

EFFORTS TO IMPROVE STUDENTS' YELLOW BOOK READING ABILITY USING THE AMSILLATI METHOD

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Abstract:

The aim of this research is to describe learning the yellow book using the fast book reading method, namely the Amsilaty method. The subject of this research is class 2 of Tsanawiyah Madrasah Diniyah Riyadlus Sholihin, Probolinggo City. This research uses Classroom Action Research and is included in the scope of applied research which combines knowledge, research and action. This research uses two cycles, each consisting of planning, implementation, observation and reflection. The data collection technique uses document study in initial conditions. The results of the research show that the use of the Amsilaty method in learning to read the yellow book provides an increase in the ability to read the yellow book of class 2 students at Tsanawiyah Madrasah Diniyah Riyadlus Sholihin, Probolinggo City. In the initial condition it only reached 51%, then in the first cycle it increased to 90% and in the second cycle it increased to 95%.

Keywords: *Yellow Book, Santri, Amsilati Method*

Abstrak:

Tujuan penelitian ini yaitu untuk mendeskripsikan pembelajaran kitab kuning dengan menggunakan metode cepat baca kitab yaitu metode Amsilaty. Subyek penelitian ini yaitu kelas 2 Tsanawiyah Madrasah Diniyah Riyadlus Sholihin Kota Probolinggo. Penelitian ini menggunakan Penelitian Tindakan Kelas (Classroom Action Research) dan termasuk dalam ruang lingkup penelitian terapan yang menggabungkan antara pengetahuan, penelitian dan tindakan. Penelitian ini menggunakan dua siklus masing-masing terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Teknik pengumpulan data menggunakan studi dokumen pada kondisi awal. Hasil penelitian menunjukkan bahwa penggunaan metode Amsilaty dalam pembelajaran baca kitab kuning memberikan peningkatan dalam kemampuan membaca kitab kuning santri kelas 2 Tsanawiyah Madrasah Diniyah Riyadlus Sholihin Kota Probolinggo. Dalam kondisi awal hanya mencapai 51%, maka pada siklus pertama meningkat menjadi 90% dan pada siklus II meningkat menjadi 95%.

Kata Kunci: Kitab Kuning, Santri, Metode Amsilati

INTRODUCTION

One of the supporting efforts to prepare students to become successors of the ulama is by making them able to read the yellow book. Basically, the yellow book is a book written in Arabic without any characters or meanings, usually on

yellow paper used by Salaf Islamic boarding schools. In studying the yellow book, it is studied by the students and led by Kyai or ustadz in reading the yellow book or what can be called sorogan. But now there is also something called a white book or one which is usually used by universities in studying general sciences (Iman Alizadeh, 2021).

The function of the yellow book is as a reference or point of reference whose truth cannot be doubted, because the yellow book has been used for a long time until now. The use of the yellow book as a reference in Islamic boarding schools and Islamic boarding schools has also been regulated in government regulations. Republic of Indonesia government regulation number 18 of 2019 concerning Islamic boarding schools, Article 1 states that the Yellow Book is an Islamic book in Arabic or an Islamic book in another language which is a reference for Islamic scientific traditions in Islamic boarding schools (Nasution et al., 2024).

The Yellow Book has long been known as obligatory literature (marâji' or ma'khadz) for students in Nahdhiyin Islamic boarding schools throughout the country. With the Yellow Book, Islamic boarding school circles try to act, interpret and answer 'almost' all the problems that arise and develop. Even if we diligently follow the halaqah-halaqah bahtsul masa'il of the 'salaf' students, then it seems like all the problems already exist and have been answered by the Yellow Book. This is not only related to past issues, but even current issues, discussions of which already exist, or at least are assumed to exist. For example, the issue of polygamy, from the extreme pro-polygamy to the extreme contra-polygamy, is in the yellow book. Issues of the formalization of sharia, pornographic-action debates, issues of attitudes towards other religions, and so on are already 'in the yellow book' (Haramain, 2021).

