

Problem-based learning as a catalyzer for understanding the yellow books

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Abstract:

This study provides a comprehensive analysis of the implementation of PBL into the learning of yellow books at PMDG Campus 4. The focus of the study includes the impact of PBL and pedagogical innovation in Islamic boarding schools, as well as potential challenges and effective implementation strategies. This study uses a case study method with a qualitative approach, where data is collected through observation, in-depth interviews, and document analysis. The research subjects consisted of teachers, grade XI students, and the implementing committee involved in the learning program. The results of the study indicate that the Panca Jiwa PMDG is aligned with the student-centred PBL approach, and the core principles of PBL can be applied, yielding potential benefits in the learning of yellow books. The program implementation includes constructive, collaborative, contextual and independent learning. The findings of this study indicate that the PBL model approach can not only deepen students' contextual understanding, but also develop 21st-century skills to face contemporary challenges by upholding Islamic values. Thus, the right and accurate strategy reduces the challenges faced in implementing the PBL model in the learning of yellow books.

Keywords: Islamic education; Islamic boarding school; problem-based learning; teacher centered learning.

INTRODUCTION

Islamic boarding schools (*pesantren*) have long been the foundation of traditional Islamic education in Indonesia, with yellow books (classical Islamic texts) at the core of their curriculum (Hizbulloh et al., 2023). Traditional *pesantren* pedagogy is teacher-centered, or *taqlid*-based, in which students passively receive

knowledge through methods such as sorogan and bandungan, with an emphasis on memorization rather than critical analysis. The learning environment in pesantren often feels monologic due to the lack of participatory interaction between students and teachers (Hafniati, 2021). This approach reflects the essentialist tradition in Islamic education, which prioritizes the transmission of knowledge over the development of inquiry skills.

On the other hand, the Problem-Based Learning (PBL) model offers a student-centered, constructivist paradigm. It engages small groups of learners in solving authentic, open-ended problems, replacing reliance on one-way lectures (Servant-Miklos, 2020). Constructivist theory emphasizes that knowledge is actively constructed through interactions with content and context, with the teacher acting as a sole authority facilitator (Ramadhannita, 2023). PBL aligns with Kolb's experiential learning cycle, which includes stages of concrete experience, reflection, conceptualization, and active experimentation (Sinaga, 2023). Contemporary literature encourages the transformation of Islamic education toward a more contextual and critical approach, responding to the modern era's demands for analytical and collaborative skills (Kurniawan, 2024). However, the implementation of PBL in Yellow Book learning faces structural and cultural challenges. The dense, monolithic characteristics of classical texts, laden with specific terminology, make adaptation difficult to a problem-based scenario. The Islamic boarding school culture that respects the hierarchy of knowledge also has the potential to give rise to resistance to learning models that encourage student autonomy.

In reviewing the need for innovative, more active learning methods that can enhance student motivation and understanding, one relevant approach is the Problem-Based Learning (PBL) model. The Problem-Based Learning (PBL) model is an innovative learning model that places students at the center of the learning process (Wardani, 2023). The PBL model places students as the main subjects who are active in identifying and solving real-life problems related to the subject matter (Aprina et al., 2024). This approach emphasizes the development of critical thinking skills, problem-solving, collaboration, communication, and independent knowledge construction. The stages in PBL generally include problem identification, organizing students for learning, guidance in individual and group investigations, development and presentation of results, and evaluation of the problem-solving process (Darwati & Purana, 2021). PBL is highly suitable for application in Islamic religious learning, including the yellow book, because it can link theoretical concepts to real-life realities and deepen students' understanding in a more practical way.

This study aims to examine the implementation of the PBL learning model in teaching the yellow book at the Darussalam Gontor Modern Islamic Boarding School, Campus 4, identify obstacles encountered, and formulate effective strategies to optimize the learning process. It is hoped that the results of this study can provide practical contributions for Islamic boarding school managers and educators in developing more innovative, effective, and appropriate yellow book learning methods that meet the needs of today's students.

