DEVELOPMENT OF BTI (BACA TULIS INGAT) IN INCREASING PEOPLE'S UNDERSTANDING OF KITAB KUNING LEARNING AT MUSHOLA AN-NUR BANJARMASIN

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ABSTRAK

Penelitian ini bertujuan untuk mengembangkan suatu model pembelajaran yang dapat meningkatkan pemahaman para jamaah di Musholla An-Nur Banjarmasin dalam mempelajari kitab kuning. Alternatif yang ditempuh ialah dengan mengembangkan metode BTI (Baca Tulis Ingat). Pengembangan model ini dimaksudkan agar para jamaah bisa fokus dan memberi perhatian penuh ketika pembelajaran dilakukan. Harapannya dengan membaca dan menulis ini, para jamaah lebih mudah mengingat dan materi yang disampaikan lebih mudah melekat dalam diri mereka. Penelitian pengembangan metode BTI ini dilakukan dengan model R&D menggunakan model ADDIE dengan tahapan analisis, desain, pengembangan, implementasi dan evaluasi. Hasil penelitian menunjukkan bahwa ada peningkatan hasil pembelajaran para jamaah sebelum dan sesudah diterapkannya metode BTI. Metode BTI dinilai efektif untuk meningkatkan pemahaman para jamaah dengan skor n-gain sebesar 0,51. Berdasarkan uji paired sample t test nilai sig. (2-tailed) berada pada skor .000 sehingga metode BTI dinyatakan efektif dan mempunyai pengaruh yang bermakna dalam meningkatkan hasil belajar dari para jamaah.

Kata kunci*: Metode BTI; Pemahaman Jamaah; Kitab kuning*

ABSTRACT

This research aims to develop a learning model that can improve the understanding of worshipers at the An-Nur Mosque in Banjarmasin in learning the kitab kuning. The alternative taken is to develop the BTI (Baca Tulis Ingat) method. The development of this model is intended so that the people can focus and give full attention when learning is carried out. The hope is that by reading and writing, it will be easier for the people to remember and the material presented will be easier for them to stick with. Research on the development of the BTI method was carried out using the R&D model using the ADDIE model with the stages of analysis, design, development, implementation and evaluation. The results showed that there was an increase in the learning outcomes of the people before and after the implementation of the BTI method. The BTI method is considered effective in increasing the understanding of the people with an n-gain score of 0.51. Based on the paired sample t test, the sig. (2-tailed) is at a score of .000 so that the BTI

method is declared effective and has a significant influence in improving the learning outcomes of the people.
Keywords: *BTI Method; Jamaah Understanding; Kitab kuning*

INTRODUCTION

Humans will never escape the process of education. This is because education itself has a broad meaning. Education can be obtained from anywhere, at any time and with anyone. If you look at the meaning, education can be interpreted as a learning process, either directly or indirectly, as a result of interaction with a person or group, whether intentionally or not, indoors or outdoors in order to increase or improve understanding of science (Neolaka & Neolaka, 2017).

If we link the meaning of education with learning the *kitab kuning*, we will find common ground. Because, the substance of the meaning of education is also contained in the *kitab kuning* learning activities. The *kitab kuning* is taught by a teacher or ustadz directly in the room, then with this learning you will increase your understanding of science (the knowledge contained in the *kitab kuning*).

One type of learning that still exists today is *kitab kuning* learning. If in the past the *kitab kuning* was synonymous with the Islamic boarding school environment, now the study of the *kitab kuning* has developed widely, such as regular recitation in mosques or prayer rooms, even virtually (Musthofa et al., 2021). The existence of classical model learning with a modern approach like this, one of which is the *kitab kuning*, will certainly have a tremendous impact on the existence of Islam. This is because the *kitab kuning* plays an important role in strengthening the treasures of Islamic knowledge. Not a few muslim and even non-muslim scholars are interested in analyzing this book (Firdaus & Fauzian, 2018).

As a characteristic and identity of an Islamic boarding school, it even has a high urgency for religious thought which will influence Islamic education in general (Putra & Yusr, 2019), learning the *kitab kuning* must truly enter the soul of those who study it. So a method is needed so that learning the *kitab kuning* is not just a process of listening to the explanation of the ustadz or teacher. Students in Islamic boarding schools or peoples studying the *kitab kuning* anywhere should be able to

pay great attention when learning takes place. This is intended to make this great attention memorable and easy to implement.

The method in question is the BTI (Baca Tulis Ingat) method. The BTI method is a method developed based on the paradigm that reading and writing can strengthen a person's memory of what they learn. This strong memory can then facilitate the internalization process within oneself which ultimately makes it easier when you want to apply the learning in real life.

