



The Implementation of Amtsilati Learning Method to Improve The Ability of Reading The Yellow Book/Kitab Kuning in The Amtsilati Class Group at Bustanu 'Usyaaqil Qur'an Elementary School Betengan Demak

Mualamatul Musawamah*
Institut Agama Islam Negeri Kudus (IAIN) Kudus, Indonesia
mualamatul@iainkudus.ac.id

Abstract

The aim of this study is to reveal the implementation of Amtsilati learning method in improving the ability of reading Kitab Kuning in the Amtsilati group class at Bustanu 'Usyaaqil Qur'an Betengan Demak Elementary School. This research used a qualitative approach with data collection techniques using interview, observation and documentation. The results showed that the implementation of the Amstilati learning method at SD BUQ Demak included: learning planning, including: objectives, methods, materials, media, evaluation. teaching preparation, preliminary activities, core activities, closing activities. While the learning process in practical classes in improving the ability to read Kitab Kuning is carried out by conducting tests with very good results. Evaluation of learning includes: daily evaluation, volume increase evaluation, midterm evaluation, end of semester evaluation. While the evaluation for practical classes is carried out mid-semester daily and written and oral tests that have met the KKM.

Keywords; Learning implementation, Amtsilati method, reading Kitab Kuning.

A. Introduction

Pembelajaran adalah Learning activities are designed to provide learning experiences that involve mental and physical processes through interactions between the students, the teachers, the environment and other learning resources in basic competencies (Majid, 2014: 45) . The importance of creativity and high ability in teaching

process that a student training teacher must have in facing the challenges of global development in the world of education is one of the motivations for improving the quality of teaching used in delivering learning material in order to realize academically successful learning so that learning goals are achieved.

One of the factors that determines the style of learning and learning activities is the learning method (Zamroni, 2014: 41) . Methods are considered important in relation to all other educational factors, for example objectives, materials, evaluation and so on. In the Middle Ages, many Muslim scientists and scholars had discovered various excellent methods. This method is designed so that students can understand and absorb the knowledge taught in madrasas easily. With so many methods being created, a teacher is required to be selective in choosing the right method to use in delivering material. From the several problems described above regarding the difficulties in studying the yellow book, a practical method is needed to study the yellow book. In essence, to understand the yellow book, various fields of science must be mastered well, especially linguistics such as nahwu, sharaf, and balaghah. Individuals who do not master this field of knowledge well will experience incomprehension and even imperfection in taking lessons from Kitab Kuning or the yellow book. The difficulty of understanding the Yellow Book is currently a challenge to maintain the existence of the Yellow Book as a source of Islamic learning (Ritonga, Lahmi, & Hakim, 2020: 3517) . There are many methods of reading the yellow book written by ulama to improve reading skills used in Indonesian Islamic boarding schools, such as the tamyiz method, sorogan method, and amtsilati method (Hasanah, Uyuni, Lismawati, Fauziah, & Dirjo, 2022: 1072–1073 ; Arifin, 2003: 71) .

The Amtsilati method provides a thinking formula for understanding Arabic. There is a systematic formula for knowing the form or position of a particular word. This can be seen in the isim and fi'il formulas or tables. Then there is also Damir's shadow formula to find out certain types or words, filtering through zauq (sensitivity) and syiyaqul kalam (sentence context).

The yellow book or what could be called a classic book was compiled by Islamic scholars in the middle ages, namely between the 12-15 centuries AD as a traditional scientific tradition that relies on classical scientific heritage (Ni'am, 2015: 125; Supena, 2021: 26) . The yellow book as a religious book written in Arabic with all the values of Islamic education consisting of creed, sharia and morals is the main lesson in Islamic boarding schools, especially Salafi Islamic boarding schools to develop Islamic religious teaching because the yellow book is generally understood as an Arabic book, using text.

