



## Implementation of Al-Miftah Lil'ulum Method in Improving the Quality of Reading The Kitab Kuning on Students of Madrasah Tarbiyah Islamiyah Canduang

Aldri<sup>1\*</sup>, Supriadi<sup>2</sup>, Ali Mustopa Yakub Simbolon<sup>3</sup>, Ira Yanti<sup>4</sup>, Weni Sumarni<sup>5</sup>

<sup>12345</sup>*Islamic Education Management Study Programme, Sjech M. Djamil Djambek State Islamic University, Bukittinggi, Indonesia.*

**Abstract.** This research uses a qualitative descriptive with a case study type. Collecting data using interviews, observation, and documentation. In analyzing the data, this research uses the data analysis model "Miles and Huberman" which consists of three stages, namely data reduction, data presentation and drawing conclusions. In checking the validity of the data, researchers used methods, namely increasing the persistence of observations, using appropriate reference materials, and reading book tests. The process of implementing the Al-Miftah Lil 'Ulum Method at Madrasah Tarbiyah Islamiyah - Canduang, Agam Regency was carried out through 3 stages, namely preparation, implementation, and evaluation. Besides the stages carried out, there are several supports in the learning process as well as challenges (obstacles) in making it happen.

**Keywords:** Al-Miftah Lil 'Ulum Method; Yellow Book; Canduang Islamic Tarbiyah Madrasah Students.

### 1. Introduction

Islamic Boarding School is the oldest Islamic educational institution in Indonesia. The dynamics of the Times and the cultural development of this increasingly modern society, of course, there are many changes in the boarding school. So the Islamic boarding school developed into two types: salafi and kholafi. The salafi Islamic boarding school still retains classical books as its subjects, while the kholafi Islamic boarding school has used some general subject matter. Changes are also seen in the education system. Learning in Islamic boarding school now uses the madrasah system with different learning typologies (Hamid, 2017). The Islamic boarding school emphasizes the content / learning material on the work of salaf scholars (earlier) which is ultimately known as kutub al turats (kitab kuning). The kitab kuning is studied and taught to students at boarding schools, generally directed by experts in Sunnah waljamaah, both in terms of Creed, jurisprudence, and Sufism. Among the important tools in studying and mastering the contents of the kitab kuning comprehensively is the mastery of tool science. The science of the tools are nahu, saraf, lughah, and balaghah. This science is the most prioritized study in Islamic boarding school as an effort to make students as cadres who have a correct and good understanding of the Qur'an and Sunnah through the explanation of scholars in the kitab kuning.

Nahu saraf material in Islamic boarding school generally use some of the main classic books, such as Jurumiyah, ' Imrithi, and Alfiyah. However, with the development of the times, the curriculum developers at Islamic boarding school have taken the initiative to design practical methods in learning Nahu, saraf. One method known as Al-Miftah Lil 'Ulum

has been designed by Badan Tarbiyah Wa Ta'lim Madrasa (Batartama) at Pondok Islamic boarding school Sidogiri specifically for new entry-level students. Al-Miftah Lil 'Ulum method is a concise summary of the books Jurumiyah, 'Imrithi, and Alfiyah. This method deliberately does not introduce new terminology in the science of Arabic grammar, but maintains the authenticity of the terminology of the books of classical grammar. In addition, the material taken is grammar and morphology rules that are used to develop book reading skills, without studying more in-depth and detailed material. (Nizar, 2021)

The characteristics of Lil 'Ulum's Al-Miftah method are unique. The material is presented in bahasa Indonesia which is simple, clear, short, and easy to understand. In addition, it is also equipped with formulas, characteristics, example tables, and material schemes presented with varied colors. On the other hand, the Nahu Saraf materials are combined with children's songs and folk songs that are well known. However, the effectiveness of learning from a method applied in an institution can produce significant differences with other institutions that apply the same method. This difference is influenced by several factors, including the learning process, supporting factors, and inhibiting factors that exist.

At the beginning of the 2021 academic year, Madrasah Tarbiyah Islamiyah Canduang Agam Regency has implemented this method. In this period, an analysis has been made of the effectiveness achieved during the process and the learning results. Therefore, the purpose of research on the application of the method of Al-Miftah Lil 'Ulum in Madrasah Tarbiyah Islamiyah Canduang Agam Regency is trying to describe the application, effectiveness of learning, as well as supporting and inhibiting factors during the learning process.

