

## **Application of the Amtsilati Method in Reading the Yellow Book**

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### **ABSTRACT:**

Studying the yellow book cannot be separated from the world of pesantren because it becomes a mandatory book (Al-Pole Al-Mukarrarah) which is almost sacred since the fifth century, XIII H, XI and XIII M and to this day continues dynamically in boarding schools especially those in pondok Salaf boarding school. This research formulates to describe the application of the Amtsilati method. The approach used in this study is a qualitative descriptive approach with data sources obtained through interview and documentation observations. From the results of the study it can be concluded that the application of the Amtsilati method in the learning of Nahwu Shorof to accelerate the study of the yellow book is good enough to be seen from the way of its application. For this reason the application of the Amtsilati method for a quick way to learn the Yellow Book at Pondok Pesantren X by presenting a professional teacher from the Amtsilati method as a teacher.

Keyword: Amtsilati method, yellow book, Al-Pole Al-Mukarrarah

### **INTRODUCTION**

Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character and the skills needed by themselves, society, nation and state (Sisdiknas, 2003) Therefore, education is seen as one aspect that has a fundamental role in shaping the younger generation so that they have the main personality (Zuhairini, 2004).

Islamic boarding school is a place of religious learning that cannot be separated from the teaching of the yellow book. Various methods have been presented to be used in the teaching of the yellow book. The yellow books which are not needed to understand the yellow book by using Nahwu and Sharaf are now considered very difficult in learning it, therefore many scholars make methods that are easy to learn by students without requiring too much time. long time in studying it and understanding the yellow book, the Amtsilati method which is currently being applied by many pesantren and madrasa diniyah.

Talking of the yellow book (the bare book) or the classic book, we often find it in Islamic boarding schools, both salaf and modern huts even this cannot be separated from the world of pesantren. Because Arabic is one of the fields of study of foreign languages that must be studied by Muslims in all corners of the world, and is a basic key in studying the contents of the Holy Qur'an.

Studying the yellow book cannot be separated from the world of pesantrenan because it becomes a mandatory book (*Al- Pole Al-Mukarrarah*) which has been almost sacred since the fifth century, XIII H, XI and XIII M and continues to progress dynamically in boarding schools especially those in the Salaf Islamic boarding school (Mahmud At-Thahhan, 2004). Who doesn't want to be able to read and understand Arabic writings properly and correctly? On one side Arabic is the language of the Qur'an which is able to keep abreast of the times in all fields (Rahim, 2000).

It is recognized that the Islamic Boarding School is the oldest and original educational institution that has worked in educating the people and nation of Indonesia. Until now, it has remained as an educational institution that supports and is needed by the community. [5] But seeing the letters that look complicated in the yellow books one is horrified. One must learn the science of nahwu, twirling harakat until dizzy, must learn the science of nerves that tense nerves, one word turned into dozens of words, dozens of meanings. Of course for those who are still having difficulty reading the yellow book have their respective interpretations even many are afraid that Arabic is the most difficult language in the world.

In previous studies, the author took several sources as a reference for comparison.

1. Thesis Uyen Ainifarista entitled "The Application of Nahwu Shorof Learning in Amtsilati Perspectives in Improving the Ability to Read the Yellow Book in the Sabilul Muttaqin Islamic Boarding School" Islamic Religious Education Study Program of the Faculty of Tarbiyah and Teacher Training of Sunan Ampel State Islamic University in Surabaya, 2018, this thesis explains the application of nahwu shorof learning in improving the ability to read the yellow book while in our study the Amtsilati method as a quick solution in learning to read the yellow book (Uyen, 2008). The results of this study indicate that the application of nahwu shorof in the perspective of amtsilati in the Sabilul Muttaqin boarding school can be said to be quite good, this is evidenced by the results of observations in which the teacher's ability to manage learning includes introduction, core / material activities, evaluation, closing and time management and class situation.
2. Thesis Azizatul Habibah entitled "The Application of the Sorogan Method in Understanding the Yellow Book in the Shorof Class of Al-Luqmaniyyah Islamic Boarding School in Yogyakarta" Arabic Language Education Sunan Kalijaga State Islamic University of Yogyakarta in 2014, this thesis explains the application of the sorogan method in understanding the yellow book in the classroom Shorof while in our study the Amtsilati method as a quick solution in learning to read the yellow book (Habibah, 2014). The results of this study indicate that the application of the sorogan method is very effective in educating students to be more active, because in this method students face their kiai /

