

STRATEGY FOR INCREASING INTEREST IN READING THE YELLOW BOOK OF STUDENTS AT THE AL-FATTAH 3 SIMAN LAMONGAN ISLAMIC BOARDING SCHOOL

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Abstract

This article aims to describe the planning and implementation of learning activities in improving the reading quality of the yellow book at the Al-Fattah 3 Siman Sekaran Lamongan Islamic boarding school and to analyze the pedagogic competence of teachers in the yellow book learning activities at the Al-Fattah 3 Siman Sekaran Lamongan Islamic boarding school. This study uses a descriptive qualitative approach using a type of research, namely a case study. Data collection techniques were carried out using unstructured interviews, participant observation, and documentation. This article produces: (1) planning of learning activities in improving the quality of reading the yellow book at the Al-Fattah 3 Siman Sekaran Lamongan Islamic boarding school is carried out by preparing books according to the specified curriculum and the process of learning activities is guided by the book being taught with the main target being able to memorize and understand the meaning in it so that they are able to practice it in their lives. (2) Teacher pedagogic competence in learning the yellow book at Pondok Pesantren Al-Fattah 3 Siman Sekaran Lamongan is included in the good category because almost all of it is implemented.

Keywords: Strategy; Reading Skills; The Yellow Book

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INTRODUCTION

Al-Fattah 3 Islamic boarding school was formerly known as the Simanjaya Islamic Boarding School-Based Middle School Dormitory. This cottage was founded in 2015 against the backdrop of the decline in the number of Simanjaya Middle School students in the 2008/2009 academic year. This is due to the many new educational institutions that have been established around Pucuk, Maduran and Laren Districts. In addition, the education system offered at Simanjaya Middle

School is not much different from the others so that prospective students tend to study at schools that are close to where they live.

The decline in the number of students and public interest in Simanjaya Middle School is a challenge for stakeholders in the institution, especially for Al-Mukarrom Drs. KH. Abdul Madjid Fattah as the founder of the school. He has a new idea to make changes to the education system. Officially in the 2011/2012 school year, Al-Fattah 3 Siman Lamongan Islamic Boarding School was established as a mandatory dormitory for Simanjaya Middle School participants in superior classes with the Model Boarding School.

According to Naziroh (Rosalinda, 2019) that the research objective to be achieved is the pedagogical competence of PAI teachers in increasing students' interest and learning achievement. Pedagogic competence has a meaning as a learner or educator (Ratnawulan & Rusdiana, 2014) with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through early childhood education through formal education, basic education, and secondary education (Putrawangsa, 2018). When a teacher has pedagogical competence, the essence of educating children will be realized in learning interactions (Kemdikbud, 2003).

According to Irwantoro (2016) Pedagogic competence is an essential and fundamental instructional-educational competence (teaching and educating) for teachers in carrying out their professional duties, especially the task of educating, teaching, guiding, directing, training, assessing and evaluating students. In PP RI Number 19 of 2005 concerning National Education Standards, the elucidation of article 28 paragraph (3) stated that pedagogic competence is the ability to manage student learning which includes understanding students, designing, implementing learning, evaluating learning outcomes, and developing students to actualize various potentials it has (Irwantoro, 2016).

When a teacher has pedagogical competence, the essence of educating children will be realized in learning interactions. Students feel cared for, served, valued, listened to, given positive words in educational communication, educated, guided, and experienced in learning in developing their potential, various problems of violence in the world of education no longer occur, so the application of pedagogic competence has colored learning interactions.

Pondok Pesantren Al-Fattah 3 Siman Lamongan has a superior program, namely fluency in reading the yellow book. In practice, the yellow book that must be read is adjusted to the grade level. For students in grade 1 (one) it is obligatory to read the *nadhom Aqidatul Awam* fluently, grade 2 (two) the book of *Imrithi*, and in grade 3 they focus on learning programs to read fluently the book *Fatkhul Qorib*.

