

The Effectiveness of Boarding School Development on the Ability to Read Kitab Turats at Pondok Pesantren Nurul Ummah Lambelu, Morowali Regency

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Abstract

Penelitian ini membahas tentang pembinaan kepesantrenan efektif terhadap kemampuan santri membaca kitab turats di Pondok Pesantren Nurul Ummah Lambelu Kabupaten Morowali, dilandaskan pada teori behavioristik yang memandang belajar sebagai perubahan perilaku teramati dari adanya interaksi antara stimulus dan respons. Hasil penelitian dideskripsikan, yaitu pembinaan kepesantrenan telah terlaksana sesuai program yang direncanakan sebesar 76% di MTs Pondok Pesantren Nurul Ummah Lambelu Kabupaten Morowali, kemampuan santri membaca kitab turats berkategori rendah sebesar 74% di MTs Pondok Pesantren Nurul Ummah Lambelu Kabupaten Morowali, dan efektivitas pembinaan kepesantrenan efektif rendah terhadap kemampuan santri membaca kitab turats di MTs. Pondok Pesantren Nurul Ummah Lambelu Kabupaten Morowali.

Keywords: *Pembinaan Kepesantrenan; Kitab Turats*

Abstract

This study discusses the effective boarding guidance on the ability of students to read the book of Turats at Nurul Ummah Lambelu Islamic Boarding School, Morowali Regency, based on behavioristic theory which views learning as a change in observable behavior from the interaction between stimulus and response. The results of the study are described, namely, boarding guidance has been implemented according to the planned program by 76% at MTs Pondok Pesantren Nurul Ummah Lambelu Morowali Regency, the ability of students to read the book of Turats is categorized as low by 74% at MTs Pondok Pesantren Nurul Ummah Lambelu Morowali Regency, and the effectiveness of boarding guidance is low effect on the ability of students to read the book of Turats at MTs. Nurul Ummah Lambelu Islamic Boarding School, Morowali Regency.

Keywords: Boarding School Development; Kitab Turats

Introduction

The ability of students to read classical Islamic books at Pondok Pesantren Nurul Ummah Lambelu Morowali Regency has difficulty at the level of disclosing the content of the reading.¹ It is this reality that encourages researchers to uncover data to find the right solution to overcome the difficulties of students reading classical Islamic books at the stage of disclosing reading content. Islamic boarding schools are one type of Islamic educational institution in Indonesia that has an important role in contributing to Islamic generations in the country of Indonesia. "The existence of Islamic boarding schools is very important, making a major contribution to society in creating character education and religious treasures".² Islamic boarding schools have existed since before the colonial era, standing firmly along with the spread of Islam in Indonesia. The great interest of the community in boarding schools makes this type of educational institution continue to exist and flourish throughout Indonesia. This was stated by Abd. Rasyid Kamaru that:

The number of boarding schools is quite large, spread throughout the country. The number of students from small boarding schools to large boarding schools reaches millions of people with the number of institutions in the tens of thousands, and if added with diniyah that carry out teaching and learning activities such as boarding schools, the number can reach hundreds of thousands, with the number of students and the supporting community can increase again.³

It is understood from this explanation that the number of Islamic boarding schools in Indonesia is quite large with millions of students. This shows that boarding schools have a very large number of enthusiasts so these educational institutions continue to exist in the

¹Muhammad Zainuddin Ali (54 tahun), Pimpinan Pondok Pesantren Nurul Ummah Lambelu Kabupaten Morowali, *Wawancara*, Kabera-Morowali, 18 Februari 2022.

²Machsun Rifauddin, Novi Nur Ariyanti dan Bagas Aldi Pratama, *Pembinaan Literasi Di Pondok Pesantren sebagai Bekal Santri Hidup Bermasyarakat*, Jurnal Perpustakaan dan Ilmu Informasi, Volume 1 Nomor 2, Juni 2020, h. 100

³Abd. Rasyid Kamaru, *Analisis Penguasaan Santri terhadap Kitab Kuning Berdasarkan Berdasarkan Pola Pembinaan (Studi Kasus Pondok Pesantren Al-Huda Provinsi Gorontalo)*, Aksara, Jurnal Ilmu Pendidikan Nonformal, Volume 5 Nomor 02, Mei 2019, h. 157

community. The existence of Islamic boarding schools is as explained by Maskur in Ja'far Amirudin and Elis Rohimah:

The pace of modernization does not always affect changes in the orientation of pesantren. There are still many pesantren that remain as before, unaffected by the pace of modernization. Therefore, today there are two models of pesantren. First, salafiyah, this model pesantren still maintains the teaching of classical books (kitab kuning) with its typical methods of sorogan and bandongan, and does not include general lessons in its curriculum. Second, khalafiyah, this model pesantren has incorporated general subjects into the madrasah and school curriculum. The khalafiyah pesantren then consists of two types: (a) maintaining the study of classical books, (b) not teaching classical books⁴.

