

Accompaniment How to Quickly Read The Bold Book (CBKG) Phase II With Qawa'id And Tarjamah Methods for Students of The Mambaul Ihsan Islamic Boarding School

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Abstrak: Tujuan kegiatan pengabdian masyarakat dalam bentuk ini adalah ingin memberikan pengetahuan dan keterampilan dasar lanjutan mengenai tata cara baca kitab gundul dengan metode Qawa'id dan Tarjamah dan Ingin menumbuhkan semangat gemar membaca kitab gundul melalui CBKG. Metode yang digunakan menggunakan metode dalam cara kerja PAR (Participatory Action Research). Adapun temuan dan hasil dari kegiatan ini adalah nampak adanya peningkatan pengetahuan dan keterampilan dasar lebih besar dari tahap I mengenai tata cara baca kitab gundul dengan metode Qawa'id dan Tarjamah pada kitab Fathul Mu'in dan ternyata juga dapat menumbuhkan semangat gemar membaca kitab gundul.

.Kata Kunci : Qawa'id dan Tarjamah, Strategi, CBKG

Abstract: The purpose of community service activities in this form is to provide advanced basic knowledge and skills regarding procedures for reading bare books using the Qawa'id and Tarjamah methods and to foster a passion for reading bare books through CBKG. The method used uses the method in the workings of PAR (Participatory Action Research). The findings and results of this activity show that there is an increase in basic knowledge and skills greater than stage I regarding the procedure for reading bare books using the Qawa'id and Tarjamah methods on the book Fathul Mu'in and it turns out that it can also foster a passion for reading bare books

Keywords : : Qawa'id and Tarjamah, strategy, CBKG

INTRODUCTION

Learning Arabic is very important in the pesantren environment. Especially in relation to the yellow book which reflects the religious thoughts that were born and developed throughout the history of Islamic civilization. (Siroj, 1999) Learning it is not an easy thing, it really requires perseverance and other knowledge such as Arabic, Nahwu, Shorof, and so on. (AL Aridl, 1994) By mastering the Arabic language, students can dig up information on religious sources directly without relying on translations which sometimes misunderstand. However, not a few have difficulty learning Arabic through classic books to practice reading skills. These difficulties are caused by many factors, but the most dominant is

the problem of learning methodology. Therefore the existence of the method is very important because of its systematic nature for the implementation of activities in facilitating achieving a goal.(Nasih & Kholidah, 2009). Therefore a companion will not be able to carry out his duties if he does not master any of the teaching methods formulated and put forward by psychology and education experts.(Djamarah & Zain, 2010).

Hidayat (2008) states that learning Arabic as a foreign language is different from learning your mother tongue as your native language. Therefore the basic principles of teaching must be different, both in terms of methods, materials and the process of implementing the teaching. The skill areas in mastering Arabic as a whole include listening skills, speaking skills, reading skills, and writing skills. Learning Arabic can be done in all institutions, including boarding schools. However, what is more emphasized in Islamic boarding schools is reading skills. In Islamic boarding schools there are at least two teaching methods that are often used in teaching the yellow book or the bald book, which includes teaching Arabic in the form of reading skills. Furthermore, it should be noted that the learning model always develops according to the method used (Widodo, 2022).

Then the method of conveying knowledge and skills by teachers or assistants to students or students both in general and specifically in a learning process(Suprihatiningrum, 2013). In general, the method is divided into two classifications. The two methods are traditional methods and modern methods (Zarkani, 2022). The traditional method is a method that is organized according to habits that have long been used in Islamic boarding schools or the original Islamic learning method, such as the sorogan method, the bandongan method, the muhawarah or muhadatsah method. More specifically, this classic method is Qawa'id and Tarjamah for improving reading skills. That is, the grammar method is how to present learning material by memorizing the rules or rules of Arabic grammar which include nahwu Sharaf (Al Khuli, 2010). The Arabic translation method is the method of translating, in other words, presenting lessons by translating Arabic reading books into everyday language.

