buku kuning. Buku kuning merupakan literatur pembelajaran yang khas pesantren, pemahaman dalam mempelajari buku kuning yang monoton dapat menyebabkan siswa merasa bosan dalam belajar. Melalui penelitian kualitatif deskriptif ini diharapkan mampu menyumbangkan referensi pengetahuan tentang strategi pembelajaran yellow book melalui metode dan gaya mengajar yang aktif dan kreatif dalam mengurangi kebosanan siswa. Hasil dari penelitian ini adalah strategi pembelajaran kitab kuning di pondok pesantren Lubbul Labib menggunakan dua aspek strategi diantaranya metode pembelajaran klasikal (sorogan dan badongan), dan metode bahtsul masail. Kombinasi kedua aspek ini menciptakan suasana belajar yang dinamis dan terlibat, memotivasi siswa untuk terlibat aktif dalam proses pembelajaran sehingga dapat mengatasi kebosanan siswa di pondok pesantren Lubbul Labib.

INTRODUCTION

A negative impact on learning motivation, emotional well-being, and active involvement of students in educational activities. The importance of understanding and overcoming student saturation is becoming increasingly urgent along with the changing dynamics of Islamic boarding school education in the modern era (Yunita et al., 2022; Nuryana, 2022). Factors such as technological development, information accessibility, and social change can be additional causes of burnout (Badruddin et al., 2023).

By considering the current challenges and the need for adaptation to the times, pesantren educational institutions are required to have innovative strategies in delivering yellow book material that not only enriches religious understanding but also stimulates the interest and active involvement of students (Faidah et al., 2020; Auliyah et al., 2021). A deeper understanding of how learning the yellow book can be a meaningful experience for students is expected to make a positive contribution to their learning motivation and psychological well-being in the Islamic boarding school environment (Amria & Aulia, 2023).

The use of the yellow book as a reference in the world of pesantren has received attention from the government, namely in article 21 paragraph 1 and article 22 of the Government Regulation of the Republic of Indonesia Number 55 of 2007 concerning Religious Education and Religious Education (Ghofur & Intan, 2023). The government regulation states (1) Book studies are held in order to explore Islamic teachings and / or become Islamic religious experts; (2) The implementation of book studies can be carried out in stages or non-tiers; (3) The study of the book shall be carried out in Islamic boarding schools, mosques, prayer rooms, or other qualified places (Nuha, 2023).

Learning burnout occurs when a person feels tired, lethargic, or bored due to the increasing demands of learning (Montero-Marín et al., 2009; Lin et al., 2012). This can be due to a lack of variation in learning methods, a lack of challenge, or an incomprehension of the relevance of the material. Learning burnout is student fatigue due to high academic pressure and demands, causing physical, mental, and emotional exhaustion (Nuha, 2023). Students who are burdened by heavy tasks and achievement targets tend to experience decreased motivation, increased stress, and a negative impact on overall well-being. Efforts to reduce student saturation in research () through traditional sports have a real positive impact (Amria & Aulia, 2023). The students experienced an increase in enthusiasm and a decrease in the level of boredom because these activities helped overcome laziness, boredom, and weakness. Playing traditional sports is an effective means to restore enthusiasm that may be eroded by the demands of intense learning in Islamic boarding schools. Research according to () evaluation

of the learning context of the yellow book involves three main aspects, namely the curriculum policy of the learning program, madrasah support for yellow book learning, and student parent support. Evaluation of the learning process shows that the process runs smoothly, making a positive contribution in overcoming student saturation (Sitanggang, 2021).

The novelty of this research is found in the process of learning methods very important to note in studying the yellow book, the learning is carried out creatively and innovatively to reduce student boredom. There are two methods that develop in the pesantren environment related to how to study the yellow book, namely; Al-Miftah Lil Ulum method, and Bandongan method. The method of al-Miftah Lil Ulum has unique characteristics. The material displayed using Indonesian is straightforward, clear, short and easy to understand. In addition, it is also equipped with formulas, characteristics, sample tables, and material schemes presented with varied colors. On the other hand, nahwu materials are collaborated with children's and regional songs so that they are easy to memorize. Bandongan method, a learning method that has one path (Nada & Yasmin, 2023), where the ustad reads, translates and sometimes adds information in accordance with the book being studied while the students listen and record what the teacher says (Lathifah et al., 2023).