Mualamatul Musawamah

Arabic produced by Muslim scholars and thinkers in the past, especially those from the Middle East, generally yellow books use yellow paper with no vowels and no vowels, which means it has a function as a standard for students in understanding Islamic teachings (Manshur, 2020 : 133; Yozi, Khairat, & Admalinda, 2023: 22; Maulidia, 2017: 6) . Apart from that, the yellow book can also be taught in elementary schools. Elementary schools are the oldest and original educational institutions that have contributed to the intelligent life of the Indonesian nation and state. Until now, it remains an educational institution that supports and is much needed by the community. Research with appropriate themes has been carried out previously. First, research by Muhamad Tohir with the results that the implementation of local religious content learning has gone well. This is proven by the progress of learning which includes the preparation stage, implementation stage and evaluation stage. The problem in implementing local religious content learning is the problem of the preparation stage, namely the teacher only prepares preparations abstractly and not even in writing. Problems with implementing learning include: lack of student interest in learning, lack of creativity of educators and minimal time allocation. The problem with learning evaluation is that educators only focus on semester and mid-semester tests. The solution is to encourage teachers to make lesson plans, teachers explain the importance of tahassus knowledge in life, teachers provide motivation to their students and to overcome the lack of time allocation, educators can emphasize tahassus learning on habituation and practice that refers to related material (Tohir, 2011) .

Second, research by Siti Khoirunniyyah with the focus of her research on the process of learning the local content of the book Ahlak Liil Banain. This research reveals the reasons for using this book in moral learning. The problem with learning evaluation is that educators only focus on semester and mid-semester tests which in fact are only cognitive in nature (Khoirunniyah, 2011) .

Third, research by Idah Mufidah which aims to determine the procedure for applying the Amtsilati method as a practical method in studying the Al-Qur'an and reading the yellow book 15 and its implementation in studying the yellow book and learning Arabic and the advantages and disadvantages of this method. In this research, there is a similarity in the research object carried out by the author, namely the Amtsilati method. However, in this case Idah Mufidah was more focused on implementing Amtsilati learning as a practical method of studying the Qur'an and the yellow book.

In this research the author used field research methods. With the research results in the form of the results of applying the Amtsilati method at the Al-Fajar Islamic

boarding school, it is effective in helping students, especially in the process of learning to read the yellow book and Arabic rules. This is proven by the achievement of First Place in the Marhalah Ula Putri Buku Ta'limu al-Muta'allim Musabaqoh Fahmi Suhuit Thurots Tegal Regency 2011 competition by Eliyatul, Izzah, students of the Al-Fajar Islamic boarding school class VII 16 MTs who had never previously studied tool science and their opponents were the entire boarding school. Islamic boarding school in Tegal district (Mufidah, 2012) . In general, the research objects studied have their own differences. In order to be able to understand the discussion of each research, help the researcher in achieving this research, and also to know that the research that the researcher conducted is different from subsequent research and is original, contains novelty, the researcher explains several previous studies regarding the implementation of the Amtsilati method of learning in improving the ability to read the yellow book in groups. students at Bustanu Usysyaqil Qur'an Elementary School Betengan Demak.

Based on this background, what attracted the attention of researchers to conduct research at Bustanu Usysyaqil Qur'an Elementary School , Betengan Demak with the title " Implementation of the Amtsilati Learning Method in Improving the Ability to Read the Yellow Book in the Amtsilati Class Group at Bustanu 'Usysyaqil Qur'an Elementary School, Betengan Demak . "

B. Methods

The method of this research used qualitative descriptive analysis techniques. The data collecting of the research was analyzed using a deductive approach and an inductive approach. This deductive method is a discussion method using a mindset that departs from general knowledge about the Amtsilati method to a specific assessment. Meanwhile, this inductive method is a decision-making method using a mindset that starts from specific facts and then generalizes them to general matters regarding the Implementation of Local Content Curriculum Learning of the Amtsilati Method Program in Improving the Reading Ability of the Yellow Book in Groups of Students in Elementary Schools. Bustanu Usysyaqil Qur'an Bentengan Demak. Data sources in this research consist of primary and secondary data sources. Primary data in this research was obtained from the school principal, Amtsilati method coordinator, Amtsilati teachers, and Amtsilati students at Bustanu Elementary School "Usysyaqil Qur'an Demak. The secondary data in this research was obtained from various data in the form of literature and documentation, namely pictures, photos, archives and others related to SD Bustanu "Usysyaqil Qur'an Demak. Data collection was carried out by interviews, observation and documentation. Interviews were conducted freely (read: openly), guided and in depth. This means that

Mualamatul Musawamah

the author is free to ask anything as long as it is within ethical limits, but the author has a list of questions that will be asked as structured notes so that the interview runs well and doesn't spread too far. Observations are carried out with passive participation, namely the researcher comes to the location of the activity of the person being observed, but is not involved in the activity. The results of this observation are data in the form of facts obtained directly from the field which will then be interpreted according to the original data obtained. The documentation was used to search for several important documents related to the implementation of the Amtsilati method at SD Bustanu Usysyaqil Qur'an Demak. For example, brief history, vision, mission, organizational structure, number of teachers, number of students, evaluation results data.

