



AMSTILATI ASSISTED PROJECT BASED LEARNING STRATEGY IMPLEMENTATION IN IMPROVING STUDENTS' READING COMPREHENSION

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Abstract:

This research was motivated by the low learning outcomes of Amsilati. Students who were still below standard. Based on this, the authors felt interested in conducting qualitative research to improve Amsilati learning outcomes by applying Project Based Learning strategies. This research is a descriptive study with a qualitative approach. The subjects in this study include educators, dormitory managers and students. Data collection techniques used were interviews, observation and documentation. The collected data is analyzed through several stages: display data, data reduction and conclusion. And the results of this study indicate that the Application of the Amsilati Method in the Amsilati of Pondok Pesantren Islamiyah Syafi'iyah area able to improve students' reading comprehension of the book. The application of the Amsilati method is not in accordance with its application, it's juts that there is a slight difference with the application of Amsilati at the center of the Darul Falah Islamic boarding school, Jepara. The learning process with the Amsilati method at the Islamiyah Syafi'iyah Islamic boarding school begins with reading khulashoh, hadloroh, qoidah then explanations, exposure to several examples, then evaluation.

Keywords: *Amsilati, Project Based Learning*

INTRODUCTION

The application of learning strategies is not the goal of learning activities, but is one of the ways used to optimize learning. In an active learning strategy, the teacher positions himself as a learning facilitator, while students serve as learning subjects. By implementing active learning strategies, it is hoped that all the potential students will grow and develop so that in the end they can optimize their learning outcomes. Project Based Learning is a learning strategy that focuses on the main concepts and principles of a discipline, involving students in problem solving and other meaningful assignments, giving students the opportunity to work autonomously to construct their own learning and ultimately produce valuable and realistic student work. This means giving probing questions to get further answers from students with the intention of developing the quality of the first answer, so that the next one is clearer, more accurate, and more reasoned. Besides that, with this technique of asking and digging, the teacher can find out the level of depth of student knowledge. Compared to the lecture method, this strategy can involve students in the learning process, so that students will be more active in learning Amsilati and the material presented by the teacher or ustadz will be well understood by students/students, so that it will affect increasing reading comprehension of the yellow book (Hamzah 2021).

Based on the results of early observations of Amsilati learning, the authors found symptoms that some students still had difficulties when asked to read the yellow book. From the results of these findings, it identified a failure in increasing students' reading comprehension of the book. The weak learning caused students' understanding of the material to not meet expectations. In conditions like this, a teacher must be responsive

and make every effort so that failures and weaknesses can be overcome immediately. One of the efforts that can be made by the teacher in order to realize quality learning is by implementing various strategies that can activate student learning. With the implementation of active learning strategies, a learning environment will be created that can provide the widest opportunity for each student to learn by doing (learning by doing) and not like filling an empty cup (transfer of knowledge) (Kunandar 2007).

In the world of education in Indonesia, especially in Islamic Education Institutions, Islamic Boarding Schools and others, they do not look at Arabic with one eye, in fact almost all education in Indonesia is very concerned about the importance of Arabic. It can be proven by the existence of parallels between Arabic subjects and other subjects at certain levels and programs.

In Arabic, if it is sorted according to understanding which is able to develop students' language development, there are four understandings, namely *istima'* (listening), *syafawy* or *kalam* (speaking), *qiro'ah* (reading) and *tahriri* or *kitabah* (writing). If it is more pursued again, there will be 2, namely reactive skills and productive skills, receptive skills are in the understanding of *istima'* and *qiro'ah*. Meanwhile, productive skills are found in understanding *kalam* and *Kitabah*. The four understandings above must complement and perfect each other, such as *istima'* (listening), *kalam* (speaking) and *kitabah* (writing) greatly contribute to and are very valuable in *qiro'ah* (reading), and vice versa (Luthfi, 2003).

