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The Effectiveness of Arabic Language Learning in Improving the Ability to Read the Yellow Book at Ma'had Albirr Unismuh Makassar

Efektivitas Pembelajaran Bahasa Arab dalam Meningkatkan Kemampuan Membaca Kitab Kuning di Ma'had Albirr Unismuh Makassar

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Abstract

Keywords: Learning qiraatul kutub; yellow book; ma'had Al-Birr

The yellow book is synonymous with the use of Arabic. Therefore, improvements are needed to understand the religious studies of the book. A learning method is needed that can make it easier for people to understand the yellow book. Therefore, the researcher wants to test the learning of qiraatul pole. This study aims to determine the application and effectiveness of Arabic language learning carried out at Ma'had Al-Birr Unismuh Makassar. The variables tied to this study are the variable of the ability to read the Yellow Book and the independent variable is the variable of learning qiraatul kutub. The sampling technique is in the form of purposive sampling. The number of samples was 52 female students. The results showed that the significance was $0.01 < 0.05$, thus accepting H_a and rejecting H_o which means that the average ability to read books in the group that participated in the learning of qiraatul kutub was greater than that of the group without participating in learning. The results showed that the group that participated in the qiraatul kutub learning activity had a better ability to read the yellow book than the group that did not participate in the activity.

Abstract

Kata Kunci: Pembelajaran qiraatul kutub; kitab kuning; ma'had Al-Birr

Kitab kuning identic penggunaan bahasa arab. Oleh karena itu diperlukan penyempurnaan untuk memahami kajian-kajian agama dari kitab tersebut. Diperlukan metode pembelajaran yang dapat memudahkan masyarakat dalam memahami kitab kuning. Oleh karena itu peneliti ingin menguji pembelajaran qiraatul kutub. Penelitian ini bertujuan untuk mengetahui penerapan dan efektivitas pembelajaran bahasa arab yang

dilaksanakan di Ma'had Al-Birr Unismuh Makassar. variabel terikat pada penelitian ini yaitu variabel kemampuan membaca kitab kuning dan variabel bebas adalah variabel pembelajaran qiraatul kutub. Teknik sampling berupa purposive sampling. Jumlah sampel yaitu sebanyak 52 mahasiswi. Hasil penelitian menunjukkan bahwa signifikansi adalah sebesar $0,01 < 0,05$, dengan demikian maka terima H_a dan tolak H_o yang berarti rata-rata kemampuan membaca kitab kelompok yang mengikuti pembelajaran qiraatul kutub lebih besar dibandingkan dengan kelompok tanpa mengikuti pembelajaran. Hasil tersebut menunjukkan bahwa kelompok yang mengikuti kegiatan pembelajaran qiraatul kutub memiliki kemampuan lebih baik membaca kitab kuning dibandingkan kelompok yang tidak mengikuti kegiatan.

INTRODUCTION

Religious education has an important role in this law, especially considering that to achieve human beings of faith, piety, and noble ethics is affirmed as the main goal of national education, which is in line with the goals of education. (National, 2003: 43).

This can be realized in life to foster people's understanding of religion and the application of religious teachings. Thus, both formal and informal education pathways can be used to spread a wider range of religious knowledge. (Government of the Republic of Indonesia, 2007: 23-24).

The main goal of the development of educational institutions in an Islamic perspective is in line with the goals of national education as required by law. First and foremost, the goal is to adjust the ability to understand and utilize the books of turats (classical/yellow books) in daily life as wararatstul anbiya' in accordance with the progress and spirit of the times. Contribute to the advancement of research and society by serving in this capacity. (Rahim, 2001: 11).

In addition, it is hoped that Islamic education will be able to shape believers into individuals who obey Allah swt and fear to worship Him well in order to obtain happiness in the hereafter and the welfare of their lives in this world.

Related to the above according to Quraish Shihab that, the definition of ulama is a person who is pious, moral, knowledgeable, masters various subjects, and is able to apply these concepts in daily life. (Shihab, 1994: 358) In addition, in the narration of Ibn Majah it is said:

"And indeed, only the scholars are the heirs of the Prophets, and the Prophets do not bequeath dinars and dirhams, they only bequeath knowledge, whoever takes it has taken a large share"

Allah swt. said QS. Al-Mujādilah: 11

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Translation:

"O you who believe! If it is said to you to be spacious on occasions, then be spacious, and Allah will surely make

room for you. And if it is said to you; Stand up!", Then Allah will gradually exalt the believers among you and the knowledgeable. and what you do is known to God. (Agama RI, 2006:369)".