Fluency in reading the yellow book mentioned above is one of the graduation requirements for students at Al-Fattah Islamic Boarding School 3 Siman Lamongan. The main factor supporting the success of the program is the standard competencies that must be possessed by teachers, so that a teacher must have the ability and skills to be able to manage the learning process. The role of the teacher is very important in the learning process, guiding and educating the students, as well as in advancing the world of Islamic boarding schools, the quality of students and education depends on the quality of a teacher, therefore a teacher must have quality and standards so that the teacher can carry out his duties and roles properly and successfully. .

The researcher also found that in the process of learning the yellow book at Pondok Pesantren Al-Fattah 3 Siman Lamongan, extracurricular and co-curricular activities were also added. Extracurriculars are carried out once a week according to the agreement of the students and

teachers, while co-curriculars are carried out in an integrated manner with incidental (unstructured) activity programs by Islamic boarding schools.

The pedagogic competence of a teacher is needed in the learning process because the success of education is determined by the educator. The success of education that has been achieved by an educator can be seen from the success of students in participating in the learning process as indicated by the learning outcomes reports made by the teacher in a certain period. There are 7 aspects and 45 indicators related to the mastery of pedagogic competence (Tune Sumar & Tune Sumar, 2020), namely mastering student characteristics, mastering learning theory and principles of educational learning, mastering curriculum development, being able to compile and implement learning plans that educate completely, developing student potential, being able to communicate with students, conducting assessments and evaluations.

Learning development is a process of designing learning logically and systematically in order to determine everything that will be carried out in the process of learning activities by taking into account the potential and competence (Safarudin & Rusman, 2021) to increase ability, strength, ability, ability, power, influence, power and function (Depdikbud, 2005).

The development of students' cognitive potential is basically an effort to increase aspects of observation, remembering, thinking, creating and student creativity. Cognitive processes in students include changes in their thinking, intelligence, and language. Intelligence influences the way individuals solve the problems they face. The smarter a person is, the easier and faster he or she will find answers to the problems they face.

METHODOLOGY

The research in this article was carried out at Al-Fattah Islamic Boarding School 3 Lamongan using a descriptive qualitative research approach. Descriptive research is carried out by collecting data in the form of words, pictures, and not numbers, including interview scripts, field notes, photographs, videotapes, personal documents and other official documents. This research report contains data excerpts to illustrate the presentation of the report. (Moleong, 2019, p. 11)

Qualitative research methods are applied to natural object conditions, researchers are the key instrument, and data collection is carried out by triangulation, data analysis is inductive, and research results emphasize meaning. (Sugiyono, 2019) The type of research used to research at Pondok Pesantren Al-Fattah 3 Siman Sekaran Lamongan is a case study. As Stake (1995) defines, a case study is a research design found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Cases are limited by time and activity, and the researcher collects complete information using various time-based data collection procedures. (Creswell, 2016)

Steps in case study research according to Creswell (Rahardjo, 2017, p. 15) includes: selection of themes, topics, and cases; literature reading; formulation of research focus and problems; data collection; data refinement; data processing; data analysis; data analysis process; theoretical dialogue; triangulation of findings (confirmability); conclusions of research results; and research reports. Each of these steps is carried out sequentially so that there is no overlap which causes the invalidity of the research data. Then in data collection, a list of questions was compiled regarding learning the Akhlak Aqidah and its implementation without offending ethnicity, race, social position, and similar things that could offend participants.

In this study, data sources are divided into two, namely primary data sources and secondary data sources. Primary data sources are taken from observations and interviews, while secondary data sources are obtained from documentation or duplicate photos. In this study, interviews were conducted by observing the implementation of the yellow book reading activities to obtain data on planning, implementation of the yellow book learning activities and the ability of the ustadz to develop the potential for yellow book learning, while observations were made to obtain data regarding the location and description of the activities carried out at the Islamic boarding school Al-Fattah

The data in this study are all information in the form of oral, interview results with primary data sources, as well as in the form of cottage documents such as cottage activities, photos or pictures of activities at the Al-Fattah Islamic boarding school 3. The sampling technique in this article uses Non- Probability Sampling snowball sampling technique.(Sugiyono, 2019) Checking the validity of the data in this study uses a credibility test, transferability test, dependability test, and confirmability (Hasan et al., 2013).