Problem-Based Learning (PBL) is a learning approach based on solving real-world problems as the starting point for learning activities (Hasmiati et al., 2022). This model goes beyond simply presenting information or knowledge directly, but rather positions students as active subjects responsible for their own learning process. PBL is designed to enhance higher-order thinking skills such as critical thinking, analytical thinking, problem-solving, and team collaboration. Hmelo-Silver (2004) stated that students in PBL learn to identify relevant information, formulate hypotheses, seek references, and test solutions through group discussions and in-depth reflection. Learning activities that start from contextual problems make learning more meaningful because they are rooted in the realities of students' lives.

Theoretically, PBL is based on the theory of social constructivism pioneered by Lev Vygotsky. According to Vygotsky (1978), the learning process occurs effectively through the zone of proximal development (ZPD), which is the distance between what students can do on their own and what they can achieve with the help of others (teachers or peers). In this context, problem-based learning maximizes the potential of the ZPD because students not only acquire knowledge from their social environment but also actively construct meaning through dialogue, negotiation, and collaborative problem exploration. Vygotsky also emphasized the importance of social mediation and language in knowledge formation. In addition to Vygotsky's theory, the PBL approach is also strengthened by Jerome Bruner's views on discovery learning and the spiral curriculum. In problem-based learning, students are encouraged to discover key concepts through probing and repetitive experiences. Bruner (1961) believed that self-discovered knowledge is easier to understand and remember than passively received knowledge. Furthermore, the reflection aspect of PBL is rooted in experiential learning theory (Kolb & Kolb, 2012). According to Kolb, the learning process consists of four stages: concrete experience, reflection on the experience, abstract conceptualization, and active experimentation. This cycle aligns with the stages in PBL,

where students are given initial experience with a real-world problem, then reflect together, formulate concepts, and attempt to implement solutions.

In the world of Islamic education, the PBL model also embodies a harmony of values, particularly in the context of learning based on *ijtihad*, deliberation, and addressing the problems of the people. The principle of *tafaqquh fi al-din* (understanding religion in depth) encourages learning that is not only textual, but also contextual (Sarkawi & Qadariyah, 2025). Therefore, integrating PBL in learning the Yellow Book can be a relevant and transformative methodological approach, where students are invited not only to understand the literal meaning of the text, but also to actualize it in real life.

Yellow books (*Kitab kuning*) is a term typical of Islamic boarding school tradition, referring to a collection of classical Islamic literature in Arabic, which serves as the primary teaching material in traditional Islamic education in Indonesia. The term "kuning" comes from the distinctive color of the paper used in older printings, a brownish-yellow paper commonly found in Middle Eastern printed books in the 19th and early 20th centuries (Fajar Alfinur, 2024). However, substantively, *kitab kuning* refers to the Islamic intellectual heritage written by earlier scholars with a normative, argumentative approach, and in-depth theological and legal analysis. The yellow books occupy a highly strategic epistemological position in the Islamic boarding school education system because they function not only as teaching materials but also as a medium for transmitting classical Islamic values and a bridge for scientific transmission (Nasruddin et al., 2021). These books are written in dense classical Arabic, using the Arabic bald format (without harakat), with complex sentence structures and terminological terms that require a thorough mastery of the science of *nahwu*, *sharaf*, and *balaghah* (argumentation) (Aliyah, 2018). They are not only documents of knowledge but also representations of an integral model of Islamic thought, uniting the *naqliyah* (textual) and *aqliyah* (rational) and demonstrating the thinking methodology of classical scholars in responding to the socio-religious challenges of their time. These methodological characteristics demonstrate how the yellow books are structured with an analytical, comparative approach (*taqrir wa tarjih*), and a reflection on the realities of the Muslim community in the past (Sidika et al., 2025). Therefore, the yellow books are not a passive legacy, but rather an active source for the formation of Islamic reasoning, as well as strengthening the scientific identity of Islamic boarding schools.