Reading comprehension is one of the understandings that must be achieved by students in learning Arabic, because students who cannot read will find it difficult to follow the lesson and Arabic is no exception. Reading comprehension is not just seeing and gazing at Arabic texts, but also how readers can understand what is read so that the text read becomes a meaningful text, not just a mere sound symbol. One of the sciences that supports improving reading is grammatical Arabic itself, which is commonly known as tool science (*nahwu* and *shorof*). These two sciences cannot be separated, because they are interrelated. According to some scholars, *sharaf* is his mother and *nahwu* is his father. *Sharaf* which creates sentences and *Nahwu* which improves it in terms of composition as well as its *i'rob*. As one of the disciplines that is very influential in Arabic, the science of tools (*nahwu* and *shorof*) is very important and cannot be ignored, because without knowledge of language *nahwu* Arabic will be irregular, therefore, in learning Arabic, knowledge of this tool is very important to know.

Now, there is an impression that the science of this tool is one of the disciplines that is difficult to understand, even though there are quite a lot of methods used by teachers in teaching this science, but students still find it difficult to learn it. Therefore, it is very necessary for an educator to use a method that is certainly in accordance with the material that will be explained to students, from the sequence of material that must be taught then how to provoke their learning enthusiasm. So that with this method students will find it easier to understand the science of this tool.

At the Islamic Syafi'iyah Islamic Boarding School there is a dormitory which is specifically for students who want to have the ability to read the yellow book and the method used is the work of a *mushonnif* from one of the Islamic boarding schools in Bangsri, Jepara, Central Java entitled "Beginner Program to Read the Book Yellow *Amsilati*". This *Amsilati* method has been applied for 9 years and has been passed 9 times in batches. *Amsilati* is a method that contains grammatical Arabic and is a summary of *Alfiyah* Ibnu Malik's *nadzam* written by Imam Muhammad bin Abdullah bin Malik al-Andalusy or often called by the nickname Imam Ibnu Malik, but explained briefly but densely.

According to its type, this research includes field research. Meanwhile, the research model includes descriptive research using the case study method which is part of qualitative research, meaning that information from various sources/informants is presented in the form of words and language in a special natural context. In this case the researcher wants to describe in full the application of the *Amsilati* method in Improving Students' Reading Comprehension at Islamic Boarding School Syafi'iyah Paiton Probolinggo with problem solving procedures including describing the condition of the

subject or research object. With this research method, researchers seek to reveal and analyze in detail the Amsilati Assisted Project Based Learning Strategy in Improving Students' Reading Comprehension at the Syafi'iyah Islamic Boarding School Paiton Probolinggo.

This study positions the researcher as an instrument assisted by observation guidelines, interview guidelines, and documentation. From observations, researchers obtained data about a complete picture of Amsilati's teaching and learning activities at the cottage. Then by interviewing, researchers obtained things related to the Amsilati method, how it is applied in improving students' reading comprehension of the book. Then with documentation, researchers obtain supporting data such as activity schedules, etc.

RESEARCH METHODS

This type of research is qualitative research. Qualitative research is research that is descriptive in nature and tends to use analysis with an inductive approach. Process and meaning (subject perspective) are emphasized in qualitative research. The theoretical basis is used as a guide so that the research focus is in accordance with the facts in the field (Sugiyono, 2010).

From the explanation above, it can be concluded that the Amsilati Method in Learning the yellow book at the Syfi'iyah Islamiyah Islamic Boarding School is implemented as in general the yellow book learning method, but in this method it is combined with several other methods so that students still do not understand how to read the book. Then the supporting factors are: the minimum number of subjects charged at each level, the professionalism of the teachers, and adequate infrastructure. While the inhibiting factors are: the density of teaching and learning activities (teaching and learning activities) in formal schools, the teaching staff sometimes not attending, and the absence of further guidance in the dormitory, so that the Amsilati Method does not continue in the dormitory (only in madrasas).

