

IMPLEMENTATION OF THE SOROGAN METHOD IN TEACHING ARABIC THROUGH THE BOOK AF'AL YAUMIYYAH TO IMPROVE STUDENTS' VOCABULARY MASTERY AT SIRAJUL MUKMININ AZZAKIYAH ISLAMIC BOARDING SCHOOL PESAGUAN KANAN VILLAGE, KETAPANG 2026

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Abstract

This study aimed to describe the implementation of the Sorogan method in Arabic language learning using the Af'al Yaumiyyah book to improve students' Arabic vocabulary mastery at Sirajul Mukminin Azzakiyah Islamic Boarding School, Pesaguan Kanan, Ketapang Regency, during the 2025/2026 academic year. This research employed a qualitative approach with a phenomenological design. The participants consisted of the Islamic boarding school leader, Arabic language teacher, and third-grade male students of the Ibtidaiyah level. Data were collected through observation, interviews, and documentation, while data analysis followed the Miles and Huberman interactive model consisting of data reduction, data display, and conclusion drawing. The findings revealed that the implementation of the Sorogan method consisted of four stages: planning, implementation, evaluation, and identification of supporting and inhibiting factors. Planning involved determining learning objectives, teaching schedules, and students' readiness. The learning process was conducted individually through direct recitation of the Af'al Yaumiyyah book, followed by immediate correction and guidance from the teacher. Evaluation was carried out continuously by assessing students' reading ability, vocabulary memorization, and the use of Arabic vocabulary in simple communication. Supporting factors included teacher competence, systematic learning materials, students' motivation, and a conducive boarding school environment. Inhibiting factors included differences in students' abilities, limited instructional time, and inadequate preparation by some students. Overall, the Sorogan method effectively improved students' Arabic vocabulary mastery through intensive, individualized, and continuous learning.

Keywords: Sorogan Method, Arabic Learning, Af'al Yaumiyyah, Vocabulary Mastery, Islamic Boarding School.

INTRODUCTION

Arabic is one of the international languages that holds a strategic position in Islamic education, as it is the primary language of the Qur'an, Hadith, and various classical Islamic literature (*turath*). Mastery of Arabic is not only necessary for understanding the sources of Islamic teachings textually but also serves as a means of developing students' academic knowledge, communication skills, and critical thinking abilities. Therefore, Arabic language learning in Islamic educational institutions, particularly Islamic boarding schools (*pesantren*), plays a very important role in developing students' academic competencies.

Islamic boarding schools (*pesantren*), as the oldest Islamic educational institutions in Indonesia, continue to preserve distinctive educational systems inherited from Islamic scholars. One of the learning methods that remains in use today is the *sorogan* method. This method positions students as active participants who individually read or present their learning materials to an *ustaz* in order to receive direct correction, guidance, and evaluation. This learning model provides teachers with an opportunity to understand the development of each student's abilities more thoroughly compared to conventional classroom-based learning.

The strength of the *sorogan* method lies in the direct interaction between teachers and students, allowing the learning process to take place more intensively. Students are required to prepare the learning materials before the lesson begins, which can improve their discipline, sense of responsibility, and learning independence. Furthermore, direct correction enables errors in reading, understanding meanings, and applying Arabic language rules to be immediately corrected, thereby making the learning process more effective.

One of the important aspects of Arabic language learning is *mufradat* (vocabulary) mastery. Vocabulary serves as a fundamental foundation for developing the four language skills: listening, speaking, reading, and writing. Limited vocabulary mastery causes students to experience difficulties in understanding Arabic texts as well as using Arabic in everyday communication. Therefore, learning strategies are needed that can improve vocabulary mastery gradually and continuously.

One of the learning resources used to improve vocabulary mastery is the book *Af'al Yaumiyyah* by Habib Hasan Baharun. This book contains approximately 540 verbs related to daily activities and is systematically organized, making it easier for students to learn practical vocabulary. The use of this book in combination with the *sorogan* method enables students not only to memorize vocabulary but also to understand its meanings and use it in simple communication contexts.

Pondok Pesantren Sirajul Mukminin Azzakiyah, Pesaguan Kanan, Ketapang Regency, is one of the Islamic boarding schools that consistently implements the *sorogan* method in Arabic language learning using the book *Af'al Yaumiyyah*. This program has been implemented since 2021 and is specifically intended for male students in Grade III of *Ibtidaiyah* as an effort to improve their *mufradat* mastery while also developing independent learning habits. Based on the results of preliminary observations, the implementation of the *sorogan* method demonstrates unique characteristics because it combines a traditional learning method with learning materials that are communicative and contextual in nature.

