

## THE EFFECTIVENESS OF SOROGAN AND BANDONGAN LEARNING METHODS IN IMPROVING THE ACHIEVEMENT OF STUDENT LEARNING OUTCOMES IN BMK SUBJECTS (GUIDANCE FOR READING BOOKS)

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### ABSTRACT

This The teaching of classical Islamic texts (kitab kuning) in Islamic educational institutions has long relied on two traditional methods: bandongan (lecture-based group learning) and sorogan (individualized tutorial learning). Both approaches play a crucial role in enhancing students comprehension of the texts. This study aims to analyze the effectiveness of these methods in the learning process of the Guided Book Reading (GBR) subject, particularly among students of the Sifir Robi' A class at the Islamic Elementary School for Classical Text Studies (Madrasah Diniyah) of the Qomaruddin Islamic Boarding School (Pondok Pesantren Qomaruddin), located in Sampurnan, Bungah, Gresik, Indonesia. The research focuses on the implementation of the bandongan and sorogan methods, their influence on learning outcomes, and the academic achievement of the students. This study employed a Classroom Action Research (CAR) approach, carried out in three stages. The preliminary stage (pre-cycle) utilized the bandongan method, while the sorogan method was applied during Cycle I and Cycle II. Each stage followed four procedures: planning, action implementation, observation, and reflection. The findings revealed that the average student score using the bandongan method was 67.17, with a learning mastery rate of 25%. After the application of the sorogan method in Cycle I, the average score rose to 68.75, and the mastery rate increased to 66.67%. Further improvement occurred in Cycle II, with a significant increase in the average score and a mastery rate reaching 70%. These results indicate that the sorogan method is more effective in enhancing students academic performance compared to the bandongan method. Therefore, the sorogan approach is considered a more effective strategy for the teaching of Guided Book Reading (GBR) within the context of Islamic boarding school education.

**Keywords:** *Sorogan and Bandongan Method, Learning Achievement, Guided Book Reading (GBR)*

### INTRODUCTION

Education is the main foundation in advancing human civilization, because it functions in skill development, value formation, (A'yun and Masrukin 2023) and builds collective community awareness. In the pesantren environment, one of the main challenges is how to optimize learning methods to be more effective and efficient, (Febrian et al. 2024) while still maintaining the traditional identity that has been inherent in the cottage to read the yellow book.(Sari and Fikriyah 2022) (ABDURROHMAN 2024) So far, Islamic boarding schools have used classic approaches such as sorogan and bandongan in teaching the yellow book to students.(Amirudin and Rohimah 2020)

Bandongan has been known since the 20th century, (M.Hum 2018) the teaching method of bandongan or wetonan, which is group learning in which the kyai read the book in front of the students who listen and copy the explanation.(Muhakamurrohman 2014) Although this method has become a strong identity in the pesantren tradition, it is still considered less profound because it only focuses on literal translation without a broader interpretation of its meaning. In contrast to that, the sorogan method is individual and allows for a more personal closeness between students and teachers.(Fauzan and Muslimin 2018) In this system, students bring the book directly to the kyai or ustadz, then receive explanations face-to-face. This interaction not only strengthens aspects of

material understanding, but also builds a close spiritual connection between students and teachers.(Kamal 2020)

The Sorogan method is one of the traditional learning approaches that is very well known in the pesantren environment. This method involves a direct face-to-face process between the students and the kyai or teacher, where the students read and explain the contents of the yellow book individually. Usually, students sit in front of the kyai with the book they are studying, then read Arabic-Pegon texts or other classical Islamic texts. Kyai acts as a supervisor who provides corrections, explanations, and directions according to the level of understanding of students. This approach is very personal, allowing kyai to adapt the material to the abilities of each student.

The process in the Sorogan method usually takes place with students reading the text in turn, followed by discussion or question and answer. Kyai not only corrects pronunciation or grammar, but also explains the meaning of the text, its historical context, and its application in everyday life. This method emphasizes learning independence, where students are expected to prepare themselves before the session by understanding the text first. Sorogan's main advantage lies in the close teacher-student relationship, which often goes beyond just academic learning to the formation of character and morals.

