

Learning Management of Kitab Kuning at Markazul Lughoh Dormitory Jakarta

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Article Info:	ABSTRACT
Received: 24-05-2026 Revised: 11-06-2026 Accepted: 29-06-2026 Published: 29-06-2026 Keywords: <i>Kitab Kuning</i> <i>Learning</i> <i>Management</i> <i>Markazul Lughoh</i>	Many efforts to implement planned, directed learning are one of the success factors in the process of learning yellow books in Islamic Boarding Schools. Through proportional learning management at Markazul Lughoh Al-Arobiyyah Islamic Boarding School Jakarta, students will receive learning services according to their capacity and abilities. Primary data collection in this study include students, interviews and documentation. The results of this study indicate that planning of yellow book learning at Markazul Lughoh Al-Arobiyyah Islamic Boarding School Jakarta does not yet have a formal plan such as a syllabus, but the main learning references are very clear based on the books written by the founder and the books of scholars. Second, the organization of yellow book learning at Markazul Lughoh Al-Arobiyyah Islamic Boarding School Jakarta do ability grouping based on the basic competency entry test and divided into activities of students in learning the yellow book including movement, listening, visual, intellectual, oral and writing activities. Third, the method of implementing the learning of the yellow book uses a combination of the bandongan, sorogan and muzakarah methods. Fourth, the control of learning through diagnostic and formative assesment test.
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A. Introduction

The implementation of religious education develops in various ways, including formal, informal, and non-formal. Salafiyyah Islamic boarding schools have unique characteristics in terms of a curriculum that is not uniform as found in formal educational institutions. This non-formal educational institution has several elements that distinguish it from other educational institutions. These elements include cottages, mosques, students, teaching of classical books (yellow books), and the presence of Kyai (Ridwan, 2018).

The urgency of the yellow book in a pesantren is an irreplaceable existence, even considered as one of the components of the birth of the pesantren itself. In pesantren, the yellow book is very dominant, it is not only a treasure of knowledge but also life and becomes a benchmark for knowledge and piety (Askarullah.,et al, 2022).

Markazul Lughoh Al - Arobiyyah Islamic Boarding School Jakarta. This Islamic boarding school has an in-depth curriculum in learning yellow books as well as nahwu and shorof science. So to be able to understand it, requires special knowledge and skills. Thus, according to Hambal

and Majid (2023) if studied in old methods, it will take quite a long time, 5-15 years, but Markazul lughoh could implement only few years in read yellow books so fast, through tatgbiqi method eventhough curriculum management in is still not yet optimal.

One of the factors that influences this is the lack of an effective management role in the Islamic boarding school. This is evident from the results of pre-research interviews with Ustadz Ahmad Afriandi as a leading tutor in Markazul Lughoh Al-Arobiyah regarding to obstacles in curriculum management, this Islamic boarding school also faces another problem, namely that it does not yet have official legality from the Ministry of Religion. This lack of legality can affect various operational aspects of Islamic boarding schools, including official recognition and access to support and resources that may be needed for further development. Therefore, improvements are needed in curriculum management and legality management to ensure that the education provided can achieve the expected standards. Thus, Islamic boarding schools can function optimally in the context of applicable laws and regulations, and provide comprehensive and quality education for students. Some of the gaps above as background to conduct research problem below:

[RQ 1] How does the planning of yellow book learning at Markazul lughoh al arobiyah Jakarta?

[RQ 2] How does the organizing of yellow book learning at Markazul lughoh al arobiyah Jakarta?

[RQ 3] How does the implementation of yellow book learning at Markazul lughoh al arobiyah Jakarta?

[RQ 4] How does the controlling of yellow book learning at Markazul lughoh al arobiyah Jakarta?

B. Methods

This study uses a qualitative descriptive research method with a case study approach. This method focuses on verbal descriptions of research objects based on data collected through observation of the congregation, and interviews with informants as sources of Primary Data, including Al-Ustadz. Ahmad Al-Farisy S.Ag, as the founder of the Markazul Lughoh Al - Arobiyyah Islamic boarding school, Ustadz Ahmad Afriandi as the head of the Islamic boarding school division and also the instructor of yellow book learning, Ustadz Ihsan Nurfaizi, S.Hum as a homeroom teacher at the Markazul Lughoh Al - Arobiyyah Islamic Boarding School in Jakarta, Wandi Koswara and Muhammad Faid AlHakim as students.