### **1.1 Effectiveness Of Learning**

In the context of education, learning effectiveness involves two important aspects, namely the effectiveness of teachers and teaching objects (Students/Students). Good planning of various types of teaching and learning activities will have an impact on the effectiveness of a teacher's teaching. In addition, clear and well-defined learning objectives will have a significant impact on the learning outcomes that have been achieved. (Hermino, 2022)

There are three dimensions that significantly affect the effectiveness of learning, namely the dimensions of the situation, substance, and delivery. In education, evaluation or assessment is one component of the curriculum, so it is very important. Important And Cannot Be Separated From Other Curriculum Components. (Lestari, 2022) Effective learning situations are not only related to activities that provide information and instruction, but are also able to create an entertaining learning atmosphere so that students are able to explore the benefits of each material presented. The ability of students to contextualize each teaching material is an effectiveness that needs to be achieved in the point of view of substance. From here, a teacher is not only oriented to the effort of understanding the material textually. The involvement of students in the teaching-learning process will maximally determine the learning outcomes. Therefore, the role of the teacher is not only limited to providing explanations and examples, but also develops activities that involve participants as a whole. (Al-Tabany, 2017)

Several criteria are indicators of learning effectiveness, including: (1) management of learning implementation, (2) communicative process, (3) response of learners; (4) learning activities, (5) learning outcomes. For the five indicators of effective learning

are interrelated and mutually supportive. Learning is said to be effective when all the indicators in question reach the minimum category of good. (B. B. Yusuf, 2017) The teacher in carrying out his daily tasks in the classroom is the spearhead and single player. With a firm commitment and high professionalism will encourage and guide teachers to work professionally in accordance with rule. (Asmarni & Arif, 2023)

Related to the learning of the yellow book through the book reading method, there are at least three indicators that show that learning can be considered effective. (1) managerial skills and total mastery of teaching materials for teachers so that the nuances of learning that are exciting and full of innovation are realized intensively. (2) the relationship between theory and practice in reading the kitab kuning for students with standard rules Nahu saraf. (3) the competence of students in reading the kitab kuning well and smoothly taken within a period of 2 years.

### **1.2 Kitab kuning learning method "Al Miftah lil Ulum"**

Generally, the learning of the Yellow Book still uses the traditional classical and salaf learning methods, including : a). bandongan method, namely Kiai / ustadz explain and record the explanation to the students during the study activities take place; b. rote method, the method used to master the materials of the yellow book, either in the form of nazam (material in verse format) or natsar (material presented in prose style); C) sorogan method, that is, the teacher listens, corrects and gives questions to the students to read the book that has been studied in front of the teacher/scholar. d) bahtsu al-Masail method, which is a discussion method to stimulate students to think critically in solving the problems discussed.

Along with the development of the kitab kuning learning method, there are currently quite a number of Islamic boarding schools that have implemented updates in their learning methods. One such method is the AL Miftah lil ulum method. This method was pioneered by Ahmad Qushairi Isma'il and developed by Batartama (Badan Tarbiyah wa Ta'lim Madrasi) at Sidogiri Islamic boarding school. This method is applied to the preparatory class as a basic tool for understanding the book of Fath al-Qarib. The Motto of Al-Miftah method is "easy to learn to read the book."

Al-Miftah method uses learning strategies with learning modules. In this method, students who achieve the target will rise in level directly, without the need to wait for their generation of learners (acceleration). The class is divided into two parts, namely the volume and practicum class (sorogan Fath al-Qarib).

The Target of the volume class is to master and memorize the theory of nahu saraf Volumes 1-4 and the target of practical classes, students have been able to apply the theory of Volumes 1-4 and dictionary assistance in reading the text of the book of Fath al-Qarib properly, correctly, and smoothly. In the journal Al-Miftah method, the volume class is normally taken for 113 TM (face-to-face) in the duration of 1 lesson hour, for a journal of 2 hours each TM requires 59 TM (completion of Volumes 1-4).

Al-Miftah book consists of 7 pieces, namely : 4 books containing the theory of nahu saraf Volumes 1-4, 1 book tashrif Al-Miftah, 1 book contains nazam Al-Miftah Indonesian and Arabic, 1 guidebook ask (teacher's handbook).

Some of the methods used in its study are :

- a) methods of understanding and memorization, applied so that students thoroughly master the theory of jili 1-4;
- b) the 5-finger method, applied to the material isim damir to parse the gender and doer of the verb;
- c) takrār method, applied at the time of question and answer material in accordance with the asking guide book.

In the evaluation process, a writing test and a reading test are used. The volume class underwent a written test with a question format compiled by the Al-Miftah team. While the reading test for the volume class refers to the material that has been set out in the asking handbook has set the material on the guidebook asked. On the other hand, practical classes only carry out reading tests with certain rules. Students in the practical class are expected not to make more than two mistakes in different rules, and should not make more than one mistake in the same rule.