This phenomenon is interesting to investigate because it demonstrates that traditional learning methods remain relevant to modern Arabic language learning. This study is expected to provide an empirical description of the planning, implementation, and evaluation processes, as well as the supporting and inhibiting factors involved in implementing the *sorogan* method to improve students' vocabulary mastery. The

findings of this study are also expected to serve as a reference for Islamic educational institutions in developing Arabic language learning models that are effective, adaptive, and appropriate to students' characteristics.

RESEARCH METHOD

This study employs a qualitative approach using a phenomenological research design. This approach was selected because the study aims to gain an in-depth understanding of the experiences and meanings attributed by the informants to the implementation of the *sorogan* method in Arabic language learning using the book *Af'al Yaumiyyah*. Through a phenomenological approach, the researcher seeks to describe the learning phenomenon as directly experienced by the boarding school administrator, *ustaz*, and students.

The research was conducted at Pondok Pesantren Sirajul Mukminin Azzakiyah, Pesaguan Kanan Village, Matan Hilir Selatan District, Ketapang Regency, West Kalimantan, during the 2025/2026 academic year. The research informants consisted of the head of the Islamic boarding school, the *ustaz* responsible for Arabic language instruction, and male students in Grade III of *Ibtidaiyah*. The informants were selected purposively because they were directly involved in the implementation of the *sorogan* method.

Data were collected through observation, in-depth interviews, and documentation. Observation was used to directly examine the learning process, interviews were conducted to obtain information regarding the experiences and perspectives of the informants, while documentation was used to supplement the data with learning materials, activity schedules, photographs, and other supporting documents.

Data analysis employed the interactive model developed by Miles and Huberman, which consists of data reduction, data display, and conclusion drawing. The validity of the data was ensured through source triangulation, technique triangulation, member checking, dependability, and confirmability, thereby ensuring a high level of credibility of the data obtained.

RESULTS AND DISCUSSION

1. Planning for the Implementation of the Sorogan Method in Arabic Language Learning Using the Book *Af'al Yaumiyyah*

The research findings indicate that the implementation of the *sorogan* method in Arabic language learning using the book *Af'al Yaumiyyah* begins with systematic planning by the head of the Islamic boarding school and the *ustaz* in charge of the instruction. The planning includes determining the learning materials, developing the learning schedule, establishing *mufradat* mastery targets, and using the book *Af'al Yaumiyyah* as the primary learning resource. The materials are arranged gradually according to the students' abilities, while the *ustaz* provides guidance regarding the

learning objectives and motivates the *santri* to prepare the materials before their individual recitation sessions. This planning makes the learning process more structured, facilitates the monitoring of the *santri*'s learning progress, and serves as a basis for evaluation.

These findings indicate that the success of the *sorogan* method is strongly influenced by the quality of instructional planning. This is consistent with Hamalik's view that instructional planning includes determining objectives, materials, methods, media, and evaluation so that learning can take place effectively. In this study, the establishment of *mufradat* targets, the preparation of the learning schedule, and the selection of *Af'al Yaumiyyah* demonstrate that the learning process has been systematically designed in accordance with the principles of effective instruction.

From Vygotsky's theoretical perspective, the gradual arrangement of learning materials reflects the application of the concepts of scaffolding and the Zone of Proximal Development (ZPD), in which learning assistance is provided according to the students' levels of ability so that they can gradually achieve the expected competencies. Meanwhile, Ahmad Fuad Effendy emphasizes that the success of Arabic language learning is influenced by the selection of contextual teaching materials that are appropriate to learners' development. The use of *Af'al Yaumiyyah*, which contains vocabulary related to daily activities, facilitates the *santri* in understanding, memorizing, and applying *mufradat* in simple communication.

The findings of this study are supported by the research of Achmad Miqdad Makhluhy and Khoiril Akbar (2025), which states that the success of the *sorogan* method begins with clear planning through the establishment of learning targets, the gradual organization of materials, and teacher preparedness. These findings are also consistent with the research of Choliliyah et al. (2025), which emphasizes the importance of organizing learning materials according to learners' abilities to improve the effectiveness of Arabic language learning. In addition, Ulhaq et al. (2024) explain that the success of *sorogan* depends on the quality of planning and the teacher's readiness as a mentor, while Vierry Firdaus Ramdani and Hikmah Maulani (2024) conclude that the gradual formulation of learning targets can improve students' understanding of Arabic. These findings are further supported by Perdana et al. (2025) in their study on the Implementation of the Drill *Amtsilati* and *Sorogan* Methods in Learning *Matn Al-Ajurumiyah*, which states that the success of *sorogan* is influenced by continuity between planning, implementation, and evaluation.