The Bandongan method, on the other hand, is a more massive group approach in the pesantren education system. In this method, the kyai or teacher delivers lessons to a group of students simultaneously, usually by reading the text of the yellow book in front of the class while giving an explanation. Students listen, take notes, and sometimes ask questions to deepen their understanding.(Leo 2018) This method is often used for large books that require collective discussion, such as fiqh, tafsir, or hadith, (Anwar, Darmawan, and Setiawan 2016) so as to allow efficiency in delivering material to many students at once. The advantage of Bandongan lies in its ability to create a conducive learning atmosphere. Students can exchange understandings and develop critical thinking through discussions that arise during the session. Kyai can also use this method to instill the values of togetherness and cooperation among students.

The book reading guidance activity at Madrasah Diniyah class A at the Qomaruddin Sampurnan Bungah Gresik Islamic Boarding School uses two traditional methods, sorogan and bandongan, with the book Fathul Qorib as the main teaching material. The difficulty of reading the yellow book correctly is still experienced by the majority of students, especially because of their weak mastery of the rules of the Arabic language, including the science of nahwu and shorof. Evaluation of the effectiveness of learning methods is needed to answer these problems. This study aims to find out the extent of the effectiveness of the application of the sorogan and bandongan methods in supporting the improvement of the learning outcomes of Madrasah Diniyah students (Sifir Robi' A class) in the Book Reading Guidance (BMK) lessons. It is hoped that the findings of this study can contribute as a reference in improving the quality of learning the yellow book in the pesantren environment.

## METHODS

This research applies the teaching and learning process in the classroom. Classroom Action Research (PTK) is carried out reflexively to solve real and repetitive learning problems. Its implementation follows a sequential cycle: planning, action, observation, and reflection, these three

methods are carried out systematically. The main goal of this method is to optimize the effectiveness of learning through direct improvement in classroom practice. (Suryadi and Berdiati 2022).

This research was carried out in three stages, namely: (Hady S 2022). The first is the pre-cycle stage, this stage is carried out by applying the bandongan method applied in a classical manner where the teacher reads the contents of the book and gives explanations to students in large groups. The purpose of this initial stage is to obtain an overview of the learning conditions before the intervention and identify the problems that arise.

The second stage is by using the sorogan method, at this stage there are 2 cycles, namely cycle I and cycle II. The method in these two cycles is individual, where students read the book directly in front of the teacher to obtain a personal explanation. Each cycle has 2 meetings, and each stage follows the flow of Classroom Action Research (PTK), including: a) Planning: Developing strategies and preparing learning instruments. b) Implementation of Actions: Applying the sorogan method in learning activities. c) Observation: Observe and record the development and response of students to the method used. d) Reflection: Analyze the results of the actions taken to base improvements in the next cycle. Each cycle aims to evaluate and improve the learning process gradually, based on findings in the field.

## RESULT AND DISCUSSION

### Bandongan Method

Based on the results of observations and interviews with ustadz who taught the subject of Book Reading Guidance (BMK) on March 24-25, 2025 in the Sifir Robi' A class of Madrasah Diniyah, Qomaruddin Islamic Boarding School. Based on these activities, it can be seen that the learning of Book Reading Guidance (BMK) in this class uses a combination of methods, with the bandongan method as the main method. The data shows that the bandongan method is less effective if applied to all students. This method is more suitable for use by students who are able to understand the structure of the Arabic language independently, especially in understanding tarkib and i'rab in each mufrodat in a sentence. Interaction between ustadz and students is also limited. This condition reduces the opportunity for students to ask questions or ensure direct understanding. As a result, students' understanding of the material, especially in the aspects of tarkib and i'rab which are the focus of learning Book Reading Guidance (BMK) is still low. The following are the results of the test conducted using the bandongan method:

**Table 1.** Results of the Recapitulation of the Pre-Cycle Test with the Bandongan Method

Yes	Description	Pre-Cycle Results
1	Average score	67,17
2	The number of students is complete	6
3	The number of students is incomplete	18
4	Percentage of completeness	25 %
5	Class completion score	Incomplete