After conducting a preliminary survey, the researcher obtained the reality on the ground which showed that the Islamic Book Madrasah Institution at the Mambaul Ihsan Islamic Boarding School had problems as follows:

1. Many graduates from the Mambaul Ihsan Islamic Boarding School who have studied at the Book Madrasah are still many who have not been able to independently read books using the classical method, namely reading the Javanese pegon style without meaning and vowel.
2. There are still many references to books that are studied in detail using the tarjamah grammar method to maintain a culture of reading bare books in the style of Islamic boarding schools. In the researcher's notes there is a kotab teaching model that is accepted by students at every level

that needs a specific and structured approach and method. This resulted in the inability of students to study the bald book.

3. There is a fact that not all of the teachers at the Kajia Madrasah Kitab kuning have scientific competency in grammar and mastery of bare Arabic texts in accordance with the field being taught, as a result the competency targets planned by the Mambaul Ihsan Islamic boarding school are difficult to achieve.

With this service program, researchers are optimistic that they will be able to change the situation and conditions currently being experienced by the Mambaul Ihsan Islamic Boarding School Foundation for the better, because this program is not only providing assistance, but the main thing is empowering this pesantren by providing knowledge, experience and skills in reading books. yellow through coaching activities. So that in the end, Islamic boarding schools will be able to change for the better and produce graduates who are able to independently read the yellow book. The following details the expected changes in the assisted madrasah:

1. Availability of alumni needed by the community to spread religion based on classical books.
2. Developing a method of reading the book that is better and able to provide a portion of the study of the yellow book to prepare cadres of experts in the field of religion.

METHODS

This study used a qualitative approach using observation and documentation studies (Susilana & dkk, 2013). In the CBKG assistance, the Qawa'id and Tarjamah methods are used in the workings of PAR (Participatory Action Research). According to Agus Afandi (2015) In principle, PAR is research that actively involves all stakeholders in studying ongoing actions in order to make changes for the better and the main foundation is ideas from the community. PAR has three words that are always related to one another, namely participation, research, and action in the accompaniment process.

This gives the meaning that the results of research that has been carried out in a participatory manner are then implemented into action (Setiawan, 2022). Actions based on correct participatory research will be on target according to the original plan. On the other hand, an action that has no basis in terms of problems and the actual conditions of the research subjects will be counterproductive. However, after the action does not mean just letting go, but it is followed by an evaluation and reflection which then becomes material for research on the condition of the research subject after the action is carried out. And so on until it becomes something steady and continuous.

RESULTS AND DISCUSSIONS

By mastering Arabic, students can dig up information on religious sources directly without relying on translations which sometimes misunderstand (Arif Widodo, 2020). However, not a few have difficulty learning Arabic through classic books to practice reading skills. These difficulties are caused by many factors, but the most dominant is the problem of learning methodology. Hidayat (2008) states that learning Arabic as a foreign language is different from learning your mother tongue as your native language. Therefore the basic principles of teaching must be different, both in terms of methods, materials and the process of implementing the teaching. The skill areas in mastering Arabic as a whole include listening skills, speaking skills, reading skills, and writing skills. Learning Arabic can be done in all institutions, including boarding schools. However, what is more emphasized in Islamic boarding schools is reading skills.

In Islamic boarding schools there are at least two teaching methods that are often used in teaching the yellow book or the bald book, which includes teaching Arabic in the form of reading skills (Widodo, 2019). The two methods are traditional methods and modern methods. The traditional method is a method that is organized according to habits that have long been used in Islamic boarding schools or Islamic boarding schools' original learning methods, such as the sorogan method, the bandongan method, the muhawarah or muhadatsah method. More specifically, this classic method is Qawa'id and Tarjamah for improving reading skills.(Widodo, 2017)

This activity lasts for approximately 1 hour from 16.00-17.00 . Beginning with tawasul and pray before studying. After that, in the early stages, the coach read the text without vowels word for word and the participants observed and interpreted it literally. In the next stage, the students read the bald book as the beginning of reading activities with the method