In this study, source triangulation was applied by conducting interviews with various parties such as Islamic boarding school administrators, ustadz/ustadzah, students, and administrative staff. Source triangulation involves the use of various data sources to verify the consistency of the information collected. This allows for comparison and confirmation of information from various perspectives according to Sugiyono in (Aulia and Antariksa, 2022)

C. Result and Discussion

Learning management is all the abilities and utilization of existing resources and using them in the planning, implementation, and evaluation functions of learning in achieving educational goals using established methods (Saputra, 2023). Yellow books are generally understood as books using Arabic writing and language that discuss religious matters resulting from the ijthiat of scholars and ulama in the past from the Middle East with their own distinctive format on "yellowish" paper colors. It is also called "gundul books", because they do not use syakal (harakat) (Hambal and Majid, 2023).

In the procurement or implementation of yellow book learning, proper learning management is needed. Management itself is taken from several words, namely management, to manage, maneggiare which means to organize, take care of, and manage; organize so that the process in an activity can be organized, take care of all matters with full responsibility, manage or run activities in an organization, control the running of the organization includes planning, organizing/grouping, implementing and controlling (Khafid et al, 2019).

Yellow Book Lesson Planning

The yellow book learning material is often not completed in one teaching period. This is due to time constraints, variations in the level of understanding of students, the amount of material that must be delivered, and teaching methods that affect the speed of completing the material. Evaluation and adjustments are needed in methods and time management to ensure that the yellow book material can be completed more effectively. The yellow book used in the implementation of learning is truly a book that is included in the Al-Kutub Al-Qadimah category, although not all books are yellow, due to differences in printing, but it is included in the books written by previous scholars, this is in line with the theory put forward by Karim (2020) that the general characteristics are: First, arabic as its content and there is also lyrical literature (naẓam) or lyrical prose (naṣar). Second, in old printings, there was no division of paragraphs. As a replacement, the level of description is often arranged with the words kitābun, bābun, faṣlun, raʿfun, tanbīh and tatimmatun. Third, source books are needed as matan, which are developed into resumes (mukhtaṣar or khulāṣah), syarah, taqrīrat, taʿliqāt and so on. Fourth, specifically for salaf books circulating in Islamic boarding schools, the author must be firmly affiliated with the Sunni school of thought, especially the Arba'ah school of thought. Meanwhile, salaf books whose authors are not affiliated with the Sunni school of thought are only owned by a limited number of kiai as comparative studies.

Based on the discussion above, the author concludes that although there are challenges in completing the material, the implementation of yellow book learning at the Markazul Lughoh Al-Arobiyyah Islamic Boarding School in Jakarta has been carried out well using the bandongan, sorogan, and muzakarah methods. This method has proven to be effective in teaching the yellow book in depth, but improvements in time management and teaching methods are still needed to overcome existing obstacles and improve the quality of learning.

In the discussion of the early year meeting, teachers must know the levels of the books, from basic books to the highest books, later each student will learn according to their abilities, if the student is still unfamiliar with Islamic boarding school knowledge, then the student will be oriented to study basic books so that they are easy to understand. As stated by Al - Ustadz Ahmad Alfariy, S.Ag:

"The meeting also discussed the levels of books from basic to high, which later each student will be placed according to the level of understanding and ability of the student, if they are still unfamiliar, they will study the basic books"

Likewise, regarding the memorization of students, it is also adjusted to the abilities of the students. Starting from memorizing the most basic, to memorizing the highest. The following is the curriculum documentation data and memorization of students at the Markazul Lughoh Al-Arobiyyah Islamic Boarding School. Based on documentation data, the researcher took one example of learning objective planning using one of the yellow book learning curricula, namely the Tathbiq 1 method book written by Al-Ustadz Ahmad Alfariy, S.Ag. The following is the structure of the material and learning objectives:

Table 1. Learning Chapters and Objectives

Contents	Learning Objectives
<i>Isim Isyarah</i>	• Understand and memorize various types of isim isyarah. • Differentiate between muannats and mudzakar • Memorize important vocabulary. • Understand and make examples of sentences that contain isim isyarah.
<i>Isim Dhomir</i>	• Understand isim and memorize isim dhomir. • Understand the meaning of the forms of isim dhomir. • Memorize new vocabulary and vocabulary about work.
<i>Fi'il (Kata Kerja).</i>	• Understand the division of fi'il. • Understand the meaning of fi'il madhi. • Understand and memorize the basic form of fi'il madhi. • Memorize the vocabulary of fi'il madhi. • Make example sentences with fi'il madhi.
<i>Fi'il Mudhore.</i>	• Understand the meaning of fi'il mudhore. • Understand and memorize the basic form of fi'il mudhore. • Memorize the vocabulary of fi'il mudhore. • Make example sentences with fi'il mudhore.
<i>Fi'il Amr</i>	• Understand the meaning of fi'il amr. • Understand and memorize the basic form of fi'il amr. • Memorize the vocabulary of fi'il amr. • Make word forms with fi'il amr and fi'il mudhore.
<i>Isim Maushul</i>	• Memorizing various types of isim maushul • Understanding the meaning of isim maushul • Making example sentences with isim maushul
<i>Kind of Letters (Harf) and Its use</i>	• Memorizing and understanding the letter jar • Understanding the function of the letter jar • Memorizing new vocabulary • Memorizing and understanding other letters and their use in sentences • Memorizing new vocabulary and vocabulary of place names
<i>Isim Dhorof</i>	• Memorizing and understanding isim zhorof • Understanding example sentences with isim zhorof
<i>Part of Body</i>	• Memorizing vocabulary for body parts in Arabic • Memorizing vocabulary for the head • Memorizing vocabulary for the body • Memorizing vocabulary for the hands • Memorizing vocabulary for the feet
<i>Numbers</i>	• Memorizing vocabulary for numbers unit • Memorizing vocabulary for numbers in the tens • Memorizing vocabulary for numbers in the tens • Memorizing vocabulary for numbers in fractions of tens • Memorizing vocabulary for numbers in the hundreds
<i>Wind Directions</i>	• Memorizing vocabulary for cardinal directions
<i>Colours</i>	• Memorizing vocabulary for various colors
<i>Insya</i>	• Making sentences with the elements of isim isyarah, isim dhamir, fi'il and isim dhorof. • Understanding examples of exercises with fi'il madhi • Understanding examples of exercises with fi'il mudhore • Translating sentences

Contents	Learning Objectives
Questions	• Memorizing vocabulary for questions • Understanding examples of question forms • Making sentences using the question forms mentioned

(Source: Tatbiqi Book by Ustadz Ahmad Alfaisy, 2022)

Learning planning is a decision-making process based on rational thinking, about certain learning targets and objectives, changes in student behavior after learning and efforts that must be made to achieve these goals. Concretely, in this learning planning, educators create learning tools to determine learning objectives (Kurniasari, 2022).

The goals of learning by founder above has been made as a central reference syllabus of all teacher before teaching. In this finding, no planning was found in the form of a Syllabus and Lesson Implementation Plan (RPP) by each teacher. According to the author, in the context of salafiyah Islamic boarding schools, the institution has its own characteristics which are certainly different from other general educational institutions. If in general teachers need RPP and Syllabus as a reference for teaching, then in learning the yellow book with the curriculum and list of teachers, it is sufficient to carry out learning activities. Based on the discussion above, the author concludes that the planning of learning the yellow book at the Markazul Lughoh Al-Arobiyyah Islamic Boarding School in Jakarta does not yet have formal planning such as a syllabus and RPP, but the main learning references are very clear based on the books written by the founder and the books of scholars.

Yellow Book Learning Grouping

Markazul lughoh al arobiyah divides classes as a form of organizing students. Class division in learning yellow books is determined based on the ability test of students, if the students are still unfamiliar, they will be placed in basic classes using basic books. Based on the quantity, the number of homeroom teachers is set at 16 students by dividing them into study groups. According to the author, the division of classes is included in grouping based on ability or ability grouping. Students who have the same level of ability and knowledge are placed in the same group or class. By grouping (ability grouping), it is expected to be more intensive in achieving learning objectives.

a. *Motoric activities*

Based on interviews with Ustadz Ihsan Nurfaizi, S.Hum, motoric activities in learning the yellow book are through movement and songs in learning the yellow book in terms of Arabic vocabulary or vocabulary. This activity is a way for teachers to convey Arabic language learning materials by singing and moving according to the style of vocabulary mentioned in the lyrics. Students actively and enthusiastically participate in learning and make it more creative, because they can express the vocabulary in their own way. As expressed by one of the students, Muhammad Faid Alhakim, the student said:

"For motoric activities, usually each vocabulary has movements that can be practiced accompanied by songs. But that's rare and not all vocabulary."

b. *Listening activities*

Based on the results of observations, listening activities in learning the yellow book are very dominant because the teachers explain the material more in the form of lectures. As expressed by Muhammad Faid Alhakim as one of the students:

"Our listening activity, yes listening to lectures or explanations of material from a teacher."

c. Visual activities

Based on the results of observations, visual activities can be said to be like seeing and observing the vocabulary in the yellow book, also seeing and paying attention to the TV screen used to explain or show books on the TV screen, this is more often used by the caretakers of the Islamic boarding school. As expressed by Muhammad Faid Alhakim:

"For visual activities, we usually watch the book directly or through a TV screen where the book is displayed."

d. Intellectual activities

Based on the results of observations and interviews with Ustadz Ihsan Nurfaizi, S.Hum as the homeroom teacher, intellectual activities in learning the yellow book are that students think, ask, answer and analyze the explanations in the yellow book, also understand the context and meaning of the ibaroh (vocabulary) in the yellow book. As expressed by Muhammad Faid Alhakim as a student, it was said that:

"Maybe this intellectual activity is like us asking, thinking, analyzing the material that is being or will be discussed."

e. Oral activities

Based on the results of observations and interviews with one of the students, oral activities in learning the yellow book are in the form of reciting the ibaroh of the book or in the form of nadzom, besides that the students also read the book in front of a teacher, and ask questions in the learning process. As stated by Ustadz Ahmad Afriandi:

"Nazoman or lalaran from the book, it is included in oral activities, so the students recite the ibaroh of the book."

f. Writing activities

Based on the results of observations, writing activities in learning the yellow book are in the form of writing the meaning of the vocabulary in the yellow book, as well as writing a summary of the explanation of the yellow book material. As expressed by Muhammad Faid Alhakim:

"Writing activities, we write the meaning or significance of each vocabulary and important notes that can be written."

Implementation of Yellow Book Learning

In general, there are five basic elements in Islamic boarding schools, namely: mosque, kiai, students, dormitory, and yellow book study. The five are actually not definite elements in Islamic boarding schools. Therefore, now Islamic boarding schools have their own specialties in teaching their students (Saputra, 2023).

The steps of educator implemented yellow books learning at the Markazul Lughoh Al - Arobiyyah Islamic Boarding School in Jakarta begun with lesson activities as follows; (1) The teacher greetings (2) Pray by sending a prayer gift or tawasul for the Prophet Muhammad SAW, the scholars and the author of the book to be read. This has become a common practice when learning yellow books in all Islamic boarding schools in Indonesia (3) A student reads the book to be discussed for several sentences or paragraphs (4) Reminds the students about previous learning with the aim of remembering and correlating previous material with the material to be discussed (5) Asks about the presence of students and asks the reasons for students who are absent.

This been fit to interview with one of the students, Muhammad Faid Al Hakim stated: "We start learning the yellow book by opening tawasul, then reading the book, explaining it ourselves, then it is explained again by the ustadz, then a question and answer session, finally closing with a prayer of kafaratul Majelis." When it comes to material delivery, teacher would read the Arabic text and translates it into Indonesian accompanied by a detailed explanation. Then he will give the students the opportunity to ask about explanations that are not understood. Lastly, he will close the learning by providing a conclusion by re-explaining globally what was discussed and do any assesment depended on required learning objectives. With the two-way interaction between teachers and students in question and answer sessions, and the task of re-reading the yellow book with meaning, students gain new experiences, from just listening to understanding to not only knowing how to read but also knowing the meaning and being able to carry out reading activities and interpret the chapters that have been studied without being guided by the teacher (Abdur Rohman, 2021).

Based on the results of observations, the implementation of the yellow book learning material at the Markazul Lughoh Al - Arobiyyah Islamic Boarding School, Jakarta globally has two systems, namely the class system or studying together. The study of the yellow book starts after dawn from Monday to Thursday around 05.30 - 07.00 WIB for general study with the Caretaker of the Markazul Lughoh Al - Arobiyyah Islamic Boarding School, continued with class learning starting at 09.00 - 11.00 WIB, then special classes for homeroom teachers and teachers from 11.00 - 13.00 WIB with the Caretaker of the Boarding School, then in the afternoon general study for students with teachers at 14.00 - 15.00 WIB, then in the evening starting at 20.30 - 22.00 WIB with the teachers.