Based on **Table 1**, the average score of students in the pre-cycle stage with the bandongan method is 67.17, with a classical completeness rate of 25.00%. This value is below the Minimum

Completeness Criteria (KKM) set, which is 70%, so learning at the pre-cycle stage cannot be said to be classically successful. This low result shows that the learning method used previously, namely the dominant bandongan method, has not been able to answer the learning needs of students effectively. Limited interaction between teachers and students and the lack of opportunities for students to practice archiving and actively practicing rabies are also the causes of low student scores. This shows the need for the use of interactive learning methods that focus on a personalized approach. One of the appropriate methods is the sorogan method, which is expected to improve students' understanding of the subject of Book Reading Guidance (BMK) and achieve more optimal learning completeness.

## The Sorogan Method

### Cycle I

This research is carried out through several stages of the cycle, as is common in the Classroom Action Research (PTK) approach. The first cycle includes two meetings, which will be held on Friday and Saturday, March 31 and April 1, 2025, at 18.30 WIB. The learning activity took place in the Robi' A Sifir class, which was attended by 24 students. In the implementation of learning, the researcher takes the role of a teacher. The learning process follows the RPP (Learning Implementation Plan) and has been arranged in a sequential and appropriate manner. At this stage, the sorogan method is used as the main approach to see the extent of its effectiveness when compared to the bandongan method that has previously been used. During the activity, the researcher conducted direct observations to collect empirical data related to students' responses and their learning outcomes. Below are the recapitulation results of the test carried out at the end of the first cycle:

**Table 2.** Test Recapitulation Results in Cycle I with the Sorogan Method

Yes	Description	Results of Cycle I
1	Average score	68,75
2	The number of students is complete	16
3	The number of students is incomplete	8
4	Percentage of completeness	66,67 %
5	Class completion score	Incomplete

The data in **Table 2** shows that in cycle I, the application of the sorogan method provides an increase in student learning outcomes compared to the pre-cycle stage. The average score of students increased to 68.75, while the percentage of classical completeness increased to 66.67%. Although the score results have not met the Minimum Completeness Criteria (KKM) of 70%, there is significant progress compared to the initial condition with an average score of 67.17 and classical completeness of only 25.00%. This increase indicates that the sorogan method is starting to have a positive influence on students' understanding in the subject of Book Reading Guidance (BMK). This is mainly due to the direct interaction between ustadz and students during the learning process. With an individualized approach, students receive direct guidance in archiving and reciting sentences,

something that is less than optimal when using the previous bandongan method. However, because the completion target has not been fully achieved, improvements in learning strategies in the next cycle are still needed to optimize results.