The existence of the yellow books in Islamic boarding schools (*pesantren*) not only serves as a source of teachings but also as a *habitus* that shapes the way of thinking and living of students. This *habitus* is transgenerational, transmitted through classical teaching methods that maintain the continuity of the chain of transmission between teacher and student, establishing legitimate scholarly authority within the Nusantara Islamic scholarly tradition (Syaiful et al., 2022). Learning the yellow books in Islamic boarding schools also strengthens the internalization of the values of *adab*, patience, discipline, and respect for knowledge and scholars, all of which are integral parts of Islamic epistemological ethics (Wakhidah, 2025). Interestingly, in the local Indonesian context, the yellow books have undergone a process of indigenization. This process allows these books to be adapted to local cultural contexts with translations or additional explanations in regional languages such as Javanese, Sundanese, or Madurese (Sidika et al., 2025). Some Islamic boarding schools even compile *syarah* (or interpretations) of classical texts using an approach that combines Arabic scholarly traditions and local wisdom, creating a unique hermeneutic framework within the *pesantren* world (Sya'aib & Husni, 2025). Thus, the yellow books in Indonesian Islamic boarding schools are not only studied literally but also interpreted contextually according to the needs and developments of the times.

METHOD

The research method used in this study is a descriptive qualitative approach with a case study method. This approach aims to explore social phenomena in a natural context, specifically related to the implementation of PBL-based yellow book learning. The case study focuses on Pondok Modern Darussalam Gontor Campus 4 as a single location, allowing researchers to gain a comprehensive understanding of the processes, dynamics, and factors that influence the practice of yellow book learning contextually and holistically. In this qualitative research, the researcher acted as the primary instrument, directly involved in data collection. The researcher's presence was crucial to capture the hidden meaning behind the learning process. Data collection techniques included direct observation of the yellow book (*kitab kuning*) learning, in-depth interviews with teachers, 11th-grade students, and the organizing committee, and analysis of documentation such as learning notes, curriculum, and transcripts of teaching and learning activities. This approach enabled a comprehensive understanding of the dynamics, strategies, and challenges of learning in the Islamic boarding school environment.

The data in this study were analyzed descriptively using a thematic approach. The analysis process included data collection, reduction, narrative presentation, and interpretive conclusions (Waruwu, 2024). This analysis aims to present a comprehensive and easy-to-understand overview of the implementation of PBL-based yellow book learning, including supporting and inhibiting factors.

RESEARCH RESULTS AND DISCUSSION

The learning environment at Gontor is shaped by the Five Principles of Islamic Brotherhood: sincerity, simplicity, independence, Islamic brotherhood, and freedom (Rasyiddin et al., 2022). These fundamental principles permeate all aspects of life within the Islamic boarding school, influencing the values and behavior of both students and educators. The emphasis on independence (*berdikari*) within the Five Principles directly aligns with the self-directed nature of PBL, where students are expected to take responsibility for their learning, from identifying their needs to seeking information and evaluating their progress (Ma'afi et al., 2021). Furthermore, the spirit of freedom can be defined as fostering intellectual curiosity and exploring diverse ideas, which are integral to the problem-solving process in PBL activities.

PMDG implements a unique curriculum known as *Kulliyatul Mu'allimin Al-Islamiyyah* (KMI), which distinguishes it from conventional public schools (Mulyanto et al., 2024). The KMI curriculum is integrated, encompassing various Islamic religious education subjects, such as the Qur'an, Hadith, Tafsir, Fiqh, Aqidah, Akhlak, and Islamic History, as well as general subjects such as Mathematics, Physics, Biology, Chemistry, Geography, and History (Mukri et al., 2025). The Yellow Book is a crucial reference in this integrated curriculum, particularly for Arabic language study and a deeper understanding of Islam. The *Fath Kutub al-Turats* (study of classical books) activity is specifically designed to deepen students' religious understanding through a student-centered approach, enabling them to understand and articulate religious material independently in their own language (Wijayanto AK et al., 2022).