Based on the research findings, theoretical perspectives, and previous studies, it can be concluded that planning is a primary factor in the successful implementation of the *sorogan* method. The planning implemented at Pondok Pesantren Sirajul Mukminin Azzakiyah fulfills the essential elements of effective instruction through the establishment of learning objectives, selection of appropriate learning materials, formulation of competency targets, and preparedness of both teachers and students.

These conditions make the *sorogan* process more structured and support the gradual and sustainable improvement of students' Arabic *mufradat* mastery.

2. Implementation of the Sorogan Method in Arabic Language Learning Using the Book *Af'al Yaumiyyah*

The research findings indicate that the *sorogan* method at Pondok Pesantren Sirajul Mukminin Azzakiyah is implemented individually. Each *santri* takes turns reciting and presenting the contents of *Af'al Yaumiyyah* to the *ustaz* in order to receive corrections regarding *makhraj* (articulation), pronunciation, *mufradat* comprehension, and the use of *nahwu* and *sharaf* rules. In addition to reading, the *santri* are also asked to explain the meanings of vocabulary items and use them in simple sentences. This process not only improves reading skills but also fosters students' active participation, discipline, self-confidence, and sense of responsibility in learning.

This implementation demonstrates that the *sorogan* method applies student-centered learning, while the *ustaz* acts as a facilitator and mentor who provides guidance, correction, and feedback according to each student's level of ability. This condition enables each *santri* to receive individualized learning support, thereby making the learning process more effective.

These findings are consistent with the theory of Zamakhsyari Dhofier, who states that *sorogan* is an individual learning method in Islamic boarding schools that emphasizes direct interaction between teachers and students. Through this interaction, teachers can monitor students' development while simultaneously fostering discipline, accuracy, and responsibility in learning.

From Vygotsky's theoretical perspective, the implementation of *sorogan* reflects the application of the concepts of scaffolding and the Zone of Proximal Development (ZPD). The *ustaz* provides guidance, correction, and examples according to the students' levels of ability until they are able to understand the materials independently. Meanwhile, Acep Hermawan emphasizes that *mufradat* mastery is the foundation for developing Arabic language skills. The use of *Af'al Yaumiyyah*, which contains vocabulary related to daily activities, helps the *santri* understand and apply the vocabulary in simple communication.

The implementation of *sorogan* is also consistent with Skinner's theory, which explains that learning is influenced by stimulus, response, and reinforcement. The corrections, praise, motivation, and repetition provided by the *ustaz* serve as forms of reinforcement that encourage the *santri* to become more accurate, confident, and prepared to participate in learning activities. Activities such as reading, explaining meanings, answering questions, and correcting mistakes also demonstrate that *sorogan* applies the principles of active learning because the *santri* are actively involved throughout the learning process.

The findings of this study are supported by Niken Febrian et al. (2024), who concluded that the *sorogan* method is effective in improving students' understanding

through individualized guidance and direct correction. These findings are consistent with the research of Najah and Bashri (2023), which states that *sorogan* strengthens teacher-student interaction and promotes student-centered learning. The research of Vierry Firdaus Ramdani and Hikmah Maulani (2024) demonstrates that repeated reading practice can improve students' understanding of Arabic language structures, while Yulianti et al. (2024) and Satira et al. (2024) emphasize that intensive guidance and direct correction contribute to improving students' ability to read classical Islamic texts.

Based on the research findings, theoretical perspectives, and previous studies, it can be concluded that the successful implementation of the *sorogan* method is influenced by the intensity of interaction between the *ustaz* and the *santri*, continuous individualized guidance, the use of contextual learning materials, and active student involvement in the learning process. These factors make the *sorogan* method remain relevant as an Arabic language learning strategy for improving *mufradat* mastery and the ability to read classical Islamic texts.