### **1.3 Competence Reading The *Kitab Kuning***

The benchmark for the ability to read the yellow book is assessed through two important aspects, namely the nahu aspect and the nervous aspect. In the nahu aspect, there are three criteria as follows:

- 1) students are able to identify and distinguish the class from the text of the book being read and its signs.
- 2) Students are able to elaborate in detail the status of the word, including mabni / mu'rab, i'rab signs, and i'rab reasons.
- 3) Students are able to determine the position of the word and its i'rab in the sentence.

In terms of the neural aspect, students are expected to have the following abilities :

- 1) determining the wazan and sighthat words in terms of meaning) of the word read in the sentence. This ability is very important in neuroscience.
- 2) determine the mentasrif (either term or lugawi) words in the text being read.
- 3) elaborate and harmonize (muthobaqoh) sentences contained in the text with examples of words in the Book of Tasrif.

## **2. Methods**

This study uses a qualitative descriptive method with the type of case study. The location of the study was conducted at Madrasah Tarbiyah Islamiyah Canduang Agam Regency in volume and practicum classes. The research instrument uses three things, namely 1) informants (people who are the source of data); 2) recording media, including photo, audio, and visual documents; 3) stationery, for interview and observation purposes. The subjects of the study focused on three informants, namely the leadership of the cottage, team leader al Miftah lil ulum, ustadz-ustdzah Special Teacher of Al-Miftah method, and second grade students of Madrasah Tarbiyah Islamiyah Canduang. This research technique uses sampling, which examines a portion that can represent the whole of the selected

population. The form used is snowball sampling so that the context of the information source is really known in detail and comprehensively (A. M. Yusuf, 2019).

Data collection techniques using three ways, namely interviews (interview), observation, and documentation. The interview used is a free type of interview without using standardized guidelines and formats. Observations are carried out using direct and systematic observation by determining the observed object clearly and precisely. Documentation includes data in the form of files owned by the madrasah, location shooting, and the learning process. Data analysis techniques in this study using the latest Flow model Analysis Miles, Huberman, and Saldana. The stages are data collection, data presentation, and verification (conclusion). As for checking the validity of the data using several ways, including 1) careful observation of the data obtained; 2) adopt appropriate references; 3) kitab kuning reading test for practical classes.

### **3. Results and Discussion**

#### **3.1. Implementation Of Learning Methods Al-Miftah Lil ' Ulum**

The teaching and learning process with the method of Al-Miftah Lil ' Ulum introduced in Madrasah Tarbiyah Islamiyah Canduang takes place in several stages (step). the stage starts from the preparatory stage which includes a) setting Learning Goals whose contents are so that the students are able to read the yellow book correctly so that they can understand the Qur'an and Sunnah in accordance with the direction of ahlisunah Waljama'ah; b) teaching materials, as stipulated in the Al-Miftah program; c) achievement targets, adjusted for the period of completing the ula level for 1 year; d). arranging an evaluation tool, the evaluation has been carefully designed in accordance with the Al-Miftah inquiring manual. The next stage, the implementation of learning includes some information summarized in the following points.

First, the learning time starts from Saturday to Thursday at 07.30-12.30 WIB with a duration of 240 minutes per day second, the implementation of Al-Miftah Method classes at Madrasah Tarbiyah Islamiyah Canduang is different from the implementation pattern at other Islamic Boarding School that have applied this method.

The implementation of the al Miftah lil ulum method is only in Class 1 and special classes ( students graduating from junior high school, MTs ) which are also called preparatory classes. The purpose of this preparatory class is a special class prepared for kitab learning for beginners, in this class the students have not been given general subject learning as there is a national education curriculum structure. Based on interviews with madrasah leaders the purpose of this preparatory class is for students to focus on their readiness to master the rules of nahwu and sharaf so that they are able to read, understand the kitab kuning in the next class, because if given in conjunction with general subjects, it is difficult for students to memorize the rules of nahwu and sharaf because of the many subjects to be studied. Ustadz-ustdzah / teachers who teach in this preparatory class are members of the AL Miftah lil ulum team formed by the Madrasah. The team numbered 12 people who have been certified Al-Miftah method based on training provided by the team Al Miftah lil ulum Islamic boarding school Sidogiri East Java.

Third, the learning method of Al-Miftah Lil 'Ulum that has been applied in Madrasah Tarbiyah Islamiyah Canduang is as follows.

- 1) lecture method, used when the teacher delivers new material in a volume by giving some easy example sentences on the board. This method is applied to provide basic understanding to students about the theories studied.
- 2) question and answer method, used when conveying apperception. The teacher asks a number of questions related to the materials that have been studied before. With this method, students will be easier to understand and connect the theory that has been learned with the new theory that will be delivered by the teacher.
- 3) Takror method, which is to repeat several questions in the order in the guidebook ask Al-Miftah on each student to strengthen the memorization of the theory that has been learned.
- 4) methods of memorization, memorized material is the theories that exist in the book volumes and books nadham Al-Miftah. In Madin Wustho Hidayatul Mubtadi'in, only in Arabic is memorized, for the Indonesian language is not memorized, considering that many students have memorized nadham ' Imrithi.