In the verse above, Allah Subahanahu Wataala. Affirming that He will exalt the status of those who believe in Him and elevate those who have knowledge. If a person believes in Allah swt. Then also a person who is intelligent with his knowledge, so of course his degree is higher in the sight of Allah swt. Compared to people who only believe but do not have knowledge or vice versa, intelligent but do not believe in Allah swt.

(Ash'ari, 2018) Now the number of scholars who are really proficient in turas (classical books) is decreasing while the number of people is increasing. In order to overcome this, one of the efforts that can be made, especially by Islamic educational institutions, is through Arabic language learning activities.

One of the most important components of an Islamic educational institution is the practice of book study. (Ash'ari, 2018) What distinguishes it from other educational institutions is the emphasis on reading and studying texts that delve into the treasures of Islamic culture. Undoubtedly, Ma'had as a center for Islamic education can be a center for the spread of Islamic sciences, especially in the field of classical studies.

For this reason, in order to bridge the two noble goals of national

education and religious education, namely so that students in addition to having intellectual intelligence also have good character (morals), Ma'had Al-Birr University of Muhammadiyah (Unismuh) Makassar, as an Islamic educational institution in the university environment, tries to make various efforts in order to realize the noble ideals as mentioned earlier. Among others, through the study of the Yellow Book. This is done to transform the ability to understand and apply classic books in daily life. It is hoped that the students can really become the heirs of the prophets, which are adjusted to the development of the times so that they have a contribution to the development and devotion to religion, science and society.

One of the educational institutions dedicated to continuing Arabic studies since its inception is the Institute of Arabic Language Education and Islamic Studies Ma'had Al-Birr Unismuh Makassar. The hands-on method, also known as at-hariqah al-mubsyarah, was established at the university and uses Arabic exclusively for all teaching and learning activities both inside and outside the classroom.

The modern Arabic learning approach is one that emphasizes the use of language as a tool. This means that the ability to use the language actively and be able to understand speech and expressions in Arabic is the core of learning Arabic because it is seen as a medium of communication in modern life. The direct approach is the most

distinctive learning strategy (al-thariiqah al-mubasyirah). The assumption that language is a living being that must be communicated and practiced constantly when a child learns a language is the basis of the development of this method.

Ma'had Al-Birr Makassar strives to produce Muslim graduates who are proficient in Islamic science, proficient in interpreting and speaking in Arabic, authority in promoting Arabic and Islamic principles, and equipped to address pressing religious issues that arise in modern society. To realize this, Ma'had Al-Birr Makassar provides supporting facilities such as libraries, digital libraries, student dormitories, and language/audiovisual laboratories in order to create an appropriate and conducive educational environment for students to accelerate their mastery of Arabic and Islamic knowledge.

The student dormitory as an important part of fostering female students at Ma'had Al-Birr has an Arabic language development program, especially in improving the ability to read the yellow book by carrying out Arabic language learning activities that are routinely carried out every week so that there is a difference in the pattern of coaching and developing Arabic for female students who are in the dormitory and those who are not in the dormitory.

The yellow book is used by Islamic boarding schools as a reference whose content is no longer in question. The fact that the yellow book was written a

long time ago and continues to be used from time to time shows that the yellow book has been tested for its truth in a long history. The yellow book is seen as a supplier of theories and teachings that have been formulated in such a way by scholars by relying on the Qur'an and the Prophet's Hadith. Making the yellow book a reference does not mean ignoring the two sources, but in essence practicing the teachings of both. The belief that the two books are revelations of Allah gives the impression that the Qur'an and Hadith should not be treated and understood carelessly. The safest way to understand the two main sources so as not to fall into error and error is to study and follow the Yellow Book. This is because the content of the yellow book is a ready-to-use explanation and formulation of legal provisions sourced from the Qur'an and Hadith prepared by mujtahid in all fields. (Said Aqiel Siradj, 1999: 236)

The yellow books are important to be studied and taught as a guide and guide in daily life, as well as in understanding, interpreting and applying the positive law part of the content of the book studied. In addition, the study of the Yellow Book is an effort to meet human needs by contributing to the advancement of comparative legal studies, and no less important is to educate prospective scholars. This can be achieved with effective learning.