It is illustrated from this explanation that the existence of Islamic boarding schools that continue to exist today continues to maintain their respective characteristics, both salafiyah Islamic boarding schools that continue to teach classical books (yellow books) and khalafiyah Islamic boarding schools that include general subjects in the curriculum. However, along with the times, many boarding schools have begun to develop their curriculum, either by including general subjects or adding skills content in the curriculum, there are also boarding schools that maintain their characteristics but provide strengthen the quality of education, so that they remain in demand by the community, as well as various other developments. This shows that boarding schools continue to improve themselves to welcome the changes and developments of the times.

Ability to Read the Kitab Turats

Ability can be interpreted as proficiency, dexterity, talent, ability, and energy (power) to show or perform an act or special action or special task, both physically and mentally, responsive, including complex coordinated movements and mental problem solving to carry out an activity⁵.

Meanwhile, reading is the activity of pronouncing words from seeing, paying attention to, and analyzing the acquisition of meaning from printed or electronic items, to understand their meaning. The activity involves the analysis and organization of various complex skills. This includes learning, thinking, consideration, integration, and problem-solving, which means that it creates clarity of information for the reader. This is what makes the reader able to understand the content of the reading he reads⁶.

The above statement can be understood that reading is a complex process, which since the beginning of this century has been carried out by many studies and research from various disciplines. Reading is a mental or cognitive process that brings a reader to try to

⁴Ja'far Amirudin dan Elis Rohimah, *Implementasi Kurikulum Pesantren Salafi dan Pesantren Modern Dalam Meningkatkan Kemampuan Santri Membaca dan Memahami Kitab Kuning*, Jurnal Pendidikan Universitas Garut, Vol. 14, No. 01, tahun 2020, h. 269

⁵Bashirotul Hidayah, *Peningkatan Kemampuan Membaca Kitab Kuning melalui Pembelajaran Arab Pegon*, Murobbi: Jurnal Ilmu Pendidikan Volume 3, Nomor 1, Maret 2019, h. 104

⁶Bashirotul Hidayah, *Peningkatan Kemampuan*, h. 104

follow and respond to the message of a writer who is far away and at a different time. Fathur Rohman argues that:

Reading is a psychological process. The psychological process of reading events is with light, reading enters the eye and by the sensory nerve as a receptor is forwarded to the language center, namely the center of sentence formation, and directly to the center of thought organization. After being processed through the transcendence process and returned through receptors in the mouth and speech tools, the reading event occurs. In his work, Bukhari, Ghassan Abdul-Jabbar formulates his views on the power and value of this work of translation: "Muhammad Asad has done a good translation of the Books in the Sahih which have to do with the Prophet's biography: Sahih al-Bukhari: The Early Years (New Era publications) ⁷.

In this process there is not only a psychological process, namely thinking, but also a physiological event, namely the work of the speech organs while reading. A reader can be said to be successful in reading if he has the ability. The ability referred to in this case is the ability to: use words according to their lexical meaning; use his grammatical knowledge to capture meaning; use different techniques for different purposes; connect the content of the text with his background knowledge of the object he is reading; and identify the rhetorical meaning or function of sentences or text segments⁸.

Thus, reading is an integrated activity process that involves various psychological, sensory, motor, and skill development processes to recognize, process, and understand the sound symbols contained in reading. The factors that can affect reading ability include motivation, family environment due to parents who have awareness, and so on.

Method

Ex post facto type research, using a questionnaire instrument to collect data on a sample of 21 which is determined proportionally by 17% with proportionate stratified random sampling technique on a population of 126 students to obtain interval data which is processed and analyzed by statistical techniques, both descriptive statistics and inferential statistics on valid and reliable normally distributed data.

Result and Discussion

The behavioristic theory views learning as a change in behavior that occurs with the interaction between stimulus and response. The stimulus is the teacher's treatment, while the response is the reaction to the stimulus, so the boarding school coaching is a stimulus while reading kitab turats is a response.

The boarding school coaching that has been going on with high intensity is not the only way to improve the ability of students to read the book of Turats, because the research results show the high intensity of boarding school coaching, and the ability of students to read the book of Turats is in the medium category so that boarding school coaching alone is

⁷Bashirotul Hidayah, *Peningkatan Kemampuan*, h. 104

⁸Bashirotul Hidayah, *Peningkatan Kemampuan*, h. 105

not enough to improve the ability of students to read the book of Turats at MTs Pondok Pesantren Nurul Ummah Lambelu Morowali Regency.

This reality reinforces the concept of learning as a system that brings together various components integrally and mutually influences each other to achieve learning goals so that each component is equally important in learning.

Conclusion

Improving the ability of students to read the Turats books at MTs Pondok Pesantren Nurul Ummah Lambelu Morowali Regency has been carried out optimally, but does not provide maximum results.

The findings in the field explain that even though it is carried out intensely, the ability of santri is still in the medium scope. This phenomenon is proof that the behavioristic theory that views learning as a change in behavior that occurs due to the interaction between stimulus and response is proven.

The stimulus is the teacher's treatment, while the response is the reaction to the stimulus so the dormitory guidance is the stimulus while reading the book of Turats is the response.

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