RESULTS AND DISCUSSION

The teacher is the most important factor in the success of the learning process, this is because the teacher has a role as a planner, executor, evaluator, and analyzer of learning. Given the teacher's important role, the teacher's pedagogical competence is a competency that must be mastered so that it can optimize the potential of students for learning purposes. The results of the study obtained data on teacher pedagogic competence in learning the yellow book at the Al-Fattah Islamic boarding school 3 Siman Sekaran Lamongan:

Planning Learning Activities

To improve the quality of reading the yellow book of students, a teacher makes various efforts related to optimizing the potential possessed by students. Before preparing a lesson plan, indicators of reading quality are determined as follows:

Ability to read to obtain details or facts (reading for details or fact);Kemampuan membaca untuk memperoleh ide-ide utama (reading for main ideas); a. Ability to read to find out the order or arrangement, story organization (reading for sequence or organization); b. Ability to read to conclude, read inferences (reading for inference); c. Ability to read to classify, read to classify (reading to classify); d. Ability to read to evaluate (reading to evaluate); and e. The ability to read to compare or contrast (reading to compare or contrast).

After setting the reading quality indicators above, a teacher arranges lesson planning steps as follows: Formulate goals. The preparation of learning objectives is an important stage in a series of developing learning designs. From this stage it is determined what and how to do the other stages. Planning of learning activities carried out by educators in PP. Al-Fattah 3 Siman Lamongan begins with the formulation of what goals to achieve in the future. These goals have been formulated in the vision and mission of the Islamic boarding school, so it is the educator's job to formulate goals to be studied and formulated by councils who are experts in this field; Analyze teaching materials. Teaching material is a medium to achieve learning objectives. Therefore, the determination of teaching materials must be based on the objectives to be achieved. Likewise, in learning the yellow book, various materials are needed which can make it easier for students to read the yellow book according to the desired goals. The teacher has carried out an analysis of teaching materials based on the needs of the students according to their level. Based on the results of the material analysis, it was found that class 7 (seven) used the book. Based on the results of the material analysis, it was found that class 7 (seven) used the book *Jurumiyah*, class 8 (eight) used the book *Imriti*, and class 9 (nine) used the book *Fathul Qorib*.

Classify learning materials and choose the right conditions. This planning part is carried out by the teacher by first studying the contents of the material in the book to be taught so that there is enough time to teach the book to completion. Choose the method and media. Choosing learning methods and media is a way for educators to plan teaching and learning activities properly, because it cannot be denied that methods and media are very meaningful for the development of the learning process. There are two main methods of planning, namely sorogan. Based on the observations of researchers when following the learning process at the Al-Fattah Islamic boarding school 3, the media used in the learning process is very minimal, it can even be said to be very classic because there the media used is only in the form of blackboards and textbooks, but even so, it does not affect the students because of the quality. reading and understanding the yellow book each year continues to experience a significant increase.

Implement plans, evaluate and provide feedback. The implementation of the plan is regulated by a schedule made by the leadership of the Islamic boarding school. The return plan or evaluation here can be done by measuring the ability of the students by giving questions or oral questions. The main element is knowledge itself, second is understanding, third is being able to repeat and review, fourth is being able to give examples, fifth is being able to solve problems based on the book.

Implementation of Learning Activities

Based on the results of research conducted by researchers, data was obtained that PP Al-Fatah 3 Siman Sekaran Lamongan applied the learning process as follows: Preliminary activities. Preliminary activities are the opening part of each process of development activities yellow book lesson. In this activity the main goal is to condition the students so that they are mentally, concentrated and psychologically ready to face teaching and learning activities. These activities include. Nadham reading. When the students have gathered in one class, one of the students instructs them to chant the nadhoman so that all the students follow suit, the nadhoman will continue until the ustadz enters the class.