ustadz one by one so that an ustadz can find out to what understanding of a santri from various aspects of his learning.

3. Thesis Fu'ad's entitled "Qowaid Learning Using the Amtsilati Method in Cijantung Ciamis Islamic Boarding School" Arabic Education Suanan Kalijaga State Islamic University Yogyakarta in 2010, this thesis has similarities in our research in terms of the use of its method, namely the Amtsilati method but in previous studies the Amtsilati method was used for learning qowa'id whereas in our study it was used as a quick solution to learning to read the yellow book. [8] and the results are effective, this is evidenced by 80% of the 25 students of the santri who stated capable and 12% stated very capable of reading the yellow book or other Arabic literature. (Fuad, 2010)

## **METHODS**

Based on the data type of research is qualitative research with case studies and data collection process through interview to the informant (Alimun Aziz, 2010).

This research was conducted at Pondok Pesantren X located in Tanjung Tani Village, Prambon District, Nganjuk Regency. This school was chosen as a study for several reasons. *First*, in this cottage is one of the huts where the teaching of the yellow book uses the Amtsilati method. *Secondly*, this cottage is open and fully encourages all efforts to improve the quality of learning the yellow book.

## **RESULTS AND DISCUSSION**

Application of the amsilati method in reading the yellow book at the boarding school X Nganjuk prambon.

In this point the researcher will explain about the application of nahwu sharaf learning in the Amtsilati perspective in the ability to read the yellow book in the form of a description of the results of interviews with the pioneers of the Amtsilati method, Ustadz instructor of the Amtsilati method and one of the Amtsilati students at X boarding school . How is the application of nahwu sharaf learning in the perspective of Amtsilati in X boarding school in the ability to read the yellow book ?.

*"The Amtsilati method was initially only applied in the form of a special class (private), which method is specifically for those who are interested and want to develop and apply nahwu and shorof knowledge in the yellow book. although time has passed, the pesantren system and curriculum have changed, but in its application the same and in accordance with the Amtsilati method guidelines only pay more attention to the current conditions. The process includes prior to the implementation of the Ustadz making plans in writing or unwritten as well as re-deepening the material to be taught, then the implementation (preamble, delivery of material, closing and final stages of evaluation. "(Interview)*

Another answer is one of the students of madrasah diniyah Amtsilati.

*"Application of the method Amtsilati same as learning the yellow book more, only in the process of delivering materially different. Teachers read the material we follow and then we read together repeatedly and then memorized both qoidah and essentially." (Interview)*

The answer is strengthened by exposure to the teaching methods Amtsilati Islamic boarding school X

*"The Amtsilati learning method that I taught the students was adjusted to the central Amtsilati method guide and also the method instructor before me. In the process before I came the students shared reading nadzam, then together prayed specifically for the compiler and people who helped spread the Amtsilati method as well as students who learned the Amtsilati method. The material that I submit is in the form of qoidah with different volumes according to their respective levels. The santri read together then one of the santri gave an example and mentioned the basis until they memorized it, then applied it in the example taken from a few sentences in the yellow book. The application process is carried out for 30 minutes. Before I close the class, students ask me to recite the nadzam that has been discussed by explaining along with the qoidah, then the cleric evaluates by giving an assignment and then concludes the material that has been delivered." (Interview)*

From the three answers presented above, the researcher concluded that the application of the Amtsilati method today is not much different from the application of the previous Amtsilati method, and is still guided by the Amtsilati method in the Darul Falah boarding school in Jepara. In the process of planning before teaching carefully both written and unwritten then the implementation (preamble, delivery of material, closing) and the final stage of evaluation.