The validity of the data was carried out using triangulation techniques consisting of source triangulation through interviews with school principals, Amtsilati teachers, Amtsilati coordinators to obtain Amtsilati learning data in improving the ability to read the Yellow Book , technical triangulation through data collection techniques, and time triangulation. The data analysis uses interactive analysis by Miles and Huberman through first, data reduction. At this stage, researchers are required to go directly to Bustanu 'Usysyaqil Qur'an Elementary School, Betengan Demak, as a research location, researchers will obtain a lot of data related to the implementation of the Amtsilati method of learning in improving the ability to read the yellow book in the Amtsilati class group at Bustanu "Usysyaqil Qur'an Elementary School" Demak. Second, data display or data presentation. According to Miles and Huberman, data presentation is a collection of several pieces of information that are composed of a conclusion. This is done so that the data obtained during the qualitative research process is in narrative form so that simplification is required without reducing the intended content. This research shows research data from predetermined locations. Data was obtained from interviews with several parties, for example Amtsilati teachers and representatives of Amtsilati class group students at Bustanu 'Usysyaqil Qur'an Elementary School, Demak. Third, verification or drawing conclusions. In this process the researcher draws conclusions. Verification was used by researchers to answer how the implementation of the Amtsilati learning method improved the ability to read the yellow book at Bustanu 'Usysyaqil Qur'an Elementary School, Demak, as well as what problems and supporting factors for Amtsilati learning at Bustanu 'Usysyaqil Qur'an Elementary School, Demak.

C. Result and Discussion

It contains of (1) Theories relevant to the research, (2) Methods/research design, population and sample, instruments, validity and reliability of instruments, and method of data analysis, (3) The results of research describe the main findings of the study. The author compiles, analyzes, evaluates and interprets and compares the latest findings with findings from existing research. Avoid repetition of sentences both from the introduction, methods and results. The number of discussion paragraphs should be longer than the introduction. The consistency of the article from the title to the discussion must be considered. Weaknesses of the research and suggestions for further research development are described in this section. (Arno pro size 12pt, space 1.5)

Discussion is written with spacing of 1.5 spaces and in bold. The presentation in the discussion is written in a systematic manner using the sub-discussion format of numbers and letters. If there are pictures/tables, make sure they contain data/information related to the research objectives. Tables and figures are included in the body of the manuscript. Titles of tables and figures are numbered. For images, it is better to use a pixel size of 300 for optimal sharpness and image quality (use JPG format).

1. The Metode of Amtsilati Learning

The learning process is the most important and main activity in a school or educational institution. Schools are free to have effective learning strategies, methods and techniques that are deemed appropriate to student characteristics, subject characteristics, teacher characteristics and school conditions. The teacher implements the material in the learning process, such as by asking questions, presenting things that can stimulate students, as well as observing and encouraging students to actively participate in the learning process. Implementation of learning includes preliminary activities, core activities and closing activities. In the preliminary activities carried out during the learning process, they open the subject, then ask questions to stimulate students, convey the scope of the material, and explain the description of activities according to the syllabus (Habibah, 2014) .

In the core activity, this learning process will be carried out in exploratory activities, the teacher must involve students to search for information related to the material to be studied, using various approaches, media, learning resources or teaching materials. At this stage, the teacher will also provide positive feedback and reinforcement, provide confirmation of the results of students' exploration and elaboration, and facilitate students in gaining learning experience. At the end of the activity, the teacher and students

Mualamatul Musawamah

together draw conclusions on the activities that have been consistent and programmed, make an assessment or reflection, then plan follow-up activities in the next learning plan. The essence of the implementation stage is to realize all the contents of the plan.

Amsilati is a book that is delivered using the Amsilati method as well, which is a practical method for studying the Koran and reading the yellow book for beginners. This method is named "Amsilati" which is inspired by the method of quickly learning to read the Koran, namely "Qiro'ati". If with the Qiro'ati method people can learn to read the Al-Qur'an quickly, then with the Amsilati method people will also be able to read and understand "bald" books or books without harakat (Mufidah, 2012). Amsilati's method is to study the tools for reading the Yellow Book, especially for beginners, both children and adults.