Thus, with the Amsilati reading method, it is hoped that the values of the Yellow Book can develop. Because with the Amsilati method the role is not only the author whose authority has previously been recognized in producing religious discourse, but also the audience, which can be young kiai or Islamic

students or even people who are able to produce noble religious values for everyday life (Nazhifah et al., 2023).

Many students have difficulty studying the Yellow Book. To be able to read the Yellow Book fluently, students need a very long time, namely five to seven years. But now, there is a quick method of learning to read the yellow book (Hidayati & , Muhammad Subhan, Sutarno, 2022).

The task of a teacher in teaching the yellow book to students of course plays an important role, because a teacher (Ustadz or Kyai) not only delivers lessons but must also be able to understand students or students in studying the knowledge that has been given by the teacher (Ustadz or Kyai) and are expected to be able to apply it in everyday life. In teaching the yellow book, so that you can read the yellow book well and correctly, there are also rules such as having to comply with the nahwu and shorof. However, many students find it difficult to study the Yellow Book because they do not understand the science of Nahwu and Shorof which are used as tools for reading the Yellow Book, therefore understanding the Yellow Book is hampered. Thus, some students cannot understand the Yellow Book well, so learning is less than optimal (Pulungan & Sudiarti, 2024).

The results of the students' learning in reading the yellow book which was carried out at Madrasah Diniyah Riyadlus Sholihin showed the results of the document study with the students' highest score being 80 and the lowest score being 50 with an average of 60 and the ability to read the yellow book being 51%. The data above shows that the Tsanawaiyyah class 2 students' yellow book reading ability is still below the standard score for the ability to read the yellow book or what can be called the KKM (Minimum Completeness Criteria) which in that class is 65.

Based on the problems mentioned above, in order to improve the reading ability of Grade 2 students at Tsanawiyyah Madrasah Diniyyah Riyadlus Sholihin, efforts are needed to select and use models, methods and learning strategies that suit the needs of the ability to read the Yellow Book and suit the

conditions of the students. From the facts above, researchers provide advice to teachers or ustadz to use methods that are easy for students to understand and memorize, including the Amsilaty method.

In this modern era, there is a great need for methods that can help students quickly understand the Yellow Book. A method that can help students understand the Yellow Book quickly is by using the Amsilati method. One of the Islamic boarding schools that uses the Amsilati method is the Riyadlus Sholihin Islamic Boarding School. This method is a method compiled by KH Taufiqul Hakim, one of the founders of the Darul Falah Bangsri Jepara Islamic boarding school.

From several of the problems above, the author felt interested in studying in more depth the ability to read the yellow book of students using the Amsiaty Method, so here the author formulated this research with, What is the effect of learning to read the yellow book using the Amsilaty Method in improving the reading ability of the students? From there, the aim of this research itself is to find out how much influence the Amsilaty method has on the reading ability of students at the Riyadlus Sholihin Islamic Madrasah.

THEORITICAL REVIEW

Yellow Book

Book is a special term used to refer to written works in the religious field written in Arabic letters. This term distinguishes written works in general that are written in letters other than Arabic, which are called books. The books that are used as learning resources in Islamic boarding schools and similar traditional Islamic educational institutions are called the Yellow Books, namely Arabic written works compiled by Muslim scholars from the Islamic Middle Ages, around the 16th-18th centuries. The name "yellow" is because the paper used is yellow, perhaps because it has rotted over time. Therefore the yellow book is also called an ancient book. The term yellow book then became the name of this type of literature and became a physical characteristic (Chairudin, Mochamad, Lutfi

Hakim, n.d.).

Because the yellow book has become an identity, these physical characteristics are preserved in the printing tradition. The yellow book is printed on special sized yellow paper which is slightly smaller than the size of quarto paper, while the binding system uses a corsage system, in the form of sheets that can be separated so that it is easy to read, there is no need to lift the entire book (Mahyuni, 2022).

The layout is that almost the entire yellow book containing the matan and the syarakh for the matan section is placed outside the rectangular area, while the syarakh section is placed inside it. The yellow book whose Arabic text is translated into a local language, the translation is usually placed sideways, called a beard, below the Arabic text which is in bold print. This pattern is called interline translation. There are times when there are free translations or comments placed at the bottom of the page. Malay translations sometimes follow different patterns; The Matan Arabic text is cut short and then followed by a literal translation which is placed in brackets. However, it often happens that the translation or sharah is printed separately without including the Arabic text (Ghulam et al., 2023).