What material was used at X boarding school in applying the Amtsilati learning method?

*"The material used is determined, such as the Amtsilati book consisting of 5 volumes, the formula of qoidati, shorfiiyah, tatimmah and others" (Interview)*

Another answer from the Amtsilati method instructor.

*"The material used is like the central boarding school, namely Amtsilati (Amtsilati, khulasoh, qo'idati, tatimmah and shorfiiyah). But as a supporting material I use the book of Nahwu and other shorofs as a guide." (Interview)*

The same answer was stated by the pioneers of the Amtsilati method which reinforced the opinions of the students and instructors of the Amtsilati method.

*"Specifically, the material presented is none other than nahwu and shorof science, but in its application we use a method called Amtsilati. Such material is none other than the discussion of the letter jer, dhomir, isim isyaroh, isim maushul, and so on are packed in the book Amtsilati (Amtsilati, khulasoh, qo'idati, tatimmah and shorfiiyah). (Interview)*

Of the three answers to that described above, researchers concludes that the material presented in the Amtsilati method is none other than nahwu and shorof science which its application uses the Amtsilati method through the Amtsilati book

(Amsilati, khulasoh, qo'idati, tatimmah and shorfiiyah) which have been arranged systematically according to the Amsilati method guidelines in Jepara.

How was the evaluation of the Amsilati method carried out at X's boarding school ?

*"Evaluation of this method is seen in 2 ways namely through written tests conducted every volume and end of semester, the second method is through oral tests."*

(Interview)

The statement was reinforced by the Amsilati method instructor's presentation.

*"The evaluation of the Amsilati method is carried out in 2 ways, namely:"*

1. Oral test. Oral tests were carried out during the learning process, both in the form of rote khulasoh and qa'idah rote drills and how students were able to apply the material they had learned into the yellow book chosen by Ustadz.
2. Written test. As with other teaching and learning processes, this written test is one of the steps not only to find out the students' ability in understanding matrei, but as a way to find out the quality of students' writing, especially Arabic writing, by giving questions related to the material that has been obtained . [17]

From the two statements of the pioneers and instructors of the Amsilati method above, the researcher concluded that the evaluation of the Amsilati method was carried out in 2 ways, namely:

1. Oral tests. Oral tests were carried out during the learning process, both in the form of rote khulasoh and qa'idah rote drills and how students were able to apply the material they had learned into the yellow book that had been chosen by Ustadz.
2. Written test. As with other teaching and learning processes, this written test is one step not only to find out the students' ability to understand the material, but as a way to find out the quality of students' writing, especially Arabic writing, by giving questions related to the material that has been obtained .

### **Application of Amsilati Method in Pondok X**

Based on the results of observations researchers found data found about the application of the Amsilati method in Pondok X Islamic Boarding School Academic Year 2018-2019 as follows [18]:

1. The teacher opens the nahwu shorof lesson by saying the following greetings and asking about the lesson at that time. Then students answer questions actively. Thus forwarding the questions and the teacher occasionally gives orders.
2. The lesson develops and continues the nahwu shorof lesson that is being studied. Various actions and objects of discussion in accordance with the activities displayed in the book Amsilati.
3. After the lesson is learned and understood, the teacher tells students to read the reading text about the theme of the lesson aloud. The teacher gives examples of

lessons that are read first. And students imitate teacher readings. Then the teacher explains a little of the discussion contained in the book *Amtsilati* on the board. Then the teacher examines student understanding by asking students questions to be brave enough to answer without being asked. This section underlies that the method can grow students' character based on emotional. If you encounter difficulties, the teacher repeats the explanation briefly and the student takes notes.