According to Dr. C. Edward Coffey, a researcher from the *Henry Ford Health System* quoted by Noegroho stated that by reading, a person will avoid dementia. Apart from that, when you read, your brain will record what your eyes see so that the information you read can resonate more strongly in the brain. It's the same as writing, the brain will more easily remember what is learned if it is done through writing activities. Imam Syafi'i once said that *"knowledge is the prey and writing is the bond, so tie your prey with a strong rope..."* (Noegroho, 2021). With this strong memory you will be able to provide strong confidence or understanding as well (Ali, 2016).

Based on the explanation above, a *kitab kuning* learning method was developed which was named the BTI method. "Baca" or in English means "Read", "Tulis" or in English means "Write" and "Ingat" or in English means "Remember". This method was developed in order to increase the people's understanding so learning the *kitab kuning* is not just passing through, but can also be ingrained in themselves so that it is easy to apply it in everyday life.

This research is included in field research with an R&D (*Research and Development*) approach. R&D research is a research approach used to produce products and test whether the product is effective or not (Sugiyono, 2017). The model used in this research is the ADDIE model. The ADDIE development model is an approach that emphasizes analyzing how each component interacts with each other and coordinates according to the existing phases, which include the analysis, design, development, implementation and evaluation stages (Rayanto & Sugianti, 2020). After the results of this development were implemented, research was then carried out again to see how successful the BTI method was in increasing students' understanding.

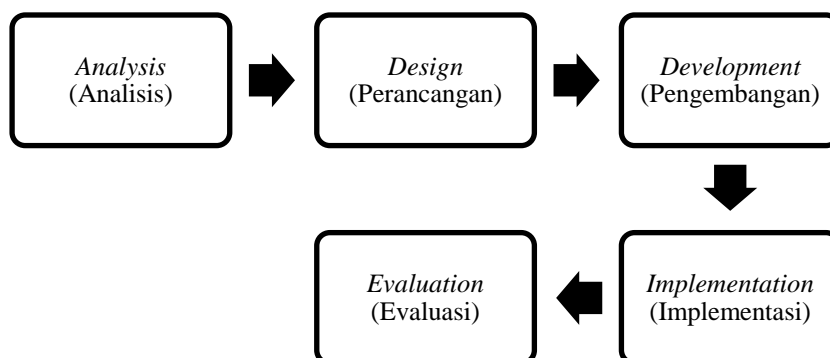The steps for R&D research using the ADDIE model are as follows:

Figure 1. R&D research stages with the ADDIE mode

This research was conducted on the *kitab kuning* recitation people at the An-Nur Prayer Room, Banjarmasin. The books studied are varied. However, when researchers conducted research at the research location, the book studied was the book *Maraqi al-'Ubudiyah* by Sheikh Nawawi al-Bantani. The number of people is 20 people. This number is based on Jaja Suteja's opinion in his book *Ethics of the Teaching Profession* (Suteja, 2013).

DISCUSSION

BTI Model Development

The development of the BTI method for learning the *kitab kuning* in increasing the people's understanding was carried out using the ADDIE model. After this method is applied, we can see how the learning outcomes change before and after using the BTI method.

1. Analysis

    The analysis stage is an initial exploratory activity in order to obtain initial data. Researchers interviewed teachers or ustadz who taught the *kitab kuning* as well as several peoples. The results of the interviews showed that the people had difficulty remembering the material taught by the ustadz. According to the interview results, this is because there is a lot of material taught, especially related to Arabic, plus material in the book, for example material on prayer etiquette and social issues or friendship with other people.

    Not only that, the researchers also conducted tests in order to measure the people's ability to master the material in the book *Maraqi al-'Ubudiyah*,

where the people when tested at this analysis stage had not used the BTI (Read Write and Remember) method. The average test score carried out at this stage is only 48. The following is a table of evaluation results at this analysis stage:

Table 1. Average test scores at the analysis stage

No. Responden	Skor untuk Butir Nomor:										Jumlah
	1	2	3	4	5	6	7	8	9	10	
1	10	0	0	10	10	0	10	0	10	0	50
2	0	10	10	0	10	10	10	0	0	10	60
3	0	0	10	0	0	10	0	0	10	10	40
4	10	10	0	10	10	0	0	0	10	10	60
5	10	0	10	0	0	0	10	0	0	0	30
6	10	10	10	0	0	10	0	10	0	0	50
7	10	0	10	10	10	10	0	10	10	0	70
8	0	10	0	0	0	10	10	0	0	10	40
9	10	0	0	10	10	10	0	10	10	0	60
10	0	10	10	10	10	0	0	10	0	10	60
11	0	0	0	0	0	10	10	0	10	0	30
12	0	0	0	0	0	0	0	10	0	10	20
13	0	0	0	0	10	0	10	0	10	0	30
14	10	0	0	10	0	0	0	10	10	0	40
15	0	10	10	0	0	10	0	0	0	10	40
16	10	10	0	10	10	0	10	0	0	0	50
17	10	10	10	0	10	0	0	10	0	10	60
18	0	0	0	10	0	10	0	0	0	0	20
19	0	10	0	0	10	0	0	10	10	0	40
20	10	10	10	10	0	0	10	0	0	10	60
											910
Rata-rata											45,5

The ideal score for the test results above can be calculated using the following formula:

Ideal score = highest answer score x number of question instruments x number of respondents (Sugiyono, 2017) so that the figure is 100 x 10 x 20 = 2,000. Based on the evaluation results table above, the overall calculation is = 910: 2,000 = 0.455 or 45.5% of the expected score.

2. Design

At this stage, researchers design learning activities. This activity starts from setting goals, designing learning method scenarios, designing learning tools, materials and evaluation tools. This design is still conceptual and will underlie the next development process. The results of the design stages in this research are:

a) Setting learning objectives, namely that the people is able to remember the material contained in the book *Maraqi al-'Ubudiyah* by Sheikh Nawawi al-Bantani, especially the *al-qaul fi ijtinab al-ma'ashi* material and the material on *adab ash-shohabah wal ma'asyirah ma'al kholiq 'azza wa jalla wa ma'al khuluq.*

b) Designing learning scenarios, namely activities from the beginning of learning to the end of learning using the BTI method.

c) Designing the material that will be presented is in accordance with what is in the book *Maraqi al-'Ubudiyah* by Sheikh Nawawi al-Bantani.

d) Designing evaluation tools, namely in the form of questions that will be tested

3. Development

The development stage in the ADDIE model contains product design realization activities. If at the design stage a conceptual framework for implementing new learning methods has been prepared, then at the development stage, the conceptual framework is realized into a product that is ready to be implemented (Sari, 2017). So researchers at this stage to develop the BTI method are by preparing media such as the book *Maraqi al-'Ubudiyah* by Sheikh Nawawi al-Bantani so that the people can also read it as well as writing tools used to record important material.

According to Branch, quoted by Lusyana and Lestari, the development stage also carried out validation by experts on the method to be developed. Suggestions obtained from these experts are needed to revise them so that they are valid and ready to be implemented (Lusyana & Lestari, 2022). The results of expert validation regarding the BTI method are as follows:

Table 2. Expert validation results

No.	Statement	Expert 1	Expert 2	Expert 3
1.	The analysis and background presented are sufficient to serve as a basis for developing the BTI method	4	5	9

2.	The concept of reading, writing, remembering is relevant as a basis for developing the BTI method	5	5	10
3.	The concept of reading, writing, remembering in the BTI method can be a means of achieving learning goals	5	5	10
4.	The purpose of method development is clearly stated	5	5	10
5.	The description of method development is stated clearly	5	5	10
6.	The purpose of method development is clearly stated	5	5	10
7.	The method development steps are clearly stated	5	5	10
8.	Evaluation and assessment are clearly stated	5	5	10
9.	The desired learning outcomes are clearly stated	5	5	10
Total Score				**89**

Looking at the total scores in the table above, namely 89 with an ideal score of 90 (if you answer all 5) then: 89 / 90 x 100. So the achievement score for expert validation is at 98%.

4. Implementation

At this stage, the designs and methods that have been conceptually developed previously are implemented in real situations, namely the classroom (Sari, 2017). From this stage, the quality of practicality and effectiveness of the developed product will also be obtained (Lusyana & Lestari, 2022). The application of the BTI model developed is carried out by:

a) Ustadz studied the book *Maraqi al-'Ubudiyah* by explaining the material based on what is written in the book by reading the Arabic language, then translating and explaining its contents.

b) The people also listens (Reading Method) by reading the book and then taking notes (Writing Method) both the meaning/translation and other material that is considered important.

    c) If a sentence is missed, the people can ask the ustadz about the meaning of the missed sentence.

    d) Questions and answers can be done in the middle of learning.

    e) Ustadz provides reinforcements for each material and light questions (Remember Method).

    f) Evaluation carried out.