Praying. The initial activity before the main implementation is filled with reading a prayer led by the ustadz. The first prayer is to read Al Fatihah with meditation on the scholars, then continue reading the prayer to seek knowledge. This aims to gain fluency and useful knowledge. Evaluation. The next procession is for the ustadz to evaluate by asking questions related to previous learning. Core activities. In the main activity, the students were asked to read one by one the material that was explained yesterday then to ask questions to the students about nahwu shorof to determine the position of each lafadz followed by translating what they had read, then briefly explaining what had been translated. If it is sufficient, then the teacher adds new material and explains it to be discussed at the next meeting.

Closing activities. Closing activity is the final activity in the process of implementing learning. Closing activities in the implementation of learning in Islamic boarding schools, namely the teacher conveying conclusions from the material that has been delivered and reading prayers together.

Teacher's Ability to Develop the Potential of Santri in Improving the Reading Quality of the Yellow Book

The ability of the teacher is the main factor in developing the potential of students, the better the ability of the teacher, the better the results achieved. The development of the potential of students is part of the teacher's ability to increase the potential of each student, therefore the teacher does various ways so that the potential that exists in children can develop according to the potential that children have.

The teacher's ability to master the characteristics of students

The characteristics of the students are the basic capital in learning activities and must be mastered by the teacher before carrying out teaching and learning activities so that the process becomes more effective and efficient. Mastery of the characteristics of these students was emphasized by the leadership of Al-Fattah Islamic Boarding School 3 Siman Sekaran Lamongan before the teachers developed a learning program they had to master the character of the students. The results of the observation showed that the teacher already had student data according to their respective characters even though it was made in a simple way. The data includes data on the origin of the students before being at Al-Fattah 3 Siman Sekaran Lamongan Islamic Boarding School, history of recitation, students' achievements in the field of reading the yellow book. And the ability of students at the previous level (especially in class VII and IX).

Teacher's ability to master learning theory and learning principles

Learning theory and learning principles are likened to roads and signs that must be obeyed by teachers in carrying out teaching and learning activities. However, learning at the Al-Fattah Islamic Boarding School 3 Siman Sekaran Lamongan is according to the book without preparing a lesson plan (RPP) in advance. To determine the book in each class, teachers usually have the freedom to be guided by any book that is the same as the first boarding school and then discuss which book is being studied, and to carry out learning activities the yellow book is adapted to the conditions of the students.

The ability of teachers to develop curriculum

There are fundamental differences from the curriculum at Al-Fattah 3 Siman Sekaran Lamongan Islamic Boarding School and at other formal educational institutions, especially in learning the yellow book. The teacher's ability to develop the curriculum is not applied here because the books presented are salaf books written by the Masayikh, the teacher is only in charge of conveying them. This refers to the data presented on the ability to master the learning theories and principles above.

The teacher's ability to carry out learning

In carrying out the yellow book learning activities to bring out creativity and critical thinking skills, the students carry out deliberation activities in which these activities have potential souls that have critical thinking and are broad-minded and skilled in absorbing and exploring a material as well as being able to apply it to everyday life.

The ability of teachers to develop the potential of students

To develop the potential of students, the teacher conducts presentations for students in a series of teaching and learning activities so that they are able to find out the potential of students that can still be developed. To find the talents, interests, potential and learning difficulties of each student, it can be seen in their daily life. When that talent has not yet appeared, other talents are looked for, for example, when students have difficulty reading the yellow book, they look for other talents, namely by rote memorization. If his interest is lacking, we as teachers will provide motivation so that he is interested and not bored, then when there is potential it will be seen for himself which ones have the potential, which ones lack interest, and which ones are already talented or not talented. Learning difficulties will be seen when before starting the learning activities students are ordered to read, proofread, and translate, if they can't then the learning difficulties will appear which are difficult and which are already fluent.