2. Profile of Bustanu 'Usyaaqil Qur'an Elementary School Betengan Demak

SD Bustanu Usyaaqil Qur'an Demak was founded on July 16 2007. The establishment of SD BUQ Demak was a concern for the founder of the BUQ Demak boarding school, because the Islamic educational institution TPQ BUQ, which was held every afternoon, experienced problems, one of which was that many students often did not go in because they were attending extracurricular tutoring at morning school. Due to things like that, the founders of the BUQ boarding school founded a public school in the form of an elementary school that has Koran lessons, so children can go to formal school and at the same time can recite the Koran, which has standards like TPQ BUQ, so children no longer need to go to school at TPQ in the afternoon. , because for those who go to SD BUQ Demak there is already a TPQ, namely the TPQ SD BUQ Demak which is held every morning before school lessons start. With the establishment of SD BUQ Demak which uses a local content curriculum using the Qiro'ati method program, children no longer need to go to TPQ afternoon school. Because the school at SD BUQ Demak uses curriculum from the Department, Ministry of Religion and local content curriculum. The local content curriculum, one of which is the Qiro'ati method program at BUQ Elementary School, namely TPQ BUQ Demak Elementary School using the Qiro'ati method, which must be followed by all students from first to fourth grade, whose lesson material includes reading Al- Qur'an, writing, memorizing short letters and daily prayers, prayer movements and reading, these materials are included in the Qiro'ati curriculum which is divided into several volumes. Hope with the establishment of SD BUQ Betengan Demak, it will make a small contribution to the nation, to provide general knowledge, religion and technology to the nation's next generation and to provide noble morals.

Every educational institution, whether it is a formal institution or a non-formal institution, has students using a dynamic administrative structural arrangement, so learning activities at BUQ Elementary School can run regularly in accordance with their mutually agreed upon areas. With the structure in SD BUQ, good cooperation will help achieve SD BUQ's goals. So, the existence of a formal or non-formal educational institution cannot be separated from the organization within it. Without this structure, schools will experience difficulties in organizing and coordinating as well as expanding various activities and tasks, making it difficult to achieve the expected goals.

In order to realize the school as a professional educational institution, in daily activities the steps of the supporting components of SD BUQ Demak are framed in a harmonious work system starting from school leaders, school committees, teachers-employees to students. This BUQ Elementary School is under the management of the Bustanu Usyasyaqil Qur'an Foundation Betengan Demak

3. The Implementation of the Amtsilati Method of Learning in Improving the Ability to Read the Yellow Book

Learning is a combination of two activities, namely learning activities and educational activities. In systematic learning, student activities tend to be more dominant and instructions are given by the teacher (Susanto, 2013: 19). This indicates that students are required to play an active role so that there is two-way interaction between teachers and students with the result of increasing students' understanding abilities. The Amtsilati method at BUQ Demak Elementary School, so far has given positive results although it cannot be denied that with the number of students and teaching and education staff who are predominantly Muslim, the Islamic atmosphere is very much reflected in daily activities, this may be one reason that can be understood is because this school is in an Islamic boarding school environment. The stages that a teacher/cleric must pay attention to include the planning stage, implementation stage and evaluation stage. According to Zamroni, so that learning and learning activities are directed and in accordance with the goals to be achieved, teachers must plan the learning and learning activities that they will organize carefully (Zamroni, 2014: 14). A plan or what is usually called planning is an initial stage that must be carried out before activities begin. Planning is about determining what to do and what actions to implement. According to Sondang Siagian, planning is the entire process of thinking and carefully determining what will be achieved, aiming to achieve the goals set in the future. According to Government Regulation Number 19 of 2005 concerning National Education Standards, Article 20 states that learning process planning includes a syllabus and learning implementation plan which contains at least

Mualamatul Musawamah

learning objectives, teaching materials, learning methods, learning resources and evaluation of learning outcomes (Government, 2005) . Amtsilati method learning planning can be seen from several aspects including objectives, materials, methods, media, evaluation.