Qawa'id and Tarjamah. In the next stage, the coach continues the advanced text which begins with the previous reading read by the students by moving forward and explaining the text read independently. For those who can't yet, they will be guided by reading the book in sima'i with the Qawa'id and Tarjamah methods. Students who can read stage one will be guided to read the text in stage two until they are fluent. As for children who are good at reading, they can guide their friends who still have difficulty reading using the Qawa'id and Tarjamah methods. Apart from learning to recite the Koran on how to read the bald book (CBKG), this activity also consists of learning Islamic sciences using the book fathul Fathul Mu'in, practice of reading/reading skills (one at a time), and daily Arabic praise at the end of the activity.

From the results of the activities that have been carried out, it appears that there is progress for the students to read bare texts by using the science of tools from ismiyah numbers and fi'liyah numbers with structural tools that follow the two numbers. The blank text is extracted from the book Fathul Mu'in

fi adabi hamalati al-Qur'an which requires standard Arabic grammar. From previously not being able to see the structure of the sentence as a whole, after the assistance was able to do an analysis and study of the contents of the book from the aspect of grammar and text messages.

To clarify the process, the following is an overview of the assisted field:



Figure 1. Teaching Materials

The presentation steps in general are as follows:

1. Introduction, contains various matters related to the material to be presented, either in the form of appreciation or initial tests on the material, or others(Nuha, 2012).
2. The teacher starts the lesson by explaining the definitions of grammatical items and then gives examples. Textbooks that are used do use the deductive method.
3. The teacher guides students to memorize vocabulary lists and their translations, or asks students to demonstrate memorization of vocabulary that has been taught before.
4. The teacher asks students to open the reading text and then translate it word for word or sentence for sentence. Or the teacher asks students to read silently and then tries to translate words or sentences, then the teacher corrects the wrong translation and explains some aspects of grammar (nahwu-sharaf) and the beauty of the language (balaghah) at other times the teacher also asks students to do a grammatical analysis to I'rab(Effendy, 2008).

Table 1. Structure Materials

No.	TEMA	KETERANGAN
1.	Mubtada	قراءة النصوص العربية
2.	Khabar	قراءة النصوص العربية
3.	Jumlah Ismiyah	قراءة النصوص العربية
4.	Fi'il + Fail	قراءة النصوص العربية
5.	Jumla'Fi'liyah	قراءة النصوص العربية
6.	Maf'ul bih	قراءة النصوص العربية
7.	Dharaf	قراءة النصوص العربية
8.	Jar wa Majrur	قراءة النصوص العربية
9.	Maf'ul Mutlak	قراءة النصوص العربية
10.	Maf'ul li Ajlih	قراءة النصوص العربية
11.	Amil Nawasikh	قراءة النصوص العربية
12.	Amil Jawazim	قراءة النصوص العربية
13.	Mubtada' Muakhhor	قراءة النصوص العربية
14.	Khabar Muqaddam	قراءة النصوص العربية
15.	Wawu Ibtidaiyah	قراءة النصوص العربية

The structure of the material is the schedule for accompanying reading material using the method used by the researcher. From the table it will be known what themes are conveyed in the mentoring process. to clarify the description of the material, the following is also included examples of teaching materials used;

From the results of the assistance, several crucial things were obtained as follows:

1. Maximizing the Tarjamah Grammar Method at the Mambaul Ihsan Gresik Islamic Boarding School Foundation.

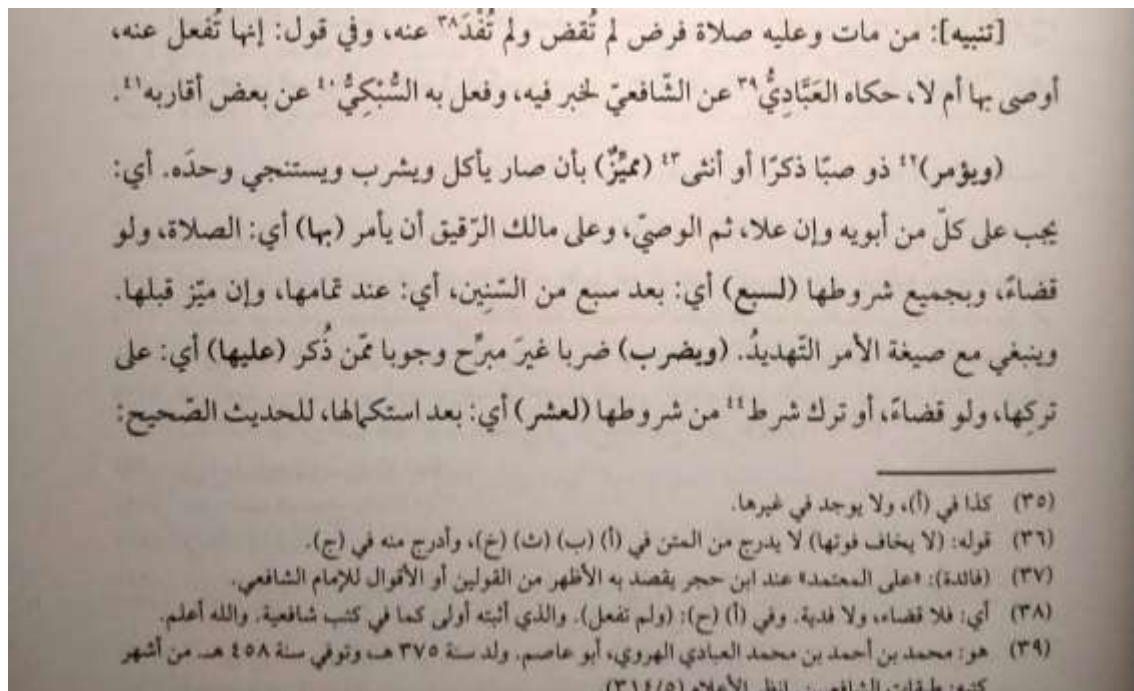


Figure 2. Arabic Reading Materials

- a. The learning carried out is still not active from the aspect of question and answer and guided discussion. This has an impact on the minimal role of the santri as the main subject of competency change. In terms of optimizing the role of students, ustadz have an active role to show the maximum learning process. So that this mentoring seeks to optimize as well as provide an understanding of learning methods in CBKG that are appropriate to each material being taught and strategies and teaching aids to support the appropriate teaching and learning process so that learning targets run optimally.
- b. The time it took was too little so that the time needed to focus on efforts to increase the expected reading ability of the yellow book was lacking. Efforts to maximize the available time are more important with an optimal learning process, with the hope that the students' abilities will be maximized.
- c. Lack of habituation to students in independent learning or book muthala'ah. Efforts to get used to understanding are carried out in a coordinated manner carried out after the Teaching and Learning activities are finished. With this activity, it is hoped that students will get used to independent learning without depending on others in studying the yellow book.

2. Interest in reading the books of the students who are less than optimal.
 - a. Maximize less interest. By providing a stimulus by carrying out the process of teaching and learning activities with learning strategies, methods and teaching aids that are appropriate to the learning material.
 - b. Give students an understanding of how important it is to learn all the material taught for the provision of life in this world and the hereafter.
 - c. Looking for the causes of the problems faced, why students' interest in learning is low. By providing a solution to the problem

CONCLUSION

Activities on how to read the yellow book phase II include reading the book in *sima'i* using the *Qawa'id* and *tarjamah* methods, practice guiding how to read words (*isim*, *fi'il*, *harf*) in the Prayer chapter, Practice guiding how to read sentences (*ismiyah* - *fi'liyah*) in the chapter on Prayer and the teaching and learning process through lectures, simulations and assignments. The conclusion from this mentoring is that there is an increase in basic knowledge and skills greater than stage I regarding procedures for reading bald books using the *Qawa'id* and *Tarjamah* methods on the *Fathul Mu'in* book and the methods used can foster enthusiasm for reading bare books through the CBKG method *Qawa'id* and *Tarjamah*.

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