The ability of teachers to communicate with students

At this stage the teacher actively helps students in the process of learning the yellow book by paying attention to each student. To assist students in the process of learning the yellow book by paying attention to students by means of each room being given a supervisor where the supervisor is tasked with controlling the students how the students study and carry out their daily activities because the teacher supervises the students for limited time while the 24-hour supervisor is always there in the cottage except for cottage holidays. If there are students who have difficulty reading the yellow book, a teacher will tell the supervisor so that the coach helps the student.

The teacher's ability to carry out assessments and evaluations

Assessment of the ability to read the yellow book at Pondok Pesantren Al-Fattah 3 Siman Sekaran Lamongan is more often done routinely before and after the learning process. This assessment is in the form of an evaluation of the ability to read the yellow book of students, assessed from fluency, fluency, understanding, and understanding.

Planning Learning Activities

Planning learning activities in improving the quality of reading the yellow book at the AL-Fattah Islamic Boarding School 3 Siman Sekaran Lamongan starts from formulating the objectives of the Al-Fattah Islamic Boarding School in planning learning aims to preserve the pesantren culture which is synonymous with the yellow book and familiarizes students so that in their daily lives can adhere to the yellow book which of course is guided by the holy book Al-Qur'an and Hadith, for grade 7 (seven) use the book Jurumiyah, class 8 (eight) use the book Imriti, and class 9 (nine) use the book Fathul Qorib. Pondok Pesantren Al-Fattah 3 does not use lesson plans but what is done by the clerics divides the materials into lesson hours. The methods used are sorogan method, rote method, discussion method, and presentation method. The media used is blackboard media. The evaluations carried out were oral tests, written tests, and memorization.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, basic education, and secondary education. (Nur Irwanto, 2016:1). A teacher must see the potential of his students before planning well. Potential comes from the Latin word potential which means ability. Potential is an ability that has the possibility to be developed (Ensiklopedia Indonesia, 1997:358) by a teacher (Departemen Pendidikan Nasional, 2008:1096).

Starting from the above understanding, potential can be interpreted as a basic ability that is hidden and the results can be felt after that ability is developed. Starting from the above understanding, potential can be interpreted as a basic ability that is hidden and the results can be felt after that ability is developed: Cognitive potential. The development of students' cognitive potential is basically an effort to increase aspects of observation, remembering, thinking, creating and student creativity. Cognitive processes in students include changes in their thinking, intelligence, and language.

Physical potential. The development of physical potential concerns the growth of a student. Students must also have good physical growth in increasing their potential. Student growth can be divided into four main periods, two periods characterized by fast growth and the other two periods characterized by slow growth. Psychomotor potential. Increasing the potential for psychomotor development is a very important factor in the success of learning. By increasing motor skills, students will be able to receive learning according to the limits of their educational level (Nur Irwanto, 2016:311).

Implementation of learning activities

The process of learning activities in improving the quality of reading the yellow book at the AL-Fattah 3 Siman Sekaran Lamongan Islamic Boarding School is carried out in direct interaction between students and ustadz/ustadzah in the process of teaching and learning activities. The process of learning the yellow book has stages of implementation, namely consisting of reading the matan, memorizing, translating, explaining the delivery of the material.

According to Sudjana (Syamsidah & Hamidah, 2018) that the implementation of learning is a process that is regulated in such a way according to certain steps to achieve the expected results. According to Djarah (Djamarah, 2014) the implementation of learning is an activity that has educational value, educational value colors the interactions that occur between teachers and students. Meanwhile, according to Oemar Hamalik, learning is an organized combination, including human elements, materials, facilities, equipment and procedures that influence each other to achieve learning objectives, in this case humans are involved in the teaching system consisting of students, teachers and other personnel, material covers; books, blackboards and more (Hamalik, 2005).

According to Syaiful Bahri Djamarah (Djamarah, 2014) learning is a process of interaction between students and educators and learning resources in a learning environment. The learning principle as follows: Learning is designed taking into account the developmental stages and current levels of achievement of students, in accordance with learning needs, and reflects the characteristics

and development of various students so that learning becomes meaningful and enjoyable; learning is designed and implemented to build capacity to become lifelong learners; the learning process supports the development of competence and character of students holistically; relevant learning, namely learning that is designed according to the context, environment, and culture of students, and involves parents and the community as partners; And sustainable future-oriented learning.