Darussalam Gontor Modern Islamic Boarding School has a well-established history of integrating Islamic traditions with modern educational practices. This balanced approach equips its graduates with the skills necessary to navigate the complexities of the 21st century while remaining firmly rooted in Islamic values (Wekke & Riswandi, 2024). This commitment to modernization is evident in its curriculum, which carefully integrates Islamic studies with secular subjects, and its strong emphasis on foreign language proficiency alongside classical Arabic (Mulyanto et al., 2024). Historical success in adapting its educational system suggests that Gontor might consider innovative pedagogies such as PBL as a means to further enhance its teaching methodology, particularly if the method demonstrates potential for improving learning outcomes in subjects like the yellow books.

Vygotsky's Constructivism and Social Learning in Problem Based Learning

Constructivism is a prominent learning theory, which states that individuals actively construct their understanding and knowledge of the world through their unique experiences and interactions (Wibowo et al., 2025). This theory fundamentally emphasizes active engagement, the integration of prior experiences, the importance of social context, and reflective practice in the learning process. From a constructivist perspective, knowledge is not simply transferred from teacher to student but is actively constructed through a dynamic process of imparting knowledge and drawing understanding from lived experiences. Lev Vygotsky's work laid the foundation for social constructivism, which emphasises the significant role of social interactions, cultural-historical factors, and individual factors in driving cognitive development. A central concept in Vygotsky's theory is the Zone of Proximal Development (ZPD) (Ikbal, 2025). This refers to the space between what a learner can achieve independently and what can be achieved with guidance and collaboration from more capable peers or instructors. Within the ZPD, guidance and social interactions transform potential into actual achievement, fostering significant cognitive growth and deep understanding. Vygotsky strongly emphasized that social interactions and collaborative learning are crucial for the development of higher-order cognitive skills, including critical thinking and problem-solving (Oktahariana et al., 2024). In a constructivist learning environment, the teacher's role shifts. Instead of being a transmitter of information, the teacher acts as a facilitator, guiding exploration, encouraging experimentation, and providing appropriate scaffolding based on the student's level of performance. This approach places students at the center, empowering them to take an active role in developing their own knowledge.

PBL is closely related to the theoretical perspectives of constructivism and social constructivism. PBL's primary emphasis on active learning, engaging students in real-world problem-solving activities, and encouraging direct group collaboration aligns with basic constructivist principles (Muhsyanur & Sari, 2025). The teacher's role in PBL, which evolves into a facilitator who asks insightful questions, stimulates critical thinking, and supports student exploration, directly mirrors the role of a constructivist educator. The collaborative nature of PBL provides essential social interaction for active knowledge construction within Vygotsky's Zone of Prospective Development (ZPD), enabling students to learn effectively from both peers and instructors. Applying PBL to the teaching of the Yellow Book (Kitab Kuning) is not simply a change in teaching technique, but a profound shift in the epistemology of learning. This empowers students at PMDG Campus 4 to engage with Islamic texts in a more in-depth and internalized way, encouraging active meaning-making rather than simply memorizing or decoding language. This can lead to a deeper and more personally relevant understanding of religious concepts, enhancing their ability to apply these teachings to their lives.

Core Principles of Problem Based Learning

Problem-Based Learning (PBL) is fundamentally structured around four core principles, often referred to as CCCS: Constructive, Collaborative, Contextual, and Self-Directed (Bendermacher et al., 2023). Constructive learning states that students actively construct their own understanding and knowledge through experience and reflection. Collaborative learning emphasizes the crucial role of teamwork and the exchange of ideas among students as they work together to solve problems. Contextual learning emphasizes the importance of placing learning in relevant and authentic real-world contexts, making the material more meaningful and applicable. Finally, self-directed learning encourages student autonomy and initiative in identifying their learning needs, setting goals, and pursuing knowledge independently.