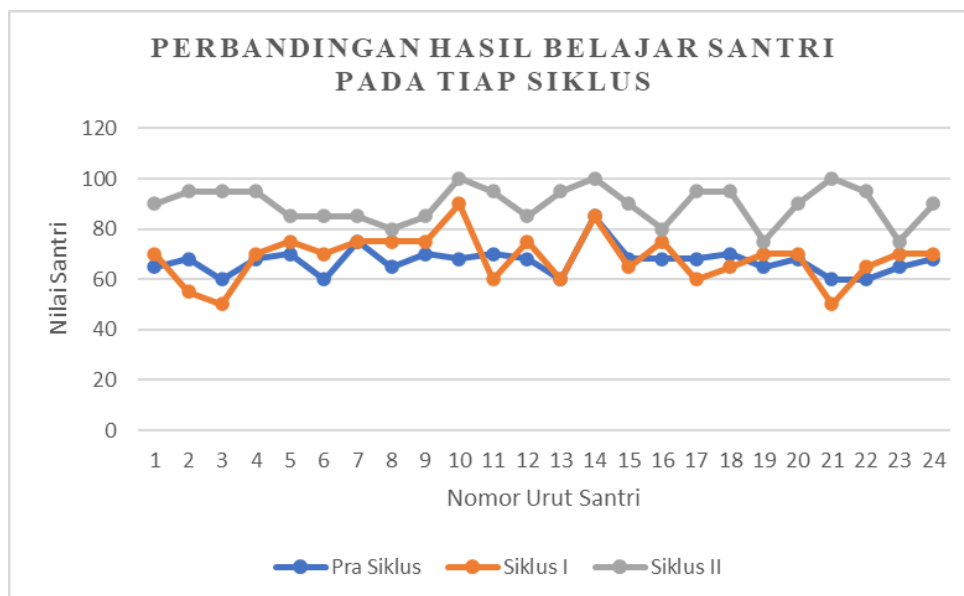
## Cycle II

The learning activities in this cycle consist of two sessions on different days, namely on Friday and Saturday, April 7 and 8, 2025, at 18.30 WIB, located in the Sifir Robi' A class with a total of 24 students. At this stage, the researcher again acts as the main teacher. The implementation of learning continues to use the Learning Implementation Plan (RPP) which has been refined based on the results of the evaluation in cycle I. Teaching strategies are improved and refined to avoid shortcomings that previously occurred, so that the learning process can take place more optimally and in a more directed manner. The following are the results of the recapitulation obtained from the implementation of learning in cycle II:

**Table 3.** Test Recapitulation Results in Cycle I with the Sorogan Method

Yes	Description	Results of Cycle II
1	Average score	89,79
2	The number of students is complete	24
3	The number of students is incomplete	0
4	Percentage of completeness	100 %
5	Class completion score	Conclusion

**Table 3** shows that the learning outcomes of students in the cycle II method that use the sorogan method are much better with strikingly different grades. The average score achieved was 89.79 with a classical completeness rate of 100%. This figure has exceeded the Minimum Completeness Criteria (KKM) set, which is 70%, so that learning in cycle II can be declared classically successful. This improvement illustrates the success of the sorogan method in helping students understand the material better. This success is also influenced by the increasing perseverance of students in reading the yellow book and their better understanding of the content of the lessons. Another factor that supports this achievement is efforts to improve learning strategies based on the results of reflections from the previous cycle. These adjustments have proven to be able to make the learning process more directed and efficient. It can be concluded that the consistent and structured use of the sorogan method also plays an important role in efforts to improve the quality of the student learning process. The following is a line diagram that illustrates the comparison of student scores in the pre-cycle, cycle I and II stages:



**Figure 1.** Comparison Chart of Student Learning Outcomes in Each Cycle

**Figure 1** shows a comparison of student learning outcomes showing that in three stages of learning. From the visualization, it can be seen that in the pre-cycle stage that uses the bandongan method, most of the students' scores range from 50 to 70. This shows that learning outcomes are still in the medium category and are not even among the students. Entering the first cycle, when the sorogan method began to be applied, there was an increase in scores in several students. However, the overall results still show fluctuations and have not shown significant changes. In cycle II, the student score increased quite large and more evenly. The majority of students managed to achieve scores above 80 and even close to 100. This condition indicates that the learning process in the second cycle runs more effectively and succeeds in improving the learning outcomes of students as a whole.

## CONCLUSION

Based on the research that has been carried out, it shows that there are differences in the learning outcomes of students, in the learning process of Book Reading Guidance (BMK) in the Sifir Robi' A Madrasah Diniyah Pondok Pesantren Qomaruddin. In the pre-cycle stage, learning still uses the bandongan method, with an average student score of 67.17 and a classical completeness rate of only 25.00%. This data shows that learning has not been successful classically and the level of students' understanding of the material is still relatively low.

After the intervention through the application of the sorogan method (cycles I and II), there was a significant increase in student learning outcomes. In the first cycle, the average score rose to 68.75 with classical completeness reaching 66.67%. Although it has not met the Minimum Completeness Criteria (KKM) as a whole, this achievement shows significant progress. The results of the score in the second cycle increased sharply to reach 89.79, and all students were declared complete with a classical completeness percentage of 100%.



The comparison between these methods indicates that the sorogan approach is superior to the bandongan method, especially in the aspects of individual comprehension, reading accuracy, and the ability of students to archive and recite Arabic texts. The sorogan method allows for more intense interaction and direct guidance between ustadz and students, so that it can encourage a significant improvement in learning outcomes.

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