Table 2. Yellow Book Learning Schedule of Monday to Thursday

No.	Days	Hours	Books' Title	Tutor
1.	Everyday (except Friday-Sunday)	05.30 – 07.00	1. <i>Ihya Ulumiddin</i> 2. <i>Kasyifatul Saja</i> 3. <i>Aqidatul Awam</i>	Al-Ustadz Ahmad Alfarisi, S.Ag
2.		09.00 – 11.00	Class Learning	Class Advisor
3.		11.00 – 13.00	Comprehensive Learning of Class Advisor by Founder : 1. <i>Qowaid Al-Lughah Al-Arobiyyah</i> 2. <i>Shorof</i> 3. <i>Qowaid I'ilal</i>	Al-Ustadz Ahmad Alfarisy, S.Ag
4.		14.00 – 15.00	1. <i>Nasboihul Ibad</i> 2. <i>Bahjatul Wasail</i> 3. <i>Adabul Insan</i> 4. <i>Khulasoh Nurul Yaqin</i>	Ustadz Sulaiman, Ustadz Ashiri, Ustadz Renald, Ustadz Ahmad Afriandi
5.		20.30 – 22.00	<i>Kitab Durusul Lughah Al-Arobiyyah, dan Muhadasah</i>	Ustadz Eky Rahmat

(Source: Document from Administrative Division)

Table 3. Learning Schedule of Yellow Books on Saturday

No.	Hours	Books	Teacher
1.	10.00 – 12.00	<i>Al-Arobiyyah Li An-Nasyiin dan Fiqih Muamalah Kontemporer</i>	Ustadz Taufik Hudaya
2.	14.00 – 15.00	<i>Al-Ibanah Wa Al-Ifadhab</i>	Ustadz Daniel Fatahillah Lc
3.	15.30 – 16.30	<i>Lubabul Hadist</i>	Ustadz Rifki Adhan

(Source: Document of Markazul Lughoh)

Table 4. Yellow Book Learning at Outsiders

Days	Hours	Books	Place	Teacher
Tuesday	18.00 – 19.00	<i>Fawa'idul Mukhtaroh</i>	Masjid Jami Daarul Muslimin	Al-Ustadz Ahmad Alfarisy, S.Ag
Wednesday	17.00 – 20.00	<i>Bulughul Maram</i>	Masjid Ar-Riyadh Kwitang	
Friday	20.30 – 22.00	<i>Nasboihud Diniyah & Nailur Roja</i>	Mushola At-Taqwim	
Saturday	18.00 – 19.00	<i>Shahib Bukhari</i>	Masjid Al-Muawanah	
	20.30 – 22.00	<i>Adabul Insan</i>	Masjid Al-Ikhlas	
Sunday	18.00 – 19.00	<i>Fathul Muin</i>	Masjid Nurul Ikhlas	
	20.30 – 22.00	<i>Tanbihul Mughhtarin, Muqoddimah Hadromiyyah, Washoya An-Nafiah</i>	Majelis Al-Badr	Ustadz Ahmad Alfarisy, S.Ag, Ustadz Renald, Ustadz Ahmad Afriandi

(Source: Document of Markazul Lughoh)

There were various kinds of methods used in learning the yellow book consist of four methods, such Bandongan, Sorogan, Wetonan and Muzakarah method. Bandongan method involves a kiai reading, translating, and explaining the yellow book text to students who sit listening and taking notes. Emphasis is placed on direct understanding of the text being discussed while on Soragan method, students read and translate the yellow book text in front of the kiai. The kiai then provides corrections and explanations if necessary. This system is more individual and allows students to get special attention from the kiai (Tohir, 2020).

Wetonan method is similar to the bandongan method, but is carried out at certain times, usually during the month of Ramadan. The kiai reads and explains the text to a group of students regularly. In addition, Muzakarah method involves discussion and exchange of ideas between students regarding the contents of the yellow book. Students share their understanding and knowledge gained from previous learning. This method helps deepen understanding and foster critical analysis skills among students (Ramadhan and Ikrom, 2023).

