

Application Of Amsillaty Method As An Effort To Understand The Yellow Book Of Ula Class Students At As-Sa'idiyyah Islamic Boarding School 2 Bahrul Ulum Jombang

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ABSTRACT

This research is motivated by the author's interest in the phenomenon of the difficulty of learning to read the yellow book in Islamic boarding schools, so that many students still have difficulty reading the yellow book even though they have been studying for a long time. Therefore, the author is interested in researching one of the Islamic boarding schools in Jombang, namely the As-Sa'idiyyah 2 Bahrul Ulum Islamic Boarding School, which according to the level of information, the success of its students in reading the Yellow Book has been tested and seems short and can even be completed in just a few months. This research uses a qualitative approach and the type of research is a case study. Data collection is through observation and interviews. Data analysis is carried out by reviewing all the data and then drawing conclusions. Checking the validity of the data uses triangulation including source triangulation, method triangulation, and researcher triangulation. The research stages start from the pre-field stage, field work stage, and data analysis stage. The findings of this research show that: 1) Planning the amsilati method consists of five stages: mapping groups of amsilati students, creating learning targets, preparing teachers, preparing teaching materials and preparing evaluation tools. 2) The implementation of the amsilati method is carried out in accordance with the procedures determined by KH Taufiqul Hakim as the author of the amsilati method and there are other lessons that support the successful process of the amsilati method: bandongan, lalaran, takroran, sorogan, murajaah, deliberation, and homework deposit.

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INTRODUCTION

According to Government Regulation Number 55 of 2007 concerning Religious Education and Religious Education in Chapter I article 1 paragraph 4 it is stated that Islamic boarding schools or Islamic boarding schools are community-based Islamic religious education institutions that provide Islamic education or in an integrated manner with other types of education. The learning process in Islamic boarding schools is identical to using the yellow book. The yellow book is a book written in Arabic without harokat, which studies the sciences of fiqh, aqidah, tajwid, Arabic, nahwu and sharaf. One effort to prepare students as the next generation of ulama and kyai is to be able to read and understand the yellow book. Success in education at Islamic boarding schools is that students are able to read the Yellow Book fluently and correctly. This is because the yellow book is one of the main elements that differentiates Islamic boarding schools from other institutions (Hasbullah, 1999b). In conducting yellow book learning, one of the methods used at the As-sa'idiyyah 2 Bahrul Ulum Islamic boarding school uses the Amtsilati method as one way to make it easier to study and understand the yellow book.

According to Kartini et al (1987:375) the Amtsilati method is a new method that is suitable for beginner students in studying and understanding the contents of the Yellow Book without any harakat. With this method, novice students can understand the Yellow Book without a long time, in fact it only takes approximately 6 months to 1 year. Some people initially thought that learning nahwu sharaf was difficult, but after learning with this method, it eventually became easy. So Hakim (2014) defines, Amtsilati is a method to make it easier for someone to learn the rules of the Arabic language, because in it there are various examples of Al-Qur'an verses that can be understood easily for beginners such as children, teenagers, or people who already old.

The amtsilati method is a method used to learn the yellow book or Arabic grammar quickly through books that have been compiled by KH. Taufiqul Hakim from the Darul Falah Bangsri Islamic boarding school, Jepara. This book consists of 10 volumes, 5 volumes of Amtsilati, 2 volumes of tatimmah, 1 volume of qoidati, 1 volume of khulashoh, and 1 volume of shariyah. So this Amtsilati method is a new breakthrough to make it easier for students to be able to read the Yellow Book in a relatively short period of time (3 to 6 months), and this method is packaged in a very interesting and practical way so that it is easy to learn, even for children who are beginners in studying the Yellow Book.

The use of the amtsilati method aims to ensure that students are able to achieve the learning objectives of reading books without harakat (hijaiyah punctuation) such as the yellow book properly and correctly. The purpose of this method is to make it easier for santri or students to learn the yellow book through the structure of the words listed in the book. In order to be able to compose or write Arabic sentences and pronounce or read them correctly. The benefit of this method is that it is compatible with learning so that it becomes easy and helpful for students to read the yellow book. The success of using this method is very high, making it useful for all groups, both teachers and students.

