

The Role of The Administrators in Increasing The Motivation to Learn The Yellow Book in Students at The Al-Ihya Islamic Boarding School ‘Ulumaddin Kesugihan Cilacap

Muhammad Ulin Nuha

Email: muhammadulinnuha1007@gmail.com

UIN Prof. K.H. Saifuddin Zuhri, Jl. A. Yani No.40A, North Purwokerto, Banyumas Regency, Indonesia

Abstract

This study aims to determine the role of administrators in increasing the motivation to learn the yellow book of students at the Al Ihya Islamic Boarding School 'Ulumaddin Kesugihan Cilacap. This research is a type of field research (field research). The approach of this research is qualitative research. With the target of research on the motivation to learn the yellow book of students. Therefore, the subject of this research includes caregivers, administrators, and PPAI students. The method used in obtaining data that can support research, researchers use the method of observation, documentation, and interviews. The steps in data analysis techniques in this study include data reduction, data presentation, and verification and drawing conclusions. From the results of the analysis, the authors can conclude that the management plays a role in increasing the motivation to learn the yellow book of students through guiding the students, explaining everything that is studied in the yellow book and providing motivation both in the recitation process and by exemplifying good behavior in everyday life. Of course, this shows the role of the board in motivating the students to learn the yellow book which then has an influence on the motivation of the students in learning the yellow book.

Keywords: role of management, learning motivation, yellow book

1. Introduction

Pondok Pesantren was founded because of the demands and needs of the times. this can be seen from the historical journey where pesantren were born based on the obligation of Islamic proselytizing, namely spreading and developing Islamic teachings, as well as producing cadres of ulama or da'i. Pondok Pesantren has very strong cultural roots in the life of Indonesian people, especially Islamic people. Pondok Pesantren is an educational institution that has special characteristics including that its curriculum focuses on religious sciences such as the science of the Qur'an, hadith, ulumul Qur'an, ulumul hadith, tafsir, fiqh