4. The lesson can be ended by repeating the material that has been delivered by the teacher and prayer together.

From the observational findings above the application of the *Amtsilati* method can be carried out well. The results are based on an interview from a homeroom teacher named Mr. Fakihudin Ma'ruf, he said that: Application of the *Amtsilati* method in the *nahwu shorof* subjects to accelerate the study of the yellow book can run well seen from the existing application procedures. [19]. While the observations and interviews conducted by researchers can conclude that the application of the *Amtsilati* method in the *nahwu shorof* learning to accelerate the study of the yellow book is good enough to be seen from the way of its application.

## **Inhibiting Factors and Driving Factors How to Quickly read the yellow book in the application of the *Amtsilati* method at Pondok Pesantren X .**

Based on the description of the results of observations, interviews and also the data written before. It is known that there are many factors that influence the learning process of reading the yellow book. Namely there are inhibiting factors and also supporting factors. While of the two factors also have other factors, which are more specifically called internal factors (from within) and external factors (from outside). What I mean is that inhibiting factors also have internal factors (from within) and also external factors (from outside) as well as supporting factors that have internal support factors and external support factors.

### **Inhibiting Factors**

1. Internal Inhibiting Factors (from within) students.
  - a) Can not be fully concentrated, because of drowsiness, tiredness, and added when there is homework from school and daily tests experienced by students.
  - b) Sometimes there are materials that are difficult to understand, which are accepted by students. The reason is not learned or studied before starting learning.
  - c) Physical state of students, in this case when the physical body of a student is always in the spirit of learning and eager to receive lessons, and when in a

state of less vit, the willingness to receive lessons decreases, even though students continue to follow class learning.

2. Factors external inhibitors (from outside) students
  - a) Still lack of learning time.
  - b) The interruption of learning time. Such as because the material has not been taught and suddenly there is an evening prayer.
  - c) The teacher is still lacking, it should be that the volume 1 and volume II teachers have 2 teachers, so that it will be smoother.

From the observations above, we can know and strengthen from interviews with Faqihudin Ma'ruf said that:

*" In the application of the Amsilati method to be able to read the Yellow Book experiencing obstacles including: sntri not full concentration when learning takes place. Santri lack of wife is thought to be chanting at night until late at night (Interview).*

## **Supporting Factors**

1. Internal Supporting Factors (from within) students
  - a) factors of students, on the basis of seriousness of students learning the method of amsilati for reasons of curiosity and after completing the learning of students' amsilati students still learn the subject matter in the room.
  - b) Feel happy and comfortable when learning takes place.
  - c) Determined to want to be able to read the yellow book by learning patience and discipline.
2. **external factors (external) student**
  - a) The attitude of teachers who did not favoritism. The difference in ability in students, does not make teachers become favoritism. So there is no discrimination in learning.
  - b) There are questions from the cleric / cleric who can measure students' reading ability.
  - c) Ustadz / Ustadzah supports always giving direction and motivation.
  - d) Facilities for adequate and comfortable learning space.
  - e) Thoriqoty method (the method of reading the Qur'an) in the Nurul Jamal Islamic Boarding School, which also involves students' fluency in learning to quickly read the yellow book.

From some of the observations above the researcher can reinforce the interview with one of the Ustadz named faqihudin ma'ruf said that:

*"The learning facilities are adequate and students feel happy because the amsilati method can be easily understood". (Interview)*

Based on interviews conducted by researchers with the caretakers of the hut Mr. KH Abdul Basit Asnawi linkages with the Amtsilati method, in the teaching and learning process using the Amtsilati Method at Pondok Pesantren X . He said:

*"Santri felt happy and enthusiastic when he learned to read the yellow book using the Amtslati method. The activeness of students in memorizing sentence examples from the book of Amtsilati shows good results. By using the amtsilati method the explanation given by the teacher becomes easier to understand. Systematic presentation of material well ordered. The motivation and ability of students to receive learning are increasingly focused and improved. The increase in student learning outcomes for Islamic Boarding School X Prambon Nganjuk ".*  
(Interview)

The description above that the existence of inhibiting factors has a fairly simple space in the learning process. When compared with supporting factors experienced by students. The existence of inhibiting factors and offset by supporting factors, at least can provide a discourse for teachers and students. To expedite the course of a maximum learning.