From the explanation above, this research was carried out with the aim of finding out the application of the Amtsilati method in the learning of Santri at the As-Sa'idiyyah 2 Bahrul Ulum Jombang Islamic Boarding School. And also to find out the Amtsilati method in improving the ability to translate the Yellow Book for Santri at the As-Sa'idiyyah 2 Bahrul Ulum Jombang Islamic Boarding School.

METHOD

This research uses qualitative research with descriptive methods. A qualitative approach is an approach used to understand a social phenomenon and the views of the individual being studied, which aims to describe, study and explain a phenomenon (Mashrukhin, 2014: 3-4).

In this research, the ability to read the yellow book was carried out using the *amtsilati* method, namely to find out the learning planning and implementation using the *amtsilati* method and also to obtain an increase in the ability to translate the yellow book. In its implementation, this research was carried out on senior year students at the As-Sa'idiyyah 2 Bahrul Ulum Islamic Boarding School, Jombang.

In this research, data was obtained by using observation, interviews and documentation methods. The Observation Method is a research method used by observing an object with all the senses. So observation can be done through sight, hearing, taste and touch (Arikunto, 1998: 146). The data that will be collected through this observation is related to the problem that the author researched from data sources that the author encountered while conducting observations, by directly observing the objects and subjects of research regarding the application of the *amtsilati* method as an effort to understand the yellow book for students in the *ula* class of the As-sa Islamic boarding school 'idiyyah 2. Meanwhile, data through interviews was obtained from the head of the curriculum at the As-Sai'diyah 2 Islamic boarding school, teaching teachers who used the *amtsilati* method, and students from the *ula* class at the As-Sa'idiyyah 2 Islamic boarding school.

In its implementation, the application of the *amtsilati* method is to use the yellow book as the medium used, namely the book *Al Ghayah wa At-Taqrib* (Matan Abu Syuja), where the time used is 60 minutes, namely for *muthola'ah* and delivery of the material, then the last thing is the evaluation carried out after learning is complete, such as *qiro'atul pole* or reading, *mengi'rob*, translating the yellow book. The evaluations carried out vary depending on the teacher.

RESULT AND DISCUSSION

Application of the *Amtsilati* Method in Learning for Santri in the *Ula* Madrasah Diniyah Class at the As-Sa'idiyyah 2 Bahrul Ulum Islamic Boarding School, Jombang

There are several components in applying the *amtsilati* method to improve translation skills, including objectives, material, media, time or targets, and evaluation. The first component is the learning objective, namely to make it easier for students to understand, read, memorize and translate the Yellow Book. The second component is media. The media used at the As- Sa'idiyyah 2 Bahrul Ulum Islamic Boarding School uses the method, namely yellow books. In this case, the book used is the book *Al Ghayah wa At-Taqrib* (Matan Abu Syuja).

When studying this book, the *amtsilati* method is used as a support to make it easier for students to understand the yellow book. The third component is time, learning hours are held every day with a time allocation of 60 minutes, which is divided into several learning sessions. The first 30 minutes are used for *muthola'ah* or reviewing previous learning material and the next 30 minutes are for material that will be presented at that time. The fourth component is the target, the expected target after following the *amtsilati* method learning is being able to translate the yellow book within a period of 3 months to

6 months, and the fifth component is evaluation, the evaluation is carried out after the learning is completed, such as qiro'atul pole or reading, praying, translating yellow book. The evaluations carried out vary depending on the teacher.

The Relationship between the Amtsilati Method and the Understanding of the Yellow Book of Students in the Ula Madrasah Diniyah Class at the As-Sa'idhiyyah 2 Bahrul Ulum Islamic Boarding School, Jombang

The results of research conducted in the field regarding increasing the ability to translate the Yellow Book, show that the students' ability to translate the Yellow Book has increased. This can be seen from the results of student translations, for example, the accuracy of students in choosing words to make a good sentence, the suitability of students when translating with the content in the material that has been delivered. So the clarity of a good and correct translation can be seen from several things above. when the students translated the yellow book.

From the explanation above, it is known that the amtsilati method has a very good influence on the understanding of the yellow book of students in the ula madrasah diniyah class of the As-Sa'idhiyyah 2 Bahrul Ulum Jombang Islamic boarding school. That is, it can be seen through the results of the researcher's interviews with the students who were respondents, proving that the amtsilati method really helps students understand the yellow book, teaching using the amtsilati method is also very effective, because it can help students understand the yellow book quickly.