The yellow book as a learning resource is generally accessed by traditionalists who give high regard to the book and its author, and feel they have a moral responsibility to preserve it as it is, while modernists have less access to the yellow book. In general, they tend to use learning resources prepared by the teachers themselves by taking the substance of this book, based on considerations of efficiency and effectiveness in studying it. For this reason, it is not uncommon for modernist Islamic educational institutions to use Indonesian language religious books. Apart from the shortcomings of the yellow book in terms of its layout and learning efficiency, the yellow book contains rich information about Salai Islam, much of which is written in it (Muqoyyidin, 2014) .

Amsilati Method

Amsilati is a breakthrough new method prepared by KH. Taufiqul

Hakim, a charismatic kyai and founder of the Darul Falah Bangsri Islamic Boarding School, Jepara, which is expected to be able to help students find ease in studying sciences related to Arabic, especially in Maharah Qiro. "Ah. Starting from hearing about a fast method for reading the Koran, namely with the book Qiro'ati, he was encouraged to explore the essence of its reading. The word أمثلتي is the plural form of the word أمثال which means examples and ends in "ti" which means means me, so the word أمثلتي Etymologically it means my examples (Sholehuddin, 2019) .

Amsilati is a very practical method and can help beginners more easily understand the science of nahwu and shorrof. So some people who initially thought studying the science of nahwu and shorrof were very difficult have become easy (Ismi Nujaima, 2024). The Amsilati method is a method used to read and understand the yellow book, where the book is a programmed and systematic book as well as being a new breakthrough in making it easier to read the yellow book (Arianto, 2023).

The Amsilati Book is both methodical and structured in form a book that contains several programmed tool science materials with systematic writing for beginners in learning to read Arabic sentences within a period of 3-6 months. The book contains qowa'id (nahwu and shorrof). The book was prepared keeping in mind the importance of learning the science of Qowa'id (nahwu and shorrof) and making it easier for beginners who want to learn this science (Sumiati, Wijaya, 2023).

So, the Amsilati Method is a tool or method presented by the teacher in in the form of the Amsilati book, where the book places more emphasis on increasing examples and practice with the aim of students being able to read Arabic texts well. Amsilati discusses Arabic grammar and quick methods for beginners, and only takes approximately 6 months to understand.

RESEARCH METHODOLOGY

This research is a type of Classroom Action Research and is included in the scope of applied research which combines knowledge, research and action (action) (Dini Siswani & Suwarno, 2016) . This research uses two cycles. Where the researcher had first observed the results of the scores from the test in the form of an oral test by reading the yellow book in the previous lesson and then compared it with the scores after applying *the Amsilaty Method* . The research subjects in this study were 2nd grade students of Tsanawiyah Madrasah Diniyah Riyadlus Sholihin Ketapang, Kademangan District, Probolinggo City, totaling 30 children. The techniques used in this research are document study and oral tests by reading the yellow book. This book reading test is given after giving action in the form of *the Amsilaty Method*.

RESULTS AND DISCUSSION

The results of classroom action research conducted on class 2 students of Tsanawiyah Madrasah Diniyah Riyadlus Sholihin Ketapang, Kademangan District, Probolinggo City, relate to the ability to read the yellow book of students using the Amsilaty method. In table 1 is the document study data obtained by researchers from reading the yellow book before learning using the Amsilaty method.

Table 1. Data on Santri Book Reading Test Scores (Document Study)

No	Book Reading Score Results	Value and Presentation
1	The highest score	80
2	Lowest Value	50
3	Average value	60
4	Ability to read books	51%

The results of the students' learning in reading the yellow book which was carried out at Madrasah Diniyah Riyadlus Sholihin showed the results of the document study with the students' highest score being 80 and the lowest score being 50 with an average of 62.5 and the ability to read the yellow book 51%. The

data above shows that the Tsanawaiyyah class 2 students' ability to read the Yellow Book is still below the standard score for the ability to read the Yellow Book or what can be called the KKM (Minimum Completeness Criteria, which in that class is 65.