Firstly , the aim of the Amtsilati method of learning is to provide basic provisions for students so that children can read the Al-Qur'an and understand its meaning, and are also expected to be able to read the yellow book. *Second*, the Amtsilati method learning material uses the Amtsilati book, where the content of the Amtsilati book itself consists of nahwu and also shorof. The Amtsilati book consists of 5 volumes plus, Khulasoh, Qoidati, Tatimah, Shorfiyah, in addition to using the Amtsilati book at SD BUQ Betengan Demak, it also uses Arabic Pegon material, and Risalatul Mahid. *Third*, the Amtsilati learning method which is usually carried out in the Amtsilati method of learning the Qoidah and khulasoh formulas using the rote method is then transferred to asatid (Sorogan). Meanwhile, the volume material uses visual auditory, practical and question and answer methods. *Fourth*, the Amtsilati method learning media used are whiteboards, markers and Amtsilati learning tools such as volume, khulasoh, Qoidati formula, tatimah, shorfiyah. *Fifth*, the evaluation used when learning the Amtsilati method is using tests and non-tests, but the assessment is carried out more often using daily tests in the form of memorizing Qoidati and khulasoh formulas, while test assessments are carried out during mid-semester and semester exams.

Implementation of Learning

According to Abdul Majid, preliminary activities are the initial activities in a learning meeting which are intended to increase motivation and focus students' attention to actively participate in the education process. (Majid, 2014: 200) . The implementation of the Amtsilati method of learning consists of teaching preparation, preliminary activities, core activities, and evaluation. To implement the material above, steps are needed in implementing Amtsilati method learning activities such as teaching preparation, as findings in the field show, when teaching preparation is well prepared, teachers who teach in class can carry out learning effectively and efficiently according to the time duration specified. available and can also be directed in accordance with teaching guidelines with preparation, teaching journals, student attendance, and bringing the necessary teaching equipment such as whiteboards, markers, Amtsilati books so that in the implementation PBM can be carried out well and optimally.

The implementation of the Amtsilati method learning at BUQ Elementary School takes 1 hour 30 minutes in one hour which is divided into 3 classroom action variables, namely:

Preliminary activities

Learning activities are a series of activities carried out to achieve learning objectives. According to Minister of National Education Regulation Number 41 of 2007, learning activities consist of an introduction, core and conclusion. This means that teachers need to design preliminary learning activities that are carried out at the beginning of learning, core activities as the main point of learning, and closing activities as the end of learning (Mawardi, 2019) . Likewise, the implementation of thematic learning carried out by teachers consists of preliminary, core and closing activities (Siregar, Marta, Efendi, Hasrijal, & Sari, 2022) . In the learning process, preliminary activities begin with saying hello, asking how students are doing, conveying the learning objectives and conducting an apperception (Pratiwi, Dahlan, Zubair, & Alqadri, 2023) .

In educational theory, preliminary activities are called apperception, apperception is a guideline for the term *Apperception / perception* which means diversion / viewing. In the term education, it means awareness/reality. This means that a teacher stimulates attention and awareness to students so that they can pay attention to the lessons that will be given seriously, not playfully, so that children are orderly and serious about receiving the lessons that the teacher will give. The skill of opening learning is a skill that must be possessed by teachers in learning which consists of the skills of saying hello, praying, checking students' presence physically and psychologically, providing apperception, conveying basic competencies and learning objectives to be achieved (Yuanita, 2019) . With apperception, it is hoped that students can divert from external responses to the main object of discussion at hand, therefore students can focus their attention on new lessons. Therefore, apperception is important for teachers to prepare students to take part in the learning process so that learning is more optimal. Providing perception at the beginning of each lesson is important to ensure that students are ready to absorb learning knowledge (Howard, 2002) .

Based on the results of observations of preliminary activities, the Amtsilati method learning for volumes 1-5 consists of several stages. At this stage, teachers are encouraged to enter the class by saying greetings, conditioning the class, reading prayers before studying, taking attendance of students, praying midday prayers, musyafahah Al-Qur'an. On the sidelines of Al-Qur'an deliberations, children are invited to progress in memorizing the Qoidati formula, then given 10 minutes to strengthen previous

Mualamatul Musawamah

memorization to shorten the time so that within 1 hour they can complete the material. Next, the teacher begins the lesson by explaining the material classically according to each volume. Meanwhile, for the practical class, in the introductory activities, students pray together, then deliberate on the Al-Qur'an and continue with murajaah amstilati from volume 1 to volume 5. These various series of introductions or apperceptions, have the hope that the class situation will be conducive, and as students can focus their attention in Study.

Core activities

After the apperception stage, the most important thing in learning is the core activity in the form of delivering learning material. After the teacher provides various instructions on the main points of the reading material and various things surrounding it. Furthermore, in core activities, teachers also try to carry out the learning process using learning models such as *inquiry*, *cooperative learning*, and *project based learning* (Putri & Suyadi, 2021). These learning models are in accordance with the 2013 Curriculum which is student-centered and supports the implementation of learning with a scientific approach consisting of the 5M learning activity process (observing, asking, collecting information, processing information, and communicating) and the Implementation of Thematic Learning in Achieving Standard Curriculum Processes 2013 in Schools (Subakti, Haddar, & Orin, 2021). Meanwhile, in this research, the learning method used is the Amsilati method.