3. Evaluation of the Implementation of the Sorogan Method in Arabic Language Learning Using the Book *Af'al Yaumiyyah*

The research findings indicate that the evaluation of Arabic language learning through the *sorogan* method at Pondok Pesantren Sirajul Mukminin Azzakiyah is conducted continuously and is integrated into the learning process. Evaluation is carried out through individual recitation sessions, question-and-answer activities concerning the meanings of *mufradat*, memorization review, and practice in using vocabulary in simple sentences. In addition to cognitive aspects, the *ustaz* also assesses the *santri's* discipline, preparedness, responsibility, and seriousness in learning. The results of the evaluation serve as a basis for determining subsequent learning materials. Students who have not achieved the established targets are required to repeat their recitation sessions until they have mastered the materials. Thus, evaluation functions not only as a means of measuring learning outcomes but also as a continuous process of guidance and development.

These findings indicate that evaluation in the *sorogan* method places greater emphasis on the development of each student's abilities rather than merely on the achievement of final scores. This is consistent with Anas Sudijono's view that evaluation is a systematic process of obtaining information as a basis for decision-making and instructional improvement. Similarly, Zainal Arifin emphasizes that continuous evaluation produces more accurate information, enabling teachers to provide appropriate follow-up for students who experience learning difficulties.

From the perspective of Benjamin S. Bloom's taxonomy, the evaluation in this study encompasses three domains of learning outcomes: cognitive, affective, and psychomotor. The cognitive aspect is reflected in the students' ability to read and understand *mufradat*, the affective aspect is reflected in their discipline and sense of

responsibility, while the psychomotor aspect is demonstrated through accurate pronunciation and the ability to use vocabulary in simple sentences. Furthermore, based on Stufflebeam's CIPP Evaluation Model, the evaluation implemented in this study integrates both process and outcome assessment, allowing the students' learning progress to be monitored comprehensively.

The provision of direct correction during individual recitation sessions is also consistent with B.F. Skinner's theory, which explains that reinforcement provided immediately after a learner's response strengthens correct learning behavior. The corrections and repetition provided by the *ustaz* help the *santri* improve their reading accuracy, *mufradat* comprehension, and learning preparedness.

The findings of this study are supported by Niken Febrian et al. (2025), who state that continuous evaluation through direct correction can improve students' understanding. These findings are further supported by Achmad Miqdad Makhluhy and Khoiril Akbar (2025), who emphasize that individualized evaluation produces a more objective assessment of students' ability to read and understand Arabic. Research by Dhiyaul Haq et al. (2024), Hadi et al. (2024), Vierry Firdaus Ramdani and Hikmah Maulani (2024), and Usriyah and Widodo (2025) also demonstrates that individualized evaluation accompanied by direct feedback is effective in improving students' ability to read classical Islamic texts, understand Arabic language structures, and enable teachers to provide follow-up instruction according to learners' needs.

Based on the research findings, theoretical perspectives, and previous studies, it can be concluded that evaluation in the *sorogan* method is an authentic and continuous process that not only measures learning outcomes but also guides the development of students' competencies. This evaluation system makes Arabic language learning more effective because each *santri* receives feedback, guidance, and follow-up instruction according to their individual learning needs.

4. Supporting and Inhibiting Factors in the Implementation of the Sorogan Method in Arabic Language Learning Using the Book *Af'al Yaumiyyah*

The research findings indicate that the implementation of the *sorogan* method in Arabic language learning using the book *Af'al Yaumiyyah* at Pondok Pesantren Sirajul Mukminin Azzakiyah is influenced by both supporting and inhibiting factors. Supporting factors include the competence of the *ustaz*, the use of *Af'al Yaumiyyah* as a systematic and contextual learning resource, a pesantren environment that supports the habituation of Arabic language use, and the high learning motivation of the *santri*. Meanwhile, the inhibiting factors include differences in the *santri*'s basic abilities, the longer time required for *sorogan* because it is conducted individually, and the lack of preparation among some *santri* before participating in the individual recitation sessions. These obstacles are addressed through intensive guidance, repetition of learning materials, motivational support, and the development of independent learning habits so that the learning objectives can still be achieved.

These findings indicate that the success of the *sorogan* method is determined not only by the learning method itself but also by internal and external factors affecting the learners. This is consistent with Slameto's theory, which states that learning outcomes are influenced by internal factors, such as motivation, interest, readiness, and learners' abilities, as well as external factors, including teachers, learning methods, the learning environment, and learning facilities. In this study, the *santri's* motivation and readiness were found to influence the smoothness of the individual recitation process and their mastery of *mufradat*.

From the external perspective, the competence of the *ustaz* is a highly determining factor. This is consistent with Mulyasa's theory, which emphasizes that teachers' pedagogical competence includes the ability to plan, implement, evaluate, and develop learning according to learners' characteristics. The *ustaz's* ability to provide individualized guidance, correct errors, and motivate the *santri* makes the *sorogan* process more effective.