These principles align closely with Gontor's educational philosophy, particularly its emphasis on independence and the development of critical thinking skills. Constructive learning aligns with the goal of fostering independent thinking, encouraging students to actively understand information. Collaborative learning supports the value of Islamic brotherhood. Contextual learning can help students see the relevance of the yellow books in their lives and communities. Finally, independent learning directly supports the development of independence.

In a PBL environment, the teacher's role undergoes a significant transformation, shifting from a traditional instructor who directly conveys information to a facilitator or guide who supports student learning (Caleb et al., 2018). The teacher's primary responsibility becomes to support students in their learning journey by asking guiding questions, providing access to relevant resources, and encouraging critical thinking, rather than directly providing answers or solutions to problems. This shift may require adjustments for both educators and students in a traditional Islamic boarding school environment, where teachers often serve as the primary authority and source of knowledge.

The PBL process typically follows a series of structured stages. Initially, students are introduced to a problem. Next, they work to identify what they already know about the problem and address the information effectively. This identification of learning needs then prompts a focused research and inquiry phase, in which students gather relevant information from a variety of sources. Based on their research findings, students then collaboratively develop and discuss the problem. The PBL process often concludes with a period of reflection, where students consider what they have learned throughout the process and how they approached the problem-solving task. This step-by-step structure can provide a valuable framework for students to engage with the complex content of the yellow books in a more systematic and engaging manner.

A common and often crucial element of PBL is the use of small groups of students working collaboratively to analyze problems and develop potential solutions. This collaborative setting encourages students to actively share ideas, consider multiple perspectives, and learn from each other's insights and expertise. Given the emphasis on Islamic brotherhood in Islamic boarding schools (pesantren), the collaborative nature of PBL provides a practical avenue for students to embody this value while engaging in the learning process.

Finally, effective assessment in PBL goes beyond simply evaluating problem-solving. Assessment also considers the learning process itself, including students' active participation, their ability to collaborate effectively, their demonstration of critical thinking skills, and the quality of their research. Clear assessment criteria should be established and communicated to students from the beginning of the PBL activity to ensure they understand how their learning and performance will be evaluated. This requires the use of alternative assessment methods such

as presentations, projects, group reports, and individual reflections to more comprehensively measure students' understanding and development of relevant skills.

The Potential of Problem Based Learning in Learning the Yellow Kitab

The contextual principle of PBL emphasizes learning within relevant, real-world scenarios. This can be effectively applied in the study of classical Islamic texts by framing classical Islamic texts around contemporary issues and challenges facing Muslim communities (Jabir & Hidayat, 2023). For example, rather than focusing solely on the theoretical aspects of Islamic economic principles contained in the yellow books, students can be given real-life problems related to modern Islamic finance and tasked with examining how the classical texts address these contemporary issues. By demonstrating how the principles and teachings of the yellow books can be applied to understanding and addressing modern challenges, PBL can increase student engagement while highlighting the ongoing relevance and practicality of classical Islamic scholarship.

The collaborative principle of PBL, which involves students working together to solve problems, can be effectively utilized in the context of studying Islamic texts by inviting students to work in groups to analyze various interpretations of Islamic scholars on a particular section or provision (Romli, 2022). For example, if there are differences of opinion among classical scholars regarding an issue of Islamic law, students can examine the various interpretations in Islamic texts and discuss them in groups to understand the reasoning behind each perspective and explore their implications. This collaborative analysis not only encourages critical thinking but also facilitates the development of important communication and argumentation skills as students articulate their own understanding and engage in respectful dialogue with peers who may hold differing views.

The constructive principle, which states that learners actively construct their own understanding, can be applied to the study of the yellow book by encouraging students to go beyond simply accepting the teacher's interpretation and instead formulate their own understanding and interpretation based on independent research, in-depth analysis, and collaborative group discussions (Murniarti, 2020). For example, after conducting research on a particular topic in the yellow book, students can be asked to synthesize their findings and present a reasoned interpretation of the relevant passage, supported by textual evidence and logical arguments. By actively constructing their own understanding, students move away from rote learning and engage in a more in-depth and personal learning experience, fostering critical thinking and a deeper appreciation for the richness and complexity of Islamic scholarship.