(Jl et al., 2024) The effectiveness of something will be achieved if all components contained in it function in accordance with the set goals and

objectives, just as the learning of the Yellow Book will run effectively if the preparation, implementation and evaluation design are carried out in accordance with procedures. One of the basic capital for learning to run effectively is the readiness of teachers in mastering the scientific fields under their authority. The implementation of learning describes the dynamics of student learning activities that are guided and fostered by teachers. Therefore, teachers should have four knowledge, abilities and skills in applying learning methodologies appropriately. In addition to the teacher factor, the success of the learning process carried out by teachers is also focused on the attitude and way of learning of students, both individually and in groups. (Nana S. Sukmadinata, 2002: 27)

(Naila Farah, 2014) Studying or reading the yellow books, such as the books of hadith or the books of interpretation of the Qur'an is not an easy job. It takes perseverance and other sciences such as Arabic, Nahwu, Sharaf, and so on.⁴ A person is said to be able to read the yellow book if he is able to apply the provisions in the science of nahwu and sharaf. The science of nahwu is the science that discusses the changes at the end of sentences, while the science of sharaf is the science that discusses the changes in the form of sentences. (Ali Hasan Al-Aridl. 1994: 4).

The yellow book is synonymous with an Arabic script and uses Arabic. According to the assumption of society,

the level of difficulty of Arabic is the most difficult language to understand compared to other languages. But for the ma'had, this Arabic language is the main choice to understand. The yellow book and the Arabic language are inseparable, where there is a yellow book, there must be Arabic and Arabic writing.

(Hidayat & Ashiddiqi, 2019) The yellow book adopts the language of the Qur'an, the language used by Allah to reveal to the prophet Muhammad PBUH, namely using Arabic. So that to improve in understanding religious studies taken from the Qur'an, one must be able to understand using the basis of the study of nahwu science.

Based on the description above, the researcher is interested in finding out the effectiveness of learning Arabic in improving the ability to read the yellow book for female students at Ma'had Albirr Unismuh Makassar.

RESEARCH METHODS

The research method used in this study is an experiment by comparing between two groups that have treatment and do not have treatment. The groups that were given treatment were female students who participated in extracurricular activities for qiraatul kutub learning and students who did not participate in these activities. Therefore, the research design can be described as follows.

Table 1 Schema of the Experimental Model

	Group	Bound Variables	Posttest
(R)	Experiment	X	Y
(R)	Control	-	Y

Information:

R : Random

X :Treatment

Y : post cognitive test

The location of the research in the context of the preparation of this thesis is at Ma'had Al-Birr University of Muhammadiyah Makassar which is located at Jl. Sultan.Alauddin No. 259 Talasalapang, Rappocini Village, Gunung Sari District, Makassar City, South Sulawesi.

The population will refer to all research objects that have the same characteristics or the same treatment. Therefore, Suparno (2009: 43) stated that the population is a larger group that will be researched and provide conclusions that apply to all research objects. The population in this study is students of the University of Muhammadiyah Makassar.

Sampling was carried out on the assumption that the samples used had the same characteristics as the study population. Therefore, the sampling technique used is purposive sampling. This purposive sampling technique will determine the sample not based on random sampling, but by establishing special characteristics in the study (Kadir. 2018:7). The sample used in this study was a student of the University of Muhammadiyah Makassar who participated in the extracurricular program of qiraatul kutub learning and a student of the University of

Muhammadiyah Makassar who did not participate in the program.

The variables in this study are divided into two, namely bound variables and free variables. In this study, the bound variable is the variable of the ability to read the yellow book. Meanwhile, the variable that will affect it is the variable of qiraatul learning pole. The assessment instrument used in this study uses a patented instrument used in conducting assessments related to the ability to read the yellow book. The indicators of the instrument are in the form of giving harakat, interpreting the text, explaining the content of the text, and explaining the I'rob text of the yellow book.

The data that has been collected is analyzed to determine which group has better ability to read the yellow book. The analysis was first tested by looking at the descriptive aspects of each group. The descriptive analysis of the two groups will show the average, maximum value, minimum value and standard deviation of the two groups. The difference in ability will be further tested to determine whether the difference in ability is significant or meaningless.

An inferential analysis was conducted to test hypotheses related to the difference in abilities of the two groups. The analysis used was the T test to see the difference in power of the two groups. The T test will be analyzed using the Jamovi program. The Jamovi application is a statistical application

that provides more informative and user-friendly outputs.

RESEARCH RESULTS AND DISCUSSION

Ma'had Al-Birr Makassar is a university that focuses on teaching Arabic and Islamic languages. Ma'had Al-Birr created a condition of higher education that sought to explore the riches of ancient Islam using the approach of modern scientific knowledge. Ma'had Al-Birr Makassar aims to produce Muslim alumni who are competent in Islamic science, translate and communicate in Arabic, are experts in spreading Islamic values and the Arabic language, and are able to answer contemporary religious problems that are developing in society. Therefore, the population in this study is Ma'had Al-Birr students of the University of Muhammadiyah Makassar. Meanwhile, the sample used was students who took the Qiratul Kutub extracurricular program and students who did not take the program.