Furthermore, Hamzah B. Uno explains that motivation is a primary driving force that directs and sustains learning activities. *Santri* with high levels of motivation tend to be better prepared to participate in *sorogan*, actively ask questions, and master *mufradat* more quickly. Meanwhile, Bronfenbrenner's theory emphasizes that the learning environment plays an important role in learners' development. A *pesantren* environment that encourages the habitual use of Arabic supports the practical application of learned vocabulary, allowing language skills to develop more optimally. This condition is also consistent with Vygotsky's theory, which emphasizes that social interaction between teachers and peers supports the development of learners' abilities through the process of scaffolding.

On the other hand, this study found that differences in the *santri's* basic abilities, limited instructional time, and insufficient preparation among some *santri* constitute the main obstacles to implementing the *sorogan* method. Because the learning process is conducted individually, the *ustaz* requires more time to guide students who experience difficulties. However, these obstacles can be minimized through remedial instruction, motivational reinforcement, and the development of independent learning habits.

The findings of this study are supported by Niken Febrian et al. (2025), who state that teacher competence, learner readiness, and learning discipline are the main factors contributing to the success of the *sorogan* method. These findings are further supported by Dhiyaul Haq et al. (2024), who emphasize the importance of the *pesantren* environment and teacher-student relationships, and by Hadi et al. (2024), who demonstrate that the habituation of reading classical Islamic texts and using Arabic in daily life improves the *santri's* language abilities. Research by Dzulkarnain, Walad, and Marzuq (2024), Vierry Firdaus Ramdani and Hikmah Maulani (2024), and Achmad Miqdad Makhluhy and Khoiril Akbar (2025) also concludes that teacher

preparedness, learning motivation, the use of systematic learning materials, and active learner involvement are key factors in the success of the *sorogan* method.

Based on the research findings, theoretical perspectives, and previous studies, it can be concluded that the successful implementation of the *sorogan* method results from the synergy between the competence of the *ustaz*, the *santri*'s motivation and readiness, the use of appropriate learning materials, and a supportive pesantren environment. Conversely, differences in basic abilities, limited instructional time, and insufficient learning readiness constitute obstacles that need to be addressed through individualized guidance, motivational reinforcement, and the development of independent learning habits so that Arabic language learning can take place more effectively.

CONCLUSION

Based on the research findings, the implementation of the *sorogan* method in Arabic language learning using the book *Af'al Yaumiyyah* at Pondok Pesantren Sirajul Mukminin Azzakiyah is carried out through three interrelated stages: planning, implementation, and evaluation. Planning is conducted systematically through the determination of objectives, learning materials, schedules, *mufradat* mastery targets, and the use of *Af'al Yaumiyyah* as the primary learning resource. The learning process is implemented individually, providing each *santri* with opportunities to read, understand, and use *mufradat*, accompanied by direct guidance and correction from the *ustaz*. Subsequently, evaluation is conducted continuously through individual recitation, question-and-answer activities, and vocabulary-use practices, allowing the development of each *santri*'s abilities to be monitored optimally.

The implementation of the *sorogan* method in this study is consistent with various learning theories. The instructional planning fulfills the principles proposed by Hamalik, while its implementation reflects Vygotsky's concepts of scaffolding and the Zone of Proximal Development (ZPD), as well as the characteristics of the *sorogan* method described by Zamakhsyari Dhofier. The use of *Af'al Yaumiyyah* also supports *mufradat* mastery as emphasized by Acep Hermawan, while the continuous evaluation process is consistent with the theories of Anas Sudijono, Zainal Arifin, Bloom, Stufflebeam, and Skinner. The findings of this study are further supported by various previous studies demonstrating that the *sorogan* method is effective in improving students' ability to read, understand, and use Arabic through individualized guidance and direct feedback.

The success of the *sorogan* method is influenced by the competence of the *ustaz*, the *santri*'s motivation and learning readiness, the use of systematic learning materials, and a pesantren environment that supports the habituation of Arabic language use. On the other hand, differences in the *santri*'s basic abilities, limited implementation time, and insufficient preparation among some *santri* constitute inhibiting factors that require intensive guidance and motivational reinforcement. Therefore, the *sorogan* method remains relevant as an Arabic language learning strategy in the pesantren environment

because it can improve *mufradat* mastery and the ability to read classical Islamic texts while also fostering discipline, responsibility, and independent learning among the *santri*.

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