RESULTS AND DISCUSSION

As students as well as santri, the demands on Project Based Learning are very large and if it is not sufficiently responsive it could have an unfavorable impact on the development of students and santri in the future, but the facts on the ground show that there there are still many students and students who still do not understand reading the yellow book. Project Based Learning is a learning method that uses projects. This method is also called the directed teaching method which is an exciting distraction between ordinary teaching methods. Project Based Learning strategies can improve students' critical thinking skills because Project Based Learning with amstillate has proven to be effectively applied in the study of the yellow book which has a very significant influence on student learning outcomes in the cognitive, effective, and psychomotor domains (Susanti, 2008 and Yance, 2013).

Amsilati which is located at Syafi'iyah Islamic Boarding School itself is a branch of Amsilati Darul Falah Islamic Boarding School, Jepara, which is the residence of Amsilati mushonnif. However, Amsilati at Syafi'iyah Islamic Boarding School has several drawbacks and has its own uniqueness. There are several new innovations from the administrators, for example the practice of questioning and answering between Asatidz and students which is carried out routinely after the evening prayer', to increase the stimulation and sensitivity of students to Arabic sentences.

Amsilati learning at the Darul Falah Islamic Boarding School is held at 19.00 – 21.00 hrs. However, in the Amsilati dormitory at Syafi'iyah Islamiyah Islamic Boarding School, according to the observations of researchers, it was only carried out in 1 week 3 times, namely Ba'da isya-lengkap', and the Asatidz tried to decorate the existing learning steps a bit and balance them according to the situation. Which exists. In one meeting, the teacher discusses one or more irrational materials. For example in volume 3 on the discussion of Muftada' and Khobar.

Students are required to memorize the Qoidah and Khulasoh which have been

written in the Amtsilati book to make it easier for students to capture the material presented by asatidz and students must deposit it to the asatidz who are ready to accept deposits and are usually on standby in front of the students' room every midday and asr prayer. This is corroborated by the results of interviews with Ustd. Abdullah Qadir Audah as Amtsilati Teacher:

All students are required to memorize the Qaidah and Khulasoh formulas which are neatly arranged in the Amtsilati book to make it easier for students to understand Amtsilati, even better if the students' memorization exceeds the material to be discussed. So, before Asatidz explains the material to be discussed, the students already have a little idea about the material and ask questions that are considered abstruse for students.

Regarding some of the things that students have to memorize above, this was reinforced by Amtsilati's front headquarters, Ustd Zainul Ardhi: Including the hallmark of Amtsilati is theory before material, this is also Amtsilati's difference compared to other classical methods, so before entering the material or discussion, students must memorize the Qoidah and Khulasoh of the material. So, they are not surprised when they start to enter the material because they do not yet have an idea of the material to be discussed. Meanwhile, if the students have memorized it, then more or less they already have an idea about the material.

In teaching and learning activities it can be seen how the students compete with each other to become more complete and understand Amtsilati. As stated by Ustd Zainul Ardhi as the head of Amtsilati in his interview: Amtsilati is a fast method to be able to read the yellow book, which sometimes can take several years, but Amtsilati itself targets 6 months. So from that reason, Amtsilati's learning uses a type of teaching and learning activity (KBM) that is different from the method that runs in various institutions in general, such as sorogan or wetonan (Zuhri, 2016).

The majority of students studying Amtsilati at this Madrasa have never studied Arabic or tools (nahwu and shorof), both of which are very important supports in reading comprehension. So, it can be concluded that the students in the Amtsilati hostel really departed from ignorance. Then along with their ability to take each volume, there are several improvements that they achieve according to the targets set for each volume.

In volumes one and two students begin to be able to know how to classify and distinguish nouns (isim) and their types. Like distinguishing male (mudzakkar) and female (muannats) nouns, distinguishing according to the number of isim (mufrod, mutsanna and plural) (Hakim, 2003).