The two groups will be compared in general through averages, maximum and minimum values, and standard deviations called descriptive analysis. Further tests were carried out to determine the significance of the difference in abilities of the two groups through statistical tests using the Jamovi program.

Research Description

The descriptive test will show a general overview of the characteristics of the research data. The characteristics of the two sample groups will be compared to find out which group is better from the point of view of the general picture (Sugiyono.2018:61). The results of the descriptive test analysis showed that the average value of the book reading ability in the experimental class was 85.6 and in the control class was 82.0. The results showed that the ability to read books in the experimental class was better than that of the control class in general. In addition, the standard deviation in the experimental and control groups was 3.82 and 2.65. The standard deviation shows the large distribution of the data used in the study. The larger the standard deviation, the more varied the research data used. The results of the descriptive test analysis in both groups can be seen in the following Table 2.

Table 2 Descriptive Test Outputs

	Experiments	Control
N	26	26
Mean	85,6	82,0
Median	85,0	82,0
Standard Deviation	3,82	2,65
Maximum	93	88
At least	78	76

The results of the descriptive test also showed the maximum and minimum values in both sample groups. Table 2 shows the maximum and minimum values in the experimental group, which are 93 and 78. Meanwhile,

in the control class, the maximum and minimum scores are 88 and .76. Further descriptive tests will be carried out based on the category of the ability to read the sample book. The ability to read the book of female students will be categorized into 5 categories of ability, namely very high, high, medium, low, and very low.

Inferential Statistics Test

Further tests were carried out to see whether the difference between the ability to read the books of the experimental and control classes was meaningful or not. Inferential statistical tests are carried out to make decisions from the hypotheses that have been made by researchers. Therefore, this test no longer discusses the characteristics of the sample anymore but to answer the formulation of the problem made by the researcher. The inferential statistical test that will be used in this study is using the T Test. Before proceeding to the T test, the analysis was carried out on the assumption test of the two sample groups used to determine the type of inferential analysis to be used. In this study, an assumption test was used for the character of normality and homogeneity of the group.

Normality Test

The normality test will determine whether the sample used is from a normal population. Therefore, parametric tests are used if the assumption of normality is met from the sample used. The normality test of the

research sample used the Shapiro wilk theory used with a relatively small sample. The results of the analysis of the normality assumption test using the Jamovi program can be seen in Table 3 below.

Table 3 Output of Uji Normality of Research Sample

It	Description	Experi ment	Control
1	N	26	26
2	Shapiro- Wilk W	0.955	0.958
3	Shapiro- Wilk p	0.304	0.357

Hypothesis

Ho : normally distributed data

Ha : normal undistributed data

Based on the normality output table of the two groups, the significance value of the Shapiro Wilk test on the learning outcomes of the experimental class was 0.340 and the control class was 0.357. The significance value of the two groups showed that it was greater than 0.05, so it was concluded that the rejection of Ha and Ho was accepted. The results showed that the two groups had normally distributed data. Thus, the assumption of an independent sample t test can be carried out.

Homogeneity Test

The homogeneity test is a test to determine the diversity of the samples used. The results of this test are expected to be homogeneous or not too diverse. However, the t-test does not require this assumption to be met,

because the researcher can use an independent t-test with a different method. The results of the sample homogeneity analysis can be seen in Table 4 below.

Table 4 Output of Homogeneity Test of Research Sample

F	Df	DF2	p
3,53	1	50	0,066

Hypothesis:

$$H_0 : \sigma_{eks} = \sigma_{control}$$

$$H_a : \sigma_{eks} \neq \sigma_{control}$$

Based on the output table of the Test homogeneity of variance in the learning outcomes of the two groups, a significance value of 0.066 was obtained. The results showed that the significance value was greater than 0.05, therefore it was accepted by H_0 and rejected by H_a . Thus the variance of the experimental class and the variance of the control class are equal or homogeneous. are the same or homogeneous. The variance of the two groups showed an independent sample t test for the ability to be guided by the significance value contained in the table equal variances assumed which will be shown in the next analysis (T test).