The learning method used by teachers or Ustadz at Madrasah Diniyah Riyadlus Sholihin still uses the salaf method, namely the sorogan system using classical books. By using the sorogan system, not all students can take part in the program because the students' ability to understand the science of tools is very minimal. Therefore, there is a need for special learning that only examines the science of tools, namely nahwu and shorrof. And of course the learning is easy for students to understand.

Table 2 shows an increase in students' reading ability after learning using the Amsilaty method in cycle I.

Table 2. Comparison of Book Reading Ability in Document Study and Cycle I

No	Book Reading Score Results	Document Study	Cycle I
1	The highest score	80	90
2	Lowest Value	50	50
3	Average value	62.5	75.5
4	Ability to read books	51%	90%

The increase in the students' yellow book reading ability can be seen from the scores obtained by the students before and after learning using the Amsilaty method. The highest score increased in cycle I, which was initially 80 to 90. An increase also occurred in the average score and standard for book reading ability. The average score which was initially 62.5 increased to 75.5 and the yellow book reading ability standard which was initially 51% increased drastically to 90%. The lowest score in cycle I was still the same as the initial condition, namely 50. From cycle I it was concluded that there were many students whose ability to read books had increased even though there were 2 children whose learning

outcomes were stable and decreased. In accordance with what Mawardi said, methods and media in learning are essentially things that can be used as a means to channel messages and information on learning materials so that a learning process occurs within a student or learner in order to achieve goals (Mawardi, 2018) . After reflection in cycle I, the shortcomings of cycle I can be corrected in cycle II. In this second cycle, a teacher must be able to carry out learning according to the concept of the Amsilaty method, so that the teacher is able to prove that the learning model for reading the yellow book using the Amsilaty method is able to improve the abilities of students or students at Madrasah Diniyah Riyadlus Sholihin, Probolinggo City. And the following are the student learning results after learning to read books using the Amsilaty method in cycle II.

Table 2. Comparison of Book Reading Ability in Cycle I and Cycle II

No	Book Reading Score Results	Cycle I	Cycle II
1	The highest score	90	100
2	Lowest Value	50	70
3	Average value	75.5	82.5
4	Ability to read books	90%	95%

From the description above, it can be seen that the highest score, lowest score, average score and ability to read books at Madrasah Diniyah Riyadlus Sholihin Probolinggo in the second cycle increased, the highest score in the first cycle was 90 increased to 100, the lowest score in the first cycle was 50 increased. 20 to 70, the average score in cycle I was 75.5 increased to 82.5 and the ability to read books in cycle I was 90% increased in cycle II to 95%. In cycles II and I of the students who were not there, the score did not meet the standard for ability to read books, namely 65. According to information from the ustadz, one of the students who did not complete the KKM had difficulty digesting and understanding the lesson, so there was a need for special guidance for that student. However, overall the learning model for reading books using the Amsilaty method can improve the ability to read books with drastic changes,

previously the students' ability was 51%, now it has increased to 95%. Thus, it needs to be underlined that the Amsilati Method is a very practical method and can help beginners in learning the science of tools, be it nahwu or shorrof, to more easily understand the science of nahwu and shorrof, especially in terms of reading the yellow book.

CONCLUSION

Based on the results of the discussion above, it can be concluded that the application of the yellow book learning model using the Amsilaty method can improve the ability to read the yellow book for class 2 students of Tsanawiyah Madrasah Diniyah Riyadlus Sholihin. This is proven by the completeness of the students' ability to read the Yellow Book. If in the initial condition the students' ability to read the yellow book only reached 51%, then after applying the Amsilaty method the students' ability to read the yellow book increased with completeness, their ability to read the yellow book was 90% in cycle I and in cycle II it increased to 95%. Thus, it is concluded that the Amsilaty method can improve the ability to read the yellow book of class 2 Tsanawiyah students at Madrasah Diniyah Riyadlus Sholihin, Probolinggo city.

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