At the evaluation stage, written and oral tests are used. The volume increase test uses written and oral tests in each class with a minimum standard value of 75. To see the achievement of students in mastering this method, the madrasah conducted an evaluation in the form of a demonstration each completed one volume. Evaluation in the form of demonstration was attended by all leaders and teachers. In the implementation of the evaluation to the students called his name randomly appear will answer questions from his mastery of the material that has been studied. The questions will be asked by the leaders and teachers who were present at that time. If the students can answer the asked questions then the students are entitled to proceed to the next volume.

The effectiveness of the implementation of learning methods Al Miftah lil ulum at Madrasah Tarbiyah Islamiyah Canduang Agam Regency there are 3 important points, including 1) teacher effectiveness, during the learning process, teachers are able to master the situation and conditions of the class, so that the atmosphere is calm and controlled. Interaction between teachers and students is well established, especially when the teacher applies the question and answer method after planting the concept at the beginning; 2) Students, Students ' conditions when learning is going well, calm conditions, and controlled following the stages carried out by the teacher. The interaction between teachers and students is so clear, so that the classroom atmosphere is more lively; 3) the quality of learning outcomes, from the results of written tests, it is known that there is a significant increase in most students. The value obtained from the test results, many of which exceed the target value specified, for oral tests that have been implemented, there are several indicators that show significant progress in the ability to read the book of students. Among them, the sequence of questions about nahu answered by students with the right answers, able to tasrif some verbs proposed Examiner. For muthobaqoh / aligning verbs, students still have difficulty even though this is not the target of learning Al-Miftah.

### **3.2 supporting and inhibiting factors in learning the Al-Miftah method**

The factors that support the application of learning methods Al-Miftah Lil ' Ulum in Madrasah Tarbiyah Islamiyah Canduang Agam Regency are:

1. Human Resources (HR) professionals.
2. simple and easy material
3. adequate facilities and infrastructure
4. perseverance learning students.

Implementation of the application of learning methods Al-Miftah Lil ' Ulum in Madrasah Tarbiyah Islamiyah Canduang Agam Regency based on observations is not too meaningful, according to the findings, the inhibiting factor that occurs is the lack of discipline of teachers. And the density of the activities of teachers who are members of the teaching team of the Al Miftah Lil Ulum method, because in addition to serving as a teacher, 90% of teachers involved in this learning are still actively studying.

Implementation of learning methods Al-Miftah Lil ' Ulum in Madrasah Tarbiyah Islamiyah Canduang Agam Regency for one year or two semesters, at the end of the year closed with a graduation ceremony for students of the preparatory class. According To Buya Drs. H. Anas Khatib Bandaro, MM (Rais Al Madrasah Madrasah Tarbiyah Islamiyah Canduang) achievement of learning outcomes in the second year of implementation increased from the first year, so it can be used and become a benchmark to see the effectiveness of learning that has been implemented. From the results of interviews of researchers at Rais Al Madrasah Tarbiyah Islamiyah Canduang, he explained that the increase in the value of students is quite good, overall 85% of 139 students received scores that exceed the specified target of 80, both written and reading tests. Other indicators such as the quantity of performance as a pointer to the effectiveness of learning can be seen from the results of reading test scores, students are able to answer questions and elaborate the theory of the test material tested correctly and smoothly.

#### **4. Conclusions**

Based on the results of research that has been described in the discussion relating to "the implementation of the effectiveness of the application of the method of Al-Miftah Lil ' Ulum in improving the quality of reading The kitab kuning on students can be concluded several things, including:

The process of applying the method of Al-Miftah Lil ' Ulum in Madrasah Madrasah Tarbiyah Islamiyah Canduang implemented through several stages, namely: preparation, implementation, and evaluation. Preparation includes planning a program of activities to accelerate the learning method of Al Miftah lil ulum by the leadership, which also contains learning objectives, materials/teaching materials, achievement targets, and develop evaluation tools. The implementation stage involves learning time, class division and learning process. In the evaluation phase using written and oral tests; the application of this method has been running quite well and effectively. This can be known through maximum effort from the management and all ranks of clerics. The effectiveness of the Al-Miftah method can be seen from several indicators, including: students ' test scores exceed the specified target, mastering and memorizing all the material taught in Volumes 1-4, students are able to apply the theory of nahu saraf learned in reading the kitab kuning correctly;

Among the factors that support the application of learning methods Al-Miftah Lil ' Ulum in Madrasah Madrasah Tarbiyah Islamiyah Canduang are: human resources (HR) professional, simple and easy material, adequate facilities and infrastructure, perseverance