5. Evaluation

The purpose of the evaluation stage is to assess the quality of the method developed. The assessment carried out includes before and after implementation of the method developed (Lusyana & Lestari, 2022). From the results of implementing learning using the BTI method, the following evaluation results were obtained: 1) the ustadz was too fast in delivering the material so that the people had difficulty recording the translation, 2) there was no special book for recording material other than the translation and 3) there was no structured evaluation carried out at the end of learning. The results of the people's response to the BTI learning method are as follows:

Table 3. People's response to the BTI method

No.	People's Response	The Total of Response	Percentage (%)
1.	Sangat Baik	15	75%
2.	Baik	3	15%
3.	Cukup Baik	1	5%
4.	Kurang Baik	1	5%

Apart from that, researchers also conducted a post test to see the learning outcomes when the BTI method was applied. The results of this post test can be seen in the following table.

Table 4. Post test result

Respondent Number	Score for Item Number:										Total
	1	2	3	4	5	6	7	8	9	10	
1	10	0	0	0	10	0	10	0	10	10	50
2	0	10	10	0	10	10	10	10	0	10	70
3	10	0	10	0	0	10	0	10	10	10	60
4	10	10	10	0	10	10	10	0	10	10	80
5	10	10	10	10	10	0	10	10	0	0	70
6	10	10	10	0	10	10	10	10	10	10	90
7	10	0	10	10	10	10	0	10	10	10	80
8	0	10	0	10	0	10	10	0	10	10	60
9	10	0	10	10	10	10	10	10	10	10	90

10	10	10	10	10	10	0	10	10	0	10	80
11	10	0	10	10	0	10	10	0	10	10	70
12	10	0	10	0	10	10	0	10	10	10	70
13	10	10	10	0	10	10	10	10	0	10	80
14	10	10	10	10	0	10	10	0	10	10	80
15	0	10	10	10	10	10	10	10	10	0	80
16	10	10	0	0	10	10	10	10	0	10	70
17	10	10	10	10	10	10	0	10	0	10	80
18	10	10	10	10	10	0	10	0	10	0	70
19	10	10	0	0	10	10	10	0	10	10	70
20	10	10	10	10	10	10	10	10	0	10	90
											1490
Average											74,5

Based on the ideal score calculation according to Sugiyono (Sugiyono, 2017), the figure obtained is 1490: 2000 = 0.745 or 74.5% of the expected score. From this calculation, it can be seen that there is a difference between learning outcomes before using the BTI method and after using the BTI method. Thus, there was an increase in the average score from the pretest and posttest, namely from 45.5 to 74.5. The increase was 29 points or 63%.

Effectiveness of the Developed BTI Method

The effectiveness of this method is carried out to see the difference between the pre-test results and the post-test results. Before statistical calculations are carried out to see how effective the BTI method is applied, first look at the difference between the pretest score and the posttest score. To determine the difference in this value, the gain score test is carried out (Wijaya et al., 2021). The following is a table of gain score test results:

Table 5. Gain score test results

Preliminary Test Average	**Final Test Average**	**N-Gain Score**
45,5	74,5	0,51

Based on this table, it is known that the n-gain score shows 0.51 (medium category). This category is based on the conditions: $g < 0.30 =$ low, $0.30 < g > 0.70 =$ medium, $g > 0.70 =$ high (Wijaya et al., 2021). With this figure of 0.51, it can be concluded that there was an increase in the value from before to after the BTI method was implemented.

According to Norfai, to see the effectiveness of a treatment on a variable quantity that you want to determine, it can also be tested using a paired sample T

test. This step is carried out if the data collected from two samples are related and have two means (Norfai, 2021). The condition is that if the p-value > α (0.05) indicates there is no significant difference and no significant influence between before and after treatment. If the p-value < α (0.05) then it shows that there is a significant difference and has a significant influence between before and after treatment (Norfai, 2021).

Based on the *paired sample T test* which has been carried out via the SPSS application, the *p-value* score or in this case is sig. (2-tailed) indicates a score of *.000.* so that *p-value* (.000) < α (0.05). Thus, there is a significant difference and a significant influence between before and after being given treatment in the form of the BTI model to the An-Nur Banjarmasin prayer room people.

CONCLUSION

Based on the results of the research and development carried out, it can be seen that the BTI method developed has proven to be effective in increasing the understanding of the people at the An-Nur Banjarmasin prayer room. This can be seen when the learning takes place, it is easier for the people to remember the material explained through this method. The hope is that through strong memory of the material, especially the study of the book *Maraqi al-'Ubudiyah*, it will be able to become a driving force in the process of internalizing knowledge to the people, so that the application of the material taught can be put into practice in everyday life.

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