Finally, the principle of self-directed learning in PBL encourages student autonomy in learning, empowering students to take greater initiative in identifying relevant learning resources and pursuing deeper knowledge (Salsabila & Muqowim, 2024). When a PBL problem touches on a specific aspect of Islamic jurisprudence, for example, students can be encouraged to independently explore related chapters or even other texts in the yellow book for a more comprehensive and nuanced understanding. By allowing students to take control of their learning and delve into areas that align with their individual intellectual curiosity, PBL can accommodate diverse learning styles and foster lifelong learning habits by encouraging students to become proactive seekers of knowledge within the broad realm of Islamic scholarship.

Problem-Based Learning (PBL) has great potential to increase student engagement and motivation in studying the yellow books (Wahyunisfah, 2024). Shifting the learning paradigm from passive reception of information to active problem-solving and collaborative inquiry, PBL can make the exploration of classical Islamic texts more interactive and directly relevant to students' lives and the complexities of the contemporary world (Hidayati et al., 2024). This active engagement can effectively overcome the problem of passive learning often associated with traditional teaching methods, making the learning process more dynamic and maintaining students' interest in the complex material of the yellow books.

Furthermore, PBL can foster deeper and more lasting understanding and enhance retention of complex concepts (Putri et al., 2025). By requiring students to actively apply principles and provisions derived from texts to solve specific problems or scenarios, PBL encourages a more thorough processing and internalization of material than simply reading or listening to explanations. The PBL model is inherently designed to develop critical thinking, analytical reasoning, and problem-solving skills (Syamsudin, 2020). As students engage with complex problems directly related to the contents of the yellow books, they learn to critically analyze information, evaluate multiple perspectives, identify relevant Islamic principles, and develop well-founded solutions. These skills are crucial for students as they face the multifaceted challenges of the modern world while remaining steadfast in Islamic knowledge and values.

The Impact of Problem Based Learning and Pedagogical Innovation on PMDG Campus 4

Research on problem-based teaching methods shows a growing trend toward more active and engaging approaches beyond traditional lectures. Several studies indicate that students value opportunities that encourage critical thinking, open discussion, and peer collaboration (Rohman & Muhtamiroh, 2022). The integration of technology into the learning process has also been explored in research, with findings indicating that despite initial resistance or challenges related to digital literacy, many students recognize the potential benefits of technology in terms of better access to learning resources and richer learning experiences (Hamid & Bakar, 2025). This trend toward appreciating student-centered approaches in modern Islamic boarding schools may indicate students' potential openness to pedagogical innovation.

Specifically related to the teaching of yellow books, research exploring innovative methods suggests that learning models that actively stimulate understanding and encourage active interaction can be highly effective (Muhlas et al., 2024). These studies indicate that students often respond positively to teaching approaches that go beyond rote memorization and instead encourage deeper and more meaningful engagement with classical texts. The success of these alternative methods provides a positive indication that students are actively engaged in problem-solving and developing deeper understanding.

Students at Darussalam Gontor Modern Islamic Boarding School Campus 4 appreciate the increased level of engagement and active participation offered by the PBL model compared to the traditional lecture-based method. The opportunity to actively contribute to learning through problem-solving, discussion, and collaborative work can make learning the yellow books feel more dynamic and less monotonous, making the learning process more enjoyable and stimulating.

Furthermore, students can develop a deeper and more meaningful understanding of the application of Islamic teachings by actively applying them to real-world scenarios and problems. This practical application can make the abstract teachings of classical texts feel more relevant and immediately applicable to their lives and the challenges facing the broader Muslim community. Seeing the practical relevance of Islamic principles in action can significantly enhance understanding and long-term retention of the material.