Teacher's Ability to Develop the Potential of Santri in Improving the Reading Quality of the Yellow Book

Research has found that teachers have actualized their potential by analyzing the characteristics of students before carrying out learning activities to obtain initial data on potential students, have the ability to memorize the books to be taught, emphasize reading and memorization methods to improve the quality of reading the yellow book of students, provide opportunities for students to take part in extracurricular activities deepening the yellow book, carrying out mentoring of students to read the yellow book outside of class hours, and conducting assessments by evaluating the ability to read, interpret, and memorize the book by students at the beginning and end of teaching and learning activities.

Teacher competency and performance in developing student potential based on the teacher performance assessment format is the teacher's ability to analyze the learning potential of each student and identify potential development of students through learning programs that support students actualize their academic potential, personality and creativity until there is clear evidence that students actualize their potential (Nur Irwantoro, 2016).

Based on the findings of the research results and theory above, the researcher analyzed that teachers at the Al-Fattah 3 Siman Sekaran Lamongan Islamic boarding school had good pedagogical competence in developing the potential of students in improving the quality of reading yellow books at the Al-Fattah 3 Siman Sekaran Lamongan Islamic Boarding School with carry out six of the seven aspects of pedagogic competency indicators with some adjustments. The indicator that was not implemented was curriculum development because it could not be developed considering that the book being taught was the book of the Salaf so teachers were not allowed to change it. Likewise, there are adjustments in the learning preparation aspect because the teacher does not prepare lesson plans.

Even though they do not prepare lesson plans, this does not contradict the indicators which state that teachers need to have the ability to develop models and principles because they can still carry out learning activities well. The teacher designs and implements learning activities that encourage students to be an important part of realizing effective, efficient and optimal learning. In this competency, teachers are required to be able to determine approaches, strategies, methods, and learning techniques that educate creatively in accordance with teacher competency standards (Nur Irwantoro, 2016).

Pengembangan potensi santri dilaksanakan oleh guru dengan merancang dan melaksanakan aktivitas pembelajaran yang mendorong santri untuk belajar sesuai dengan kecakapan pola belajar masing-masing santri yang pertama yaitu berdasarkan hasil wawancara dengan kepala pondok bahwa di pondok pesantren Al-Fattah tidak menggunakan RPP akan tetapi menyesuaikan kadar kemampuan santri dengan klasifikasi untuk menentukan kitab di setiap kelas dan guru diberi kebebasan dalam memilih kitab pedoman.

Developing the potential of students is carried out by the teacher by designing and carrying out learning activities that encourage students to study according to the skills of the learning patterns of each student. students with a classification to determine the book in each class and the teacher is given the freedom to choose a guidebook.

Bringing up the creativity and abilities of students is part of the teacher's task to develop teacher competence. In this case the main goal of learning is for students to grow and develop into individuals who are responsible and can be held accountable for their actions (Acep Nurlaeli,

CONCLUSION

Planning learning activities in reading the yellow book skills at Pondok Pesantren Al-Fattah 3 Siman Sekaran Lamongan begins with formulating goals, compiling a pesantren curriculum, not using lesson plans, dividing materials into lesson hours, choosing the sorogan method, and planning evaluation assessments in the form of deposits. rote. Furthermore, the implementation of learning activities in reading skills of the yellow book at the Al-Fattah 3 Siman Sekaran Lamongan Islamic boarding school is carried out on a scheduled basis which is taught by tutors emphasizing the activities of reading *matan*, *i'rab*, translating, explaining, and presenting by students. Ustadz at Pondok Pesantren Al-Fattah 3 Siman Sekaran Lamongan have good pedagogic competence in developing the potential of students in reading the yellow book by carrying out six of the seven aspects of pedagogic competency indicators with some adjustments because the ustadz is not allowed to change the yellow book so that the ustadz also does not prepare lesson plans.

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