Initially, the lubbul labib Islamic boarding school made the bandongan method in studying the yellow book. Then in 2019 this lodge began to apply the yellow book learning method with al-Miftah Lil Ulum. During this period, at least the effectiveness achieved during the process and learning outcomes can be analyzed. Therefore, the purpose of research on the implementation of al-Miftah in improving the morals of students in lubbul labib Islamic boarding schools is to try to describe the application, effectiveness of learning and supporting and inhibiting factors in improving student morals (Ifendi, 2021).

To realize this, education teachers are required to professionally design effective, creative, and meaningful (fun) learning, organize learning, choose learning approaches, choose appropriate learning methods, determine learning procedures and competency formation effectively, and set learning success criteria. The purpose of teaching foreign languages, including Arabic, in Indonesia is actually so that students are able to use foreign languages (Arabic) actively or passively. To achieve this goal, students are expected to acquire 4 language skills, namely: listening, reading, speaking and writing skills (Helwani, 2020).

RESEARCH METHOD

This research uses qualitative methods. Using this method is expected to produce a complete and complete description of the learning of the yellow book as an effort to overcome the saturation of students at the Lubbul Labib Islamic boarding school (Busetto et al., 2020). Data obtained directly from the field or research site, among others: words and actions obtained from the field by observing the learning process of ta'limul muta'alim and interviewing ustadz and santri.

Data collection techniques use three ways, namely interviews, observation, and documentation (Jain, 2021). The interview used is a type of free interview without using standardized guidelines and formats. Observations carried out use direct and systematic observation by determining the object observed clearly and precisely. Documentation includes data in the form of files owned by the madrasah, location mapping, and learning process.

Data analysis techniques in this study use descriptive analysis which is an overview and summary of research data briefly (Peck et al., 2020). Descriptive analysis techniques allow researchers to obtain a brief picture of the relationship Book of Yellow Learning Strategy at Lubbul Labib Islamic Boarding School to Reduce Student Burn Out.

RESULTS AND DISCUSSION

Yellow Book Study

Studying the yellow book has the main purpose of giving ability read and understand the richness of Islamic heritage, which in turn will increase individual scientific insight. Not only as a religious responsibility, the study of the yellow book is considered a tool to achieve happiness in this world and the hereafter. To achieve this goal, maximum effort is needed in the learning process by implementing appropriate, efficient, and effective strategies (Ghofur & Husniah, 2022). One way that can be taken is to use learning strategies that focus on understanding, applying the concept of tafaquh fiddin (religious understanding), and integrating Islamic values in everyday life. By applying the right strategies, it is hoped that the study of the yellow book will not only become routine, but also provide a deep understanding and relevance, guiding individuals towards happiness in this world and the hereafter.

Yellow Book learning strategies

The importance of having an appropriate yellow book learning strategy is crucial to increase effectiveness and efficiency in the learning process. Lubbul Labib Islamic boarding school applies an approach that combines the tradition of

the salaf Islamic boarding school with several modern strategies in learning the yellow book. Through the implementation of this strategy, it is expected to achieve the goals and targets that have been planned previously in the study of the yellow book. This approach reflects the need to combine traditional values with learning methods that are relevant to the context of the times, so that the learning of the yellow book becomes more effective and in accordance with the development of society and technology.

The method or approach used to teach and understand the contents of the yellow book to students is a learning strategy. This strategy includes special ways of delivering the yellow book material so that it is easy to understand and relevant to the context of pesantren. In learning the yellow book in pesantren, strategies often include traditional approaches, such as the sorogan method (students read and teachers give explanations), halal, and group discussions. However, along with the times, pesantren can also integrate modern-day strategies that suit the needs and characteristics of students, such as the use of information technology, educational games, or interactive discussions. The goal is that the study of the yellow book is not only routine and formal, but also provides a deep understanding and relevance that can guide students towards a better understanding of Islamic teachings.

Book of Yellow Learning Strategies at Lubbul Labib Islamic Boarding School to Reduce Student Burn Out

The yellow book learning strategy at Lubbul Labib Islamic boarding school is based on two main aspects, namely (a) classical learning methods and (b) Bahtsul Masail. The classical learning method refers to the long-maintained tradition of learning the yellow book, such as the sorogan method (students read and teachers give explanations), memorization, and reading together. This approach preserves the traditional values of pesantren and ensures the continuity of Islamic scholarly heritage. While the application of the bahtsul masail method has a positive impact on the learning process, where students feel they have the freedom to express opinions and respect each other. Through this method, students can assess the extent of their understanding, strengthen self-confidence, and more easily understand the subject matter. They can also be actively involved in the learning process, which in turn increases the overall spirit of learning.