Observation Results of the Application of the Amtsilati Method as an effort to understand the yellow book of Ula Madrasah Diniyah Class Students at the As-Sa'idhiyyah 2 Bahrul Ulum Islamic Boarding School, Jombang

The first technique is used as a data collection tool to explore research respondents. The sociological and religious aspects of each respondent will be taken into account in order to obtain clear information, especially regarding the application of the Amtsilati Method as an effort to understand the yellow book of the As-Sa'idhiyyah Bahrul Ulum Jombang santri.

The learning model in applying the Amtsilati Method as an effort to understand the yellow book of As-Sa'idhiyyah Bahrul Ulum Jombang students is by starting when the ustadz/ustadzah comes in and leads the reading of prayers' before learning then tawassul al- Fatihah to the author of the book Al-Ghayah wa Taqrib and author of the book amtsilati. After that, it continued with the core activities, namely dictating the Gundul book into Javanese and interpreting it using the pegon letters, then the learning continued with the students studying nahwu and shorof so that the students understood various kinds of fi'il, fa'il, isim, nakiroh, ma'rifat in order to understand how to translate the book to be studied. After that, the students are given instructions to translate the material using Indonesian. If the students find difficulty in translating, they can ask their teacher. The closing activity or final activity is filled with an evaluation carried out by the teaching teacher. In this activity the teacher provides an evaluation by reading, doing nahwu and shorof and also reading the results of the translation to the teaching teacher. If there is a translation that is not correct or does not match what is given contained in the material will provide justification.

With this learning, the teaching and learning process is effective and conducive, so that

learning objectives can be achieved optimally. Apart from that, with the ideal number of students, Ustadz/ustadzah can directly monitor the abilities of each student. This learning places greater emphasis on individual abilities in mastering the required competencies (material). In this individual learning, each student is given the opportunity to master Amsilati according to their individual speed and abilities. In other words, students must be active in taking lessons and must not depend on other people. To facilitate the teaching and learning process, the task of the ustadz/ustadzah is only to direct, guide and straighten out the students if they make mistakes in studying the material being studied.

In this way, the students will mature in understanding the subject matter. From the description above, it can be understood that learning using the amsilati method is very effective, because students will continue to be monitored and paid attention to until they are able to understand the yellow book.

Santri Responses When Learning the Yellow Book in Ula Class Students at the As-Sa'idiyyah 2 Bahrul Ulum Islamic Boarding School, Jombang.

The results of research conducted in the field regarding increasing the ability to translate the Yellow Book, show that the students' ability to translate the Yellow Book has increased after participating in learning using the amsilati method. Apart from translating, several other improvements were experienced by the students, namely, students who were initially unable to read the Yellow Book became able, from not understanding nahwu and shorof to understanding, and students who were initially completely unable to translate the Yellow Book, became able to translate through accuracy in choosing words to make sentences, suitability and accuracy in a sentence and being able to translate contextually so that the translation can be understood by the reader.

The above explanation can be proven through interviews conducted with several students in the class of the As-Sa'idiyyah 2 Bahrul Ulum Jombang Islamic Boarding School. Where the results of the interview show that the amsilati method really helps students in learning nahwu shorof, understanding the yellow book, and is also very helpful in translating the yellow book. Ula class students also said that the amsilati method is a fast and effective method for understanding the yellow book. Apart from that, by using the amsilati method, students find it very helpful to learn quickly to understand the yellow book.

CONCLUSIONS

Based on the results and discussion, it can be concluded as follows: the planning of amsilati methods in the learning of senior class students at the As-Sa'idiyyah 2 Islamic boarding school includes: formulation of objectives, determination of learning materials to be delivered, learning media used, learning time, student learning targets, and evaluation of learning outcomes. Implementation of the amsilati method in improving the ability to translate the yellow book, including: Preliminary activities (reading prayers, tawassul to the author of the book, taking attendance, and doing muthola'ah of previous material). Core activities (dictating Javanese meanings using pegon writing, understanding nahwu and shorof, and translating into Indonesian according to the material provided). Closing activity (summarizing the day's material and evaluating it by reading the yellow book and translating). The students' abilities have increased, from not

being able to read the yellow book to being able to, from not understanding nahwu and shorof to understanding, and from not being able to translate the yellow book, to being able to translate.

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