The Amsilati method is inspired by a fast method of reading the Koran, namely the qiro'ati method. If with the qiro'ati method people can learn to read the Koran quickly, then with the Amsilati method people will be able to read and understand the bald book/book without harokat. Whether from light books such as the Safinatunnajah book, medium books or books with a heavier content, because basically studying Amsilati is almost the same as studying nahwu ş araf in general (Hakim, 2004: 7).

The Amsilati method is a modern learning method, and this method has even begun to be used in biblical learning activities by many Islamic boarding schools today. This is proof that this method has its own uniqueness as a form whose scope is not only on achieving targets in the success of the ability to read the yellow book, but also on the process of understanding and being able to read and understand the yellow book which takes place in Islamic boarding schools (Silfa, Hermawan, & Waluyo, 2022). Based on the results of the researcher's observations, the core activities in volumes 1-5, when explaining the material, the teacher also links the material with the previous volume, or

today's material with the previous material so that the child is not interrupted with understanding, so the child can relate that yesterday's material is still there. in relation to the material being studied at that time.

As for the practical class Amstilati method learning activity, it is to repeat amteri from the beginning of volumes 1 to 5 along with nadzam and understanding from volume to volume. Then there is something called additional Qoidah where material that is not in the previous volumes, for example mubtadak may be nakiroh with the condition that mubtadak and Khobar which are already understood may be discarded material, plural takbir material and so on. As support for the practice of reading the yellow book. This activity is the most important activity to develop students' abilities in learning the Amstilati method in class. The calculation of study time at BUQ Elementary School is structured in such a way that it allows students to study more religious knowledge than formal schools in general. This can be done in the design of teaching and learning process activities to achieve maximum results, by preparing an education system that can be applied to students.

End activities

The final part of the Amstilati method learning activities carried out at BUQ Demak Elementary School is an affirmation and closing accompanied by a joint prayer and shaking hands between students and teachers. In this final part, the role of the teacher is in providing motivation, so that students continue to learn and try to generate motivation based on what has been given. Based on the results of observations made by researchers at SD BUQ Betengan Demak, in the closing activity the teacher usually carries out a brief evaluation of the material that has been taught if there is still time, briefly evaluates questions regarding the material that has been taught earlier, and repeats the material that was taught yesterday again. After that, the students and the teacher pray, then ask questions that can answer questions from the teacher, they can go home or return to the morning class according to their respective classes. Meanwhile, the final activity for the practical class is archiving books or practical material, namely discussing the words and words of the content and letters and arranging them into a correct sentence.

Based on theoretical studies, it shows that the implementation of the Amstilati method curriculum at BUQ Demak Elementary School has carried out teaching and learning activities with correct learning patterns. This shows that the seriousness of the Amstilati method at BUQ Elementary School in developing the trust of the parents of students who have handed over their sons and daughters to the teachers at BUQ Elementary School is being implemented well. The hope is that with a learning pattern

Mualamatul Musawamah

that is in accordance with the existing learning principles guided by the Amtsilati method learning guidelines, the existing learning time and activities can run effectively and efficiently, producing perfect expectations.

The final stage in learning is the assessment stage. The assessment stage of the learning process is an effort to give grades to learning activities carried out by teachers to students (Nissa & Haryanto, 2020) . Evaluation has clear objectives and is useful for improving and perfecting the learning implementation process, so that it can create quality learning. In order for assessment to function well, in accordance with the stated objectives, it is very necessary to establish assessment standards which become the basis and reference for teachers and educational practitioners in carrying out assessment activities. Thus, learning assessment plays a role in determining the efficiency of the learning process that has been implemented and the effectiveness of achieving the set learning objectives. The evaluation of amtsilati method learning in practical classes is as follows:

Daily evaluation (Every day)

It is implemented by listening to students' memorization . In memorizing the Qoidati and khulasoh formulas, start from volumes 1-5 which have been studied in the previous material. If the student is fluent in memorizing correctly the teacher gives a letter (L) which means pass.