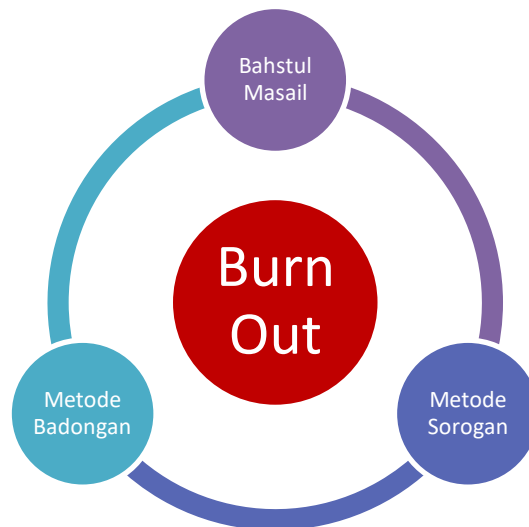


Figure 1. Book of Yellow Learning Strategies at Lubbul Labib Islamic Boarding School to Reduce Student Burn Out

The classical method used in the form of sorogan in Islamic boarding schools, students participate individually by presenting a yellow book to a teacher or ustadz, creating direct interaction between the two. The learning process focuses on reading, discussion, and dialogue between students and teachers, allowing for a deeper understanding of the material. This sorogan method not only prioritizes personal learning, but also supports the activeness of students in the learning process. Each student has the opportunity to interact intensively, ask questions, and discuss the concept of the yellow book, create a responsive learning environment and increase students' active involvement in understanding the teachings presented.

The sorogan method has the advantage of creating direct communication between students and ustadz, encouraging students to actively ask questions or talk about subject matter that they do not understand. This direct interaction forms an inclusive learning environment, where students feel free to express their incomprehension without shame. Direct communication allows the ustadz to provide additional explanations, answer questions, and provide personal guidance, increasing students' understanding and active participation. Thus, the sorogan method is not only effective in transmitting knowledge, but also builds a positive relationship between ustadz and santri, supporting deep and continuous learning.

Learning with another method, namely badongan, the bandongan method is kiai reading a book in a certain time, while the students bring the same book. In this process, students listen and listen to the readings expressed by the kyai.

This method creates an atmosphere of collective learning where students together follow the kyai reading and discuss the same material. The bandongan approach not only provides opportunities for students to listen to readings and explanations delivered by kyai or ustadz, but also ensures that each student brings the same book, creating uniformity in understanding and learning certain books within a predetermined period of time.

Learning the yellow book through the bandongan method has its own advantages. First, it is flexible in place, allowing learning to be carried out anywhere with a large number of students, even in open areas. Second, time efficient, where within 45 minutes, the ustadz can complete a chapter in the book of Ta'limul Muta'alim in one or two meetings. However, there is a weakness to this method, namely that when the ustadz explains the meaning of the book, some students tend to be lazy to take notes, so there is a possibility that some of the material is not recorded properly in their books.

Meanwhile, the second aspect is bahtsul masail, which emphasizes understanding and solving problems in the yellow book. The students are invited to explore the issues of law and Islamic thought contained in the yellow book, and are able to apply them in the context of everyday life. This strategy provides a practical dimension to learning, where students not only understand the theory but are also able to apply it in real-life contexts. The step of applying this method begins by giving actual questions or problems to the students one week before. Each class has the task of compiling answers and arguments, and at a predetermined time, students are asked to submit the answers. Within a week, the students tried to find arguments or answers either manually with the help of classical and modern books. This approach gives students the opportunity to respond deeply to questions or concerns, motivating them to conduct research and detail their answers with the support of relevant propositions. By involving students in the process of finding answers, this method not only builds deeper understanding, but also trains their research and analysis skills.

By integrating classical learning methods and bahtsul masail approaches, Lubbul Labib Islamic boarding school creates a holistic and immersive learning atmosphere, ensuring that students not only have a strong conceptual understanding but also practical abilities to answer the challenges of daily life with a foundation of religious science (Ghofur & Husniah, 2022).