Students can also recognize the development of valuable skills such as critical thinking, analytical reasoning, problem-solving, effective communication, and the ability to work collaboratively in teams through their involvement in PBL activities related to the study of yellow books. They may understand that these skills are crucial and will greatly benefit their future academic endeavors as they navigate the complexities of the modern world from an informed Islamic perspective.

Finally, the self-directed learning nature of PBL, which gives students autonomy in choosing their research focus or problem-solving approach within the framework of their yellow book learning, can be very appealing. This opportunity to delve into areas of personal interest within the broad scope of classical Islamic scholarship can foster a greater sense of ownership over their learning and potentially lead to deeper and more intrinsically motivated engagement with the material.

Potential Challenges of Problem-Based Learning in Yellow Book Learning

Some students at Darussalam Gontor Modern Islamic Boarding School Campus 4, especially those more accustomed to the structured, teacher-led environment of traditional Islamic boarding schools, felt uncomfortable with the increased level of responsibility and autonomy required by PBL. They felt unsure how to proceed effectively without clear instructions and direct guidance from their teachers, potentially leading to an inability to solve problem topics.

The open-ended nature of PBL problems often lacks a single, clear solution and can be challenging for some students who are more familiar with the definitive answers and rules typically presented in traditional yellow book teaching. The inherent uncertainty and the need to explore multiple possibilities and interpretations can feel confusing, leading students to prefer structured, definitive learning outcomes.

Given the broad scope of knowledge contained in the yellow books, some students expressed concerns about the effectiveness of a problem-based approach in covering the entire material compared to the more direct

and systematic transmission of information found in traditional bandongan sessions. They worried that focusing on specific issues could lead to gaps in the overall understanding of the classical texts and potentially miss important topics or sections.

Practical implementation challenges are also significant. Teacher adaptation and readiness are significant obstacles. Teachers may lack the pedagogical knowledge, skills, and confidence necessary for effective PBL implementation. They require comprehensive training to adapt to their new roles, which include designing authentic problems, effectively enhancing student learning, facilitating group dynamics, and providing constructive feedback. The lack of ongoing training can further exacerbate these challenges. Student readiness and skills are equally important. Students may lack the prerequisite knowledge and collaborative skills necessary for effective teamwork, which is at the heart of PBL.

Resource constraints can also hinder effective implementation, including a lack of financial support for new materials or technology, limited student access to technology, and a lack of Information and Communication Technology (ICT) skills among teachers and students. Specifically for the Yellow Book Instruction, the limited number and variety of classic textbooks can be a barrier to various problem scenarios. Institutional and cultural barriers within the Islamic boarding school environment also require careful consideration. Resistance from the prevailing school culture, which may not be conducive to innovative pedagogies such as PBL, can lead to a lack of institutional support or endorsement. Teachers may also experience a lack of support or opportunities to co-teach with colleagues, which can isolate them in their PBL endeavors.

While collaborative PBL activities offer many benefits, they can sometimes face challenges related to group dynamics and the potential for imbalanced participation among group members. Some students feel that some members are not contributing equitably, potentially impacting the overall quality of the group effort and the learning experience for all involved. Ensuring equitable participation and encouraging effective teamwork will be crucial to addressing these potential challenges.

PBL Implementation Strategy in Yellow Book Learning at Darussalam Gontor Modern Islamic Boarding School Campus 4

It is recommended that Pondok Modern Darussalam Gontor Campus 4 adopt a cautious and measured approach in implementing PBL into the yellow book curriculum. Initiating a PBL pilot project in a specific subject or grade level will allow educators to carefully assess the effectiveness of this pedagogical approach in their context, observe how students respond to it, and gather valuable feedback before considering a broader and more comprehensive implementation. In selecting initial content for this PBL pilot, it would be beneficial to prioritize yellow book texts or specific topics that naturally lend themselves to problem-based scenarios. Areas within the yellow book have clear contemporary relevance to the Muslim community. This strategic selection of content will help ensure that the PBL experience for both teachers and students is positive and yields valuable insights for future implementation.