Midterm Evaluation (3 Months)

Mid-semester evaluation consisting of a memorization test, written test from material volumes 1-5 and from the Safinantun Najah book, Al-Qur'an test. Then the results are submitted to parents along with the morning class mid-semester evaluation. For practical classes, the KKM value is 80.

Semester Evaluation (6 months)

Mid-semester evaluation consisting of a memorization test, a written test from the book Amtsilati and from the book Safinantun Najah, a test on the Qur'an . Then the results are submitted to parents along with the morning class mid-semester evaluation. For volumes 1-5 the KKM value is 80.

In the practical class the author held a practical test to determine students' ability to read the yellow book 4 times by carrying out written tests and oral tests, and the results obtained to determine students' ability to read the yellow book in the form of the Safinantun Najah book were very good. The value obtained meets the KKM. It is hoped

that the Amtsilati method to make reading the Yellow Book easier in Islamic boarding schools can continue to be pursued to make it easier for students to read the Yellow Book, and teachers are expected to continue to look for ways so that the use of the Amtsilati method to make reading the Yellow Book easier is more interesting and not monotonous (Silfa et al., 2022) . In terms of assessing students using the amtsilati learning method , it indicates that the test was carried out using verbal test assessment techniques. The assessment techniques are generally divided into two forms, namely tests and non-tests. In test assessment techniques, assessment tools are divided into non-verbal (action) tests and verbal tests. Verbal tests are tests where the response is in the form of expressions of words or sentences. This verbal test can be in the form of a written test and an oral test. Written tests can be categorized into two, namely objective tests and description tests (Sukiman, 2017) . Learning the yellow book uses the amtsilati method with the learning process at SD BUQ Betengan Demak, namely starting with lesson planning, learning implementation, and learning evaluation. This explains that a good learning process has been fulfilled. In line with Qasim and Maskiah, learning activities require three important stages, including planning, implementation and evaluation. Starting with planning by teachers can provide maximum results in creating the goal of state and national life, namely making the nation's life intelligent (Qasim & Maskiah, 2016) .

D. Conclusion

The Amtsilati is a book that is delivered using the Amtsilati method, which is a practical method for studying the Koran and reading the yellow book for beginners. This method is named "Amtsilati" which is inspired by the method of quickly learning to read the Koran, namely "Qiro'ati". Implementation of the Amtsilati method of learning in improving the ability to read the yellow book at SD BUQ Betengan Demak includes: (a) Learning planning, including: objectives, methods, materials, media, evaluation. (b) The learning process includes: teaching preparation, preliminary activities, core activities, closing activities. Meanwhile, the learning process in practical classes to improve the ability to read the yellow book is carried out using the book safinatun najah using the sorogan, bandongan and discussion methods. So that when students read the yellow nbook, they are able to discuss it word by word, arrange it and translate it. (c) Learning evaluation, daily evaluation, volume increase evaluation, mid-semester evaluation, final semester evaluation. Meanwhile, evaluations for practical classes are carried out daily in the middle of the semester and written and oral tests that meet the KKM.