The yellow book learning strategy at Lubbul Labib Islamic boarding school, which is based on classical learning methods and bahtsul masail, proves its effectiveness in reducing student boredom. Classical learning methods, such as sorogan and memorization methods, maintain pesantren traditions while creating intensive interaction between teachers and students. On the other hand,

the bahtsul masail approach allows students to be actively involved in solving problems surrounding the yellow book, giving a practical dimension to learning. This can be seen from the results of munaqosyah santri which almost all get good predicate.

The combination of these two aspects creates a dynamic and engaged learning atmosphere, motivating students to be actively involved in the learning process. Thus, this strategy not only teaches the yellow book material thoroughly but also helps students overcome boredom by providing variety in learning methods. Thus, the learning methods applied at the Lubbul Labib Islamic boarding school not only respond to academic needs, but also support student welfare and a sustainable spirit of learning.

CONCLUSION

The results of research on yellow book learning strategies in reducing student burnout provide conclusions that the level of student saturation can be minimized through active and creative yellow book learning. The yellow book learning strategy at Lubbul Labib Islamic boarding school uses two aspects of strategy including classical learning methods (sorogan and badongan), and bahtsul masail methods. The combination of these two aspects creates a dynamic and engaged learning atmosphere, motivating students to be actively involved in the learning process so as to overcome student boredom at Lubbul Labib boarding school.

Through research which discusses the Book of Yellow Learning Strategies at Lubbul Labib Islamic Boarding School to Reduce Student Burn Out. The need for further research with different research variables to enrich scientific repertoire.

REFERENCES

- Amria, S., & Aulia, L. A. A. (2023). Dampak Efikasi Diri Terhadap Kejenuhan Belajar pada Santri. *Jurnal Gesi*, 2(1), 51-61.
- Andi, D., Wiguna, M., & Yunanti, S. (2023). Mengembangkan Metode Pembelajaran untuk Mereduksi Kejenuhan Siswa Yayasan Pondok Pesantren Hudatul Falah Kabupaten Bogor. *Dedikasi Pkm*, 4(1), 1-8. <https://doi.org/10.32493/dedikasipkm.v4i1.27452>

- Ariani, E. N., Sari, N. P., & Putro, H. Y. S. (2023). Effectiveness of Relaxation Techniques in Reduce Academic Burnout in Guidance and Counseling Students Class of 2021 Lambung Mangkurat University. *Jurnal Pelayanan Bimbingan Dan Konseling*, 5(1).
- Aufa, Z., Kamal, M., Junaidi, J., & Arifmiboy, A. (2023). Penerapan Metode Demonstrasi pada Santri Kelas VII Oleh Guru Fiqih di Pondok Pesantren Al-Mutaqin Balai-Belo Kecamatan Tanjung Raya Kabupaten Agam. *Jurnal Pendidikan Dan Konseling (Jpdk)*, 5(1), 5441-5448.
- Auliyah, K., Suwarno, S., Chasanah, U., & Ali, R. (2021). Student centered learning in Surah Thaha 17-18 and it's implication in Islamic boarding school education. *Budapest International Research and Critics Institute (BIRCI-Journal)*, 4(3), 4887-4899.
- Badrudin, M. F., Baharun, H., & Solehah, I. (2023). Burnout Risk of Foster Guardian; An Analysis of Avoidance Strategies. *Pedagogik: Jurnal Pendidikan*, 10(1), 59-72. <https://doi.org/10.33650/pjp.v10i1.5695>
- Busetto, L., Wick, W., & Gumbinger, C. (2020). How to Use and Assess Qualitative Research Methods. *Neurological Research and practice*, 2, 1-10. <https://doi.org/10.1186/s42466-020-00059-z>
- Faidah, M., Puspitorini, A., Wijayanti, F. P., & Ilmi, M. T. (2020, December). Empowerment of Islamic Boarding School Students Based on the Local Potential in Indonesia. In *International Joint Conference on Arts and Humanities (IJCAH 2020)* (pp. 1444-1448). Atlantis Press.
- Ghofur, M. A., & Husniah, H. (2022). Metode Muhāfazah Nazām Juruūmiyyah untuk Memudahkan Baca Kitab Kuning. *Al-Fusha: Arabic Language Education Journal*, 4(1), 10-16.
- Ghofur, M. A., & Intan, D. N. (2023). Pendampingan Lalaran Nadhom untuk Meningkatkan Ingatan Hafalan Santri As-Sunniyyah Kencong Jember. *An-Nuqthah*, 3(2), 69-75.
- Helwani, A. H. S. I. A. (2020). Pembelajaran Kitab Kuning di Pondok Pesantren Khusus Al-Halimy Sesela. *Ibtida'iy: Jurnal Prodi PGMI*, 5(2), 40-49. <https://doi.org/10.31764/ibtidaiy.v5i2.3693>
- Ifendi, M. (2021). Metode Pembelajaran Kitab Kuning di Pondok Pesantren Sunan Drajad Banjarwati Lamongan. *Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam*, 6(2), 85-98. <https://doi.org/10.24235/tarbawi.v6i2.8898>
- Jain, N. (2021). Survey versus interviews: Comparing data collection Tools for Exploratory Research. *The Qualitative Report*, 26(2), 541-554. <https://doi.org/10.46743/2160-3715/2021.4492>
- Lathifah, A., Ruhaena, L., Hertinjung, W. S., & Pati, W. C. B. (2023). Efektivitas Pelatihan Self Hypnosis untuk Menurunkan Academic Burnout pada