Besides the inhibiting factors can be minimized by the willingness and awareness factors that exist in each individual who can awaken and show someone must be confident, think to always be able and stay excited in learning to read the yellow book. Although on the contrary the existence of supporting factors which are not based on sincere determination and desire do not necessarily produce the desired results.

Based on the results of observations and interviews, researchers can deduce the inhibiting factors of the application of the amsilati method in how to quickly learn the yellow book, namely the inefficient allocation of time, while the supporting factors, namely: the facilities and infrastructure are sufficient in this regard related to the existing media. While the driving factors are adequate facilities and infrastructure and students can understand the contents of the lesson well.

### **Solution to the factors that influence the Amtsilati method as an effort to quickly read the yellow book at Pondok Pesantren X Nganjuk.**

From the observations found, the solution in applying the Amtsilati method is as follows:

1. Various methods used in applying the amtsilati method include, in class mastery each volume of the teacher consists of specialist teachers, conducted interactively (question and answer) and also repeated explanations to strengthen the material delivered (taught).
2. The application of the Amtsilati Method was used as a quick solution at Pondok Pesantren X because the method previously considered lacking optimal results and Pondok Pesantren X view the Amtsilati method as an easy, effective,



efficient method and in accordance with the learning time at Pondok Pesantren X .

3. The time needed for students to read the yellow book ranges from 6-10 months. By maximizing learning and accompanied by diligence in student discipline.
4. The important thing by Pondok Pesantren X applying the Amtsilati method is to provide students with the ability to be able to read books (Arabic references), while the target of learning Arabic at this time is understanding the context of Arabic sentences in the yellow book.

This can be strengthened through the interview of researchers with the caretakers of Islamic Boarding School X , Mr. Abdul Basit Asnawi, he said:

*"The solution in addressing the existing obstacles, namely by presenting professional teachers who are in accordance with the lessons such as taking Ustadz from the Source Amtsilati method as a teacher ". (Interview)*

If seen from observations and interviews conducted by researchers, the researchers can conclude that the solution to address the obstacles factors in the application of the amsilati method for fast learning of the yellow book at Pondok Pesantren X is by presenting a professional teacher from the amsilati method as a teacher.

## CONCLUSION

After the authors describe and describe clearly the efforts of how to quickly learn to read the yellow book through the Amtsilati method at Pondok Pesantren X , the writer can draw conclusions from the discussion of this thesis, among others as follows:

1. The application of the Amtsilati method in the learning of shorof nahwu shorof to speed up learning the yellow book is good enough to be seen from the way it is applied
2. The inhibiting factor of the application of the amsilati method in how to quickly learn the yellow book is less efficient time allocation. While the supporting factors, namely: facilities and infrastructures are quite adequate in this case related to existing media.
3. Solution to address the obstacles of applying the Amtsilati method to quickly learn the Yellow Book at Pondok Pesantren X by presenting a professional teacher from the Amsilati method as a teacher.

## SUGGESTIONS

From this simple result can be used as further study material or as a material consideration for taking wisdom in organizing fast learning to read the yellow book. In addition, the researcher suggests the following matters:

1. The foundation should add special teaching staff of the Amtsilati Method teacher to meet the needs of students for the sake of more optimal learning. And also consider the time hit by the call to prayer 'evening.
2. For teachers, it should still try to motivate students by considering the existing situations and conditions if it is very necessary to be able to add time.
3. For students, they should join in succeeding and building high enthusiasm in teaching and learning activities.

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