Successful implementation of PBL into the yellow book curriculum at PMDG Campus 4 requires teachers with adequate knowledge and skills to effectively facilitate this student-centered learning approach. Therefore, it is crucial to provide comprehensive training programs and ongoing professional development for educators. These programs should focus on familiarizing teachers with the core principles of PBL, equipping them with effective facilitation techniques, providing strategies for designing engaging and relevant problem scenarios, and introducing alternative methods for assessing student learning in a PBL environment that go beyond traditional exams.

To ensure the successful adoption and long-term effectiveness of PBL in the context of yellow book learning at PMDG Campus 4, it is highly recommended that institutions actively solicit feedback from students throughout the implementation process. This can be done through a variety of methods, including anonymous surveys, facilitated focus groups, and informal conversations. Understanding students' experiences, their perceptions of the benefits and challenges of PBL, and any concerns they may have will provide invaluable insights for refining the approach and making necessary adjustments to better meet their learning needs and

preferences. This ongoing dialogue will foster a sense of ownership and collaboration in the learning process and contribute to the overall success of the pedagogical innovation.

A potentially effective and pragmatic strategy for PMDG Campus 4 is to explore a blended learning approach that judiciously combines the strengths of PBL with valuable aspects of traditional Kitab Kuning teaching methods. For example, traditional bandongan sessions could be used to provide a basic understanding of key concepts, historical context, and established interpretations of Kitab Kuning. PBL activities could then be implemented for deeper exploration of specific issues, encouraging critical analysis, collaborative problem-solving, and the practical application of knowledge gained through traditional methods. This blended approach could offer a balanced learning experience that accommodates the diverse learning styles and goals of students, leveraging the efficiency of traditional methods for knowledge transmission while simultaneously leveraging the active engagement and skill-building benefits of PBL.

For students to successfully engage in PBL activities related to the yellow book, ensuring they have access to the necessary resources and adequate support is crucial. This includes providing access to relevant editions of the yellow book, essential reference materials, and technological capabilities for conducting research, facilitating peer collaboration, and effectively presenting findings. Ensuring the availability of these resources will empower students to take greater ownership of their learning and actively participate in the research and problem-solving aspects inherent in the PBL model.

CONCLUSION

Problem-Based Learning (PBL) in the teaching of yellow books at Pondok Modern Darussalam Gontor Campus 4 provides a significant opportunity to modernize pedagogical approaches by preserving and deepening understanding of classical Islamic texts. PBL, with its inherent emphasis on critical thinking, collaboration, contextual application, and self-directed learning, aligns well with PMDG's transformative educational philosophy. The institution's Panca Jiwa values, particularly the instillation of critical and rational thinking, independence, and a non-binary approach to knowledge, position PBL not as a radical departure but as a natural extension and formalization of pedagogical values. This fundamental alignment suggests that PMDG is inherently receptive to such a shift, making its implementation potentially more impactful than institutions that do not share its philosophical foundation.

Students benefit from the interactivity of opportunities to apply their knowledge to real-world issues, and the development of critical thinking, communication, and teamwork skills offered by PBL. However, it is also important to acknowledge potential challenges, such as the coverage of tailored case study materials, structured problem scenarios, and context-appropriate project rubrics. Lack of teacher training directly impacts the ability to create effective resources. Addressing this issue requires a holistic and integrated strategy.

To effectively navigate these opportunities and challenges, a thoughtful and gradual implementation process is essential. This process should prioritize comprehensive teacher training on PBL principles and facilitation techniques and should actively incorporate feedback from students throughout implementation to ensure experiences and challenges are addressed. Exploring a blended learning approach that strategically combines the strengths of PBL with traditional yellow book teaching methods can offer a balanced and effective way forward. Ultimately, the implementation of PBL has the potential to significantly contribute to the ongoing mission of Pondok Modern Darussalam Gontor to cultivate individuals of good character, profound Islamic knowledge, and independent thinking, equipping them to engage meaningfully with the complexities of the modern world while remaining true to their Islamic traditions.

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