References

- Ambiyar dan Panyahuti. (2020). Asesmen Pembelajaran Berbasis Komputer dan Android. Kencana.
- Arif, Jira Rastal, Aiman Faiz, dan Lidiya Septiani. 2022. "Penggunaan Media Quiziz Sebagai Sarana Pengembangan Berpikir Kritis Siswa". Edukatif: Jurnal Ilmu Pendidikan Vol 4 no. 1 201-210. <https://edukatif.org/index.php/edukatif/article/view/1804>
- Daryanto, J. (2018). "Penggunaan Media Pembelajaran Video Interaktif untuk Meningkatkan Pemahaman Tembang Macapat Dalam Pembelajaran Bahasa Daerah pada Siswa Sekolah Dasar". Jurnal Pendidikan Dasar, 6(1). <https://jurnal.fkip.uns.ac.id/index.php/diksar/article/view/11785>
- Faiz, A., Hakam, K. A., Nurihsan, J., & Komalasari, K. (2021). Development of Moral Dilemma Model in Elementary School. 1st International Conference In Education, Science And Technology, 17–22. <https://ejournal.unisba.ac.id/index.php/tadib/article/view/12134>
- Faturrahman, dkk, Pengantar Pendidikan. Jakarta: Prestasi Pustaka Publisher, 2012.
- Henry, S. (2010). Cerdas dengan Game. Jakarta: PT Gramedia Pustaka Utama.
- Masrukin. 2017. Metode Penelitian Kualitatif, Kudus: Media Ilmu Press.
- Moleong, Lexy J. 2017. Metodologi Penelitian Kualitatif. Bandung: PT.Remaja Rosdakarya.
- Rusman. (2012). Belajar dan Pembelajaran berbasis Komputer: Mengembangkan Profesionalisme Guru Abad 21. Alfabeta.
- Suyahman. 2016. "Analisis Kebijakan Pendidikan Gratisdi Sekolah Menengah Atas dalam Kaitannya dengan Kualitas Pendidikan Menengah Atas". Jurnal Pendidikan kewarganegaraan. Vol. 6 No.2. <https://ppjp.ulm.ac.id/journal/index.php/pkn/article/view/2429/2133>
- Waridah. 2021. "Upaya Meningkatkan Keaktifan Siswa Dalam Pembelajaran Daring Melalui Media Game Edukasi Quiziz Pada Muatan Pelajaran Ipa Materi Siklus Hidup Kelas Iv A Min 1 Yogyakarta Tahun Pelajaran 2020/2021". ELEMENTARY: jurnal Inovasi Pendidikan Dasar vol.1 no.2. <https://jurnalp4i.com/index.php/elementary/article/view/116>
- Haryani & Aprillina. 2021. "Pemanfaatan aplikasi "quiziz" dalam Pembelajaran Bahasa Inggris Maritim bagi Mahatar Politeknik Bumi Akpelni Semarang". Prosding Kemaritiman. <http://repository.unimar-amni.ac.id/3838/>
- Supono, Teguh & erni murniarti. 2022. "Analisis Penggunaan Papan Virtual Dan Aplikasi

- Quiziz dalam Pembelajaran Matematika”. Vol.15. No.2. 132-141. <https://ejournal.fkipuki.org/index.php/jdp/article/view/163>
- Mulyasa, E. (2002). Manajemen berbasis sekolah. Bandung: PT. Remaja Rosdakarya.
- Bush, T., & Coleman, M. (2000). Leadership and strategic management in education. London: SAGE Publications Ltd. <https://doi.org/10.4135/9781446220320>
- Yana, A. U., Antasari, L., & Kurniawan, B. R. (2019). “Analisis pemahaman konsep gelombang mekanik melalui aplikasi online quizizz. Jurnal Pendidikan Sains Indonesia”. Indonesian Journal of Science Education, 7(2), 143-152. <https://jurnal.usk.ac.id/JPSI/article/view/14284>
- Wulandari, D., Syafi'i, M., & Suwardana, O. (2020, November). “Perbedaan Hasil Belajar Matematika Siswa melalui Media Penilaian Berbasis Online Menggunakan Aplikasi Quizizz dan Google Form pada Materi Matriks”. In Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara II (pp. 114-126). <https://jurnal.stkipkusumanegara.ac.id/index.php/semnara2020/article/view/478>
- Eddy, E., Usman, A., & Dafitri, H. (2021). Pelatihan Penggunaan Aplikasi Quizizz Sebagai Alternatif Media Evaluasi Pembelajaran Jarak Jauh. Jurnal TUNAS, 2(2), 55-61.
- Wahyudin, Undang Ruslan. Ed. Hinggil permana. 2020. Manajemen Pendidikan (teori dan praktik dalam penyelenggaraan sistem pendidikan nasional). Ebook. Yogyakarta: Deepublish.
- Pusparani, H. (2020). Media Quizizz Sebagai Aplikasi Evaluasi Pembelajaran Kelas VI di SDN Guntur Kota Cirebon. Tunas Nusantara, 2(2), 269-279. <https://ejournal.unisnu.ac.id/jtn/article/view/1496>.
- Aini, Yulia. 2019. ”Pemanfaatan Media Pembelajaran Quizizz Untuk Pembelajaran Jenjang Pendidikan Dasar Dan Menengah Di Bengkulu”. Jurnal Kependidikan Vol. 2, No. 25. <http://jurnal.umb.ac.id/index.php/kependidikan/article/view/567>
- Nurrita, T. (2018). Pengembangan media pembelajaran untuk meningkatkan hasil belajar siswa. MISYKAT: Jurnal Ilmu-ilmu Al-Quran, Hadist, Syari'ah dan Tarbiyah, 3(1), 171. <https://media.neliti.com/media/publications/271164-pengembangan-media-pembelajaran-untuk-me-b2104bd7.pdf>
- Sumiati dan Asra. 2008. Metode Pembelajaran. Bandung: CV Wacana Prim