- Mahasiswa. *Jurnal Janaloka*, 1(1), 1-10.
<https://doi.org/10.54883/janaloka.v1i1.290>
- Lin, S. H., & Huang, Y. C. (2012). Investigating the relationships between loneliness and learning burnout. *Active Learning in Higher Education*, 13(3), 231-243.
- Mawaddah, A. H., & Surur, S. (2023). Penerapan Tahsinul Qira'ah dengan Metode Drill pada Pembelajaran Kitab Matan Jazariyah (Studi Kasus di Pondok Pesantren Izzatul Qur'an Kayangan Jombang). *Education, Learning, And Islamic Journal*, 5(2), 39-60.
- Montero-Marín, J., García-Campayo, J., Mera, D. M., & Del Hoyo, Y. L. (2009). A new definition of burnout syndrome based on Farber's proposal. *Journal of occupational medicine and toxicology*, 4(1), 1-17.
- Nada, N. A., & Yasmin, M. (2023). Kontribusi Hardiness Terhadap Academic Burnout pada Mahasiswa Baru di Universitas Negeri Padang. *Causalita: Journal of Psychology*, 1(2), 44-60.
- Nuha, M. U. (2023). Motivation Of Santri in Memorizing the Holy Qur'an Through Murojaah Activities: Study in Roudlothul Qur'an Ppai Complex. *Interdisciplinary Journal of Social Science and Education (Ijsse)*, 39-60.
- Nuryana, Z. (2022). Academic reform and sustainability of Islamic higher education in Indonesia. *International Journal of Educational Development*, 89, 102534.
- Peck, R., Short, T., & Olsen, C. (2020). Introduction To Statistics and Data Analysis. *Cengage Learning*, 2(2).
- Rohmani, A. H. (2022). Strategi Pembelajaran Kitab Kuning di Mbi Mambaul Falah Sokaoneng. *Cendekia: Jurnal Studi Keislaman*, 8(1), 120-141.
<https://doi.org/10.37348/cendekia.v8i1.211>
- Sitanggang, R. (2021). Peran Guru Bimbingan dan Konseling dalam Meningkatkan Motivasi Belajar Siswa di Era Covid-19 (Studi Literatur). *Edukatif: Jurnal Ilmu Pendidikan*, 3(6), 5101-5108.
<https://doi.org/10.31004/edukatif.v3i6.1647>
- Suparno, S., Warsah, I., & Amin, A. (2022). Peningkatan Motivasi Belajar Santri Pada Pondok Pesantren Di Kecamatan Mandiangin. *Jurnal Literasiologi*, 8(1). <https://doi.org/10.47783/literasiologi.v8i1.354>
- Umam, K. U. (2020). Urgensi Metodologi Pembelajaran Kitab Kuning. *Al-Ulum Jurnal Pemikiran Dan Penelitian Ke Islaman*, 7(1), 101-112.
<https://doi.org/10.31102/alulum.7.1.2020.101-112>
- Yunita, L., Junaidi, J., Dewi, Y., & Zakir, S. (2022). Evaluasi Program Pembelajaran Kitab Kuning Dengan Model Cipp Di Pondok Pesantren

Yati Kampung Baru Nagari Kamang Mudik Kecamatan Kamang Magek
Kabupaten Agam. *Jurnal Pendidikan Dan Konseling (Jpdk)*, 4(5), 47-56.