In volume three students cannot compose sentences and determine them in qiro'ah, but only nominal sentences (number of ismiyah) (Hakim, 2003) And when in volumes four and five students begin to recognize verbs (fi'il) can determine and define verbal sentences (number of fi'liyah) and are able to integrate what they have learned from volumes one to volume five so that they can begin to read texts. Qiro'ah properly (Hakim, 2003).

The higher the volume taken by the students, the higher the difficulty level of the sentences given by the asatidz to students. For example, in the additional volumes, because the students have completed the journey from volumes 1 to volume 5, apart from being given sentences for them to translate according to the Amtsilati rules, the teaching staff for the additional volumes of the ustadz also uses the sorogan system of the Safinatun Najah book. As their training in interpreting the yellow book.

In addition to the existing activities, there are several supporting activities which are innovations from the management of the Amtsilati hostel to support students' improvement in reading comprehension of the book, including: 1. Tamrin: After every evening prayer there are activities to improve students' reading comprehension. Which is commonly referred to as tamrin, namely all Asatidz each night taking turns giving Arabic sentences in front of all participants from volume 1 to additional volumes and discussing them by asking sentences for each participant whose volumes have reached the discussion. As stated by Moh. Busoiry: The asatidz have started to feel the students reading Arabic texts since volume one. Starting with short sentences to long ones. Even later when the last volume or what we usually call the additional volume, they will

memorize the book of Safinatun Najah. And also every time the isya prayer is read, the asatidz takes turns giving sentences in Arabic. And followed by all volumes, from volume 1 to additional volumes. 2. Private Study: The asatidz at the Amsilati hostel also gives flexibility to participants who want to study privately. Namely using the time outside the activity as much as possible to add to their material. Diligent students greatly benefit from this momentum, because private study can help them gain understanding and speed them up to the next volume. 3. Motivation: In the learning process, the Asatidz do not forget to engage the learning process by providing motivation to the students. Motivating students is considered very important, because remembering the enthusiasm of students who sometimes go up and down. This is in accordance with Moh. Dalail's headquarters. The asatidz often interrupt lessons with students, so that they continue to be enthusiastic and have a strong desire to achieve the intended goals. Because sometimes some students only study the rules without any practice in qiroah. So asatidz is deemed necessary to always support the enthusiasm of the students in order to achieve the expected goals.

CONCLUSION

Based on the presentation of the results of research on the Amsilati Assisted Project based learning Strategy in Improving Students' Book Reading Comprehension, the authors can conclude that the Amsilati Method at the Syafi'iyah Islamiyah Islamic Boarding School is able to improve Students' Book Reading Comprehension, as evidenced by the presence of students who started it right really starting from scratch after completing Amsilati they started to be able to read Arabic texts especially in the yellow book. The learning process that is applied starts with reading Khulasoh together, reading hadloroh then reading the qoidah formula followed by an explanation accompanied by several examples then synchronizing with the previous material accompanied by giving examples and asking one – fellow students and at the end of the meeting providing assistance to students.

The application of the Amsilati Method in Improving Students' Reading Comprehension at the Darul Islamiyah Syafi'iyah Islamic Boarding School Paiton Probolinggo, is not in accordance with its application. However, to further improve students' understanding of reading the book, there are a number of supporting activities that are expected to be able to help in increasing students' reading comprehension of the book but not out of the Amsilati corridor, such as tamrin, personal learning and motivation from asatidz.

The Amsilati method is very helpful for people who want to learn Arabic, especially in reading books because the Amsilati method is a method that is integrated with the curriculum. Inside, several Qoidahs are neatly arranged but solid. However, besides all the advantages, there are also several obstacles in the Amsilati Method to increase reading comprehension of books at the Syafi'iyah Islamic Boarding School, including the first obstacle from the teacher, namely, there are asatidz who are very less creative in managing a more interesting learning atmosphere, so There are some students who are enthusiastic in learning up and down. And the second obstacle from students is the lack of students in mastering Arabic vocabulary and Arabic rules (nahwu and shorrof).

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