T-Test

The results of the analysis of the description test of the two groups on average showed that the experimental group had better reading skills compared to the control class. Table 4.1 shows the average of the experimental class of 85.6 and the control class of

82.0. Therefore, in general, it can be concluded that qiraatul kutub learning is effective in improving the ability to read the book of Ma'had Al Birr students of the University of Muhammadiyah Makassar. Therefore, the hypothesis of this study is as follows.

$$H_0 : \mu_{eks} \leq \mu_{kontrol}$$

$$H_a : \mu_{eks} > \mu_{kontrol}$$

Ket:

H_0 : the average reading ability of the group that participated in the qiraatul kutub learning was smaller than that of the group that did not participate in the qiraatul kutub learning

H_a : the average ability to read the book of the group that participated in the learning of qiraatul kutub was greater than that of the group that did not participate in the learning of qiraatul kutub.

Discussion

This study compared the reading ability of female students in two different conditions, namely the group that participated in qiraatul kutub learning outside the classroom and female students who did not participate in the qiraatul kutub learning program. Therefore, this research will try to answer the formulation of the equitability of the qiraatul kutub learning program on the ability to read the book of female students. These variables are considered as variables that have a close relationship with the ability to

read the book of female students at Ma'had Al Birr, University of Muhammadiyah Makassar compared to other variables that can affect the ability to read books. Haifana (2017) stated that learning qiraatul kutub will have implications in the form of improving Arabic language skills and making it easier for teachers to deliver Arabic language material.

Descriptive analysis showed that students who participated in qiraatul kutub learning had better abilities on average compared to students who did not participate in the program. However, an inferential analysis is needed to determine the difference between the mean and the difference. The difference in real means that the difference in ability between two groups is meaningful in terms of value.

The obvious difference was shown by the results of the t-test analysis with a significance of less than 0.05 (5%). This significance has implications for the rejection of the null hypothesis which means that the ability to read the book of students who participate in the learning of qiraatul kutub Ma'had Al Birr at the University of Muhammadiyah Makassar is better than that of Ma'had Al Birr students at the University of Muhammadiyah Makassar who do not participate in the program. Therefore, it can be concluded that the learning of qiraatul kutub is effective in improving the reading ability of Ma'had Al Birr students of the University of Muhammadiyah

Makassar. These results reinforce the difference in average ability and ability categorization in the two groups. The difference in mean and categorization proved to be significant or real. Yanti (2018) stated that qiraatul kutub is effective for students' Arabic language skills. This is evidenced by the learning outcomes in the learning category in the sufficient category.

Adaby (2018) in her research tested the effectiveness of Arabic language learning based on Qur'ani Arabic books in class VIII A SMP Islam Al Azhar 26 Yogyakarta stated that the method was effective based on the students' scores in the very good category. This method directly involves students in determining the meaning contained in the sentence and its position. A different study conducted by Chasanah (2012) which used the 33 fast ways to read the Qur'an method stated that Arabic language learning using the 33 fast way method book was effective on students' Arabic language skills. The book method begins with the introduction of vocabulary, qowaid materials, and trying to read Arabic texts. Nevertheless, Pulungan (2015) describes the factors that can cause Arabic language learning to be effective, namely the positive attitude of female students, the perseverance and high enthusiasm of teachers, methods and strategies that continue to be developed, and the facilities available on campus. This supports

the research conducted which shows a high work ethic by Arabic language teaching staff in the ma'had Al Birr dormitory of the University of Muhammadiyah Makassar. In addition, the facilities that support Arabic language learning are one of the factors that support learning. These facilities are in the form of an adequate internet network, a comfortable room, and the availability of books that support female students to explore the ability to read books.

CONCLUSION

There was a difference in the ability to read books between the group that participated in the learning of qiraatul kutub and the group that did not participate in the learning of qiraatul kutub. This is indicated by the difference in average and category classification in the two groups. The group that participated in the qiraatul kutub learning had a larger average and was classified as moderate to very high

ability. The difference in ability shows that the learning of qiraatul kutub is effective in improving the reading ability of Ma'had Al Birr students of the University of Muhammadiyah Makassar. In addition, the effectiveness of qiraatul kutub learning has also been proven to be significant in improving the ability to read the book of Ma'had Al Birr students of the University of Muhammadiyah Makassar.

The learning of qiraatul kutub in Mahad Al-birr students applies two methods, namely: the sorogan method and the bandongan method. The sorogan method is a method in which each student one by one advances in turn to face the ustadzah or musyrifah, and read the book, then the ustadzah or musyrifah will correct the reading when it is wrong in reading the book. The bandongan method is that an ustadzah or musyrifah will first read a certain book with its meaning using Indonesian while the female students will give harakat and write down the meaning taught by the ustadzah or musyrifah

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