The mixed bandongan, sorogan and mudzakarah methods are the methods used in implementing the yellow book learning at Markazul lughoh alarobiyah. In this bandongan method, students receive knowledge from the ustadz by listening and writing down the meanings of each word in the book. The sorogan method, students read it in front of a teacher or ustadz to get tashih (correctness) of the reading and clarity of meaning. This process is usually done one by one. As for the muzakarah method, this method involves discussion and exchange of ideas between students regarding the contents of the yellow book. Students share their understanding and knowledge that they have gained from previous learning (Tohir, 2020).

Yellow Book Learning Test Control

Oosterhof and Bloom, Hastings and Madaus in (Khoiruddin and Ferisal, 2018) stated that learning evaluation is carried out to support the implementation of learning. Evaluation in learning consists of preliminary evaluation, formative evaluation, summative evaluation, and diagnostic evaluation. There are two form of control material supervision in yellow book learning, that categorized as follows:

1) Diagnostic Test

This test is carried out by homeroom teachers in nahwu learning using the tathbiqi method for students and also other yellow book learning. With the aim of determining the mastery of the material that has been given. In nahwu learning using the tathbiqi method, the diagnostic test is carried out by the homeroom teacher orally or by question and answer to determine the students' understanding. As expressed by one of the homeroom teachers and also the instructor of yellow book learning, namely Ustadz Ahmad Afriandi:

"We usually supervise learning in the form of oral or question and answer, there we measure the extent to which the students understand the material that has been given."

2) Formative Test

This test is carried out in yellow book learning which contains memorization and practice for certain lessons. What must be memorized such as Nahwu (Qoidah), Shorof (Amsilah Tashrifīyyah), and Nadzom. Meanwhile, what must be practiced by students, for example, is the practice of worship in fiqh lessons. This was expressed by one of the homeroom teachers, Ustadz Ihsan Nurfaizi, S.Hum:

"We conduct memorization tests in each class such as memorizing amsilah tashrifīyyah, nahwu and other nadzom, and also included in the test is the practice of worship."

Instead of learning assesment, controlling toward learning environment also has been done through three steps below:

1) Classroom arrangement

Based on direct observation, the condition of the building and environment is not too large and adequate, so the arrangement of the classroom is adjusted to the situation and conditions of the Islamic boarding school. The room that becomes the class is arranged in the form of a halaqoh. As expressed by Ustadz Ahmad Afriandi as the head of the Islamic boarding school division:

"We arrange the classroom by utilizing existing facilities, according to the conditions and situation of the Islamic boarding school, simple, but God willing it is suitable to be used as a place to study"

2) Relationship between students and teachers

Environmental planning is also carried out by creating bonds between students and teachers, such as giving gifts or rewards to students who are diligent and achieve, or asking about their condition as a form of attention from a teacher. As expressed by Ustadz Ahmad Afriandi:

"Usually we give gifts or rewards to students who are diligent and achieve, with that the relationship and bond between a student and a teacher becomes stronger."

3) Islamic boarding school facilities

Facilities also affect the learning environment, the form of planning carried out is to make a list of the needs for facilities or learning resources before carrying out learning so that it can run smoothly, as stated by Ustadz Ahmad Afriandi:

"Regarding facilities, usually the Islamic boarding school administrators make a list of the needs for facilities related to learning related to Islamic boarding school facilities, if there is something that needs to be purchased, then we will prepare it."

D. Conclusion

Every activity requires supporting elements to ensure that the activity runs effectively and produces optimal results. Learning is no exception; there are several key elements that must be met so that learning objectives can be achieved properly. These elements include students or people who learn, Educators or people who deliver lessons, Learning materials (knowledge), Learning objectives, Learning environment, Other elements, such as: methods, tools/media (Budyono, 2023).

The study concludes that all the activities of students in learning the yellow book have been carried out well and in accordance with the theory that has been mentioned and is divided into several activities including (a) movement activities through songs and vocabulary (b) Listening activities in the form of lectures. (c) Visual activities, through the TV screen provided when learning takes place (d) Intellectual activities include group discussions and questions and answers (e) Oral activities in the form of reciting the ibaroh of the book in the form of nadzom. (f) Writing activities such as making a summary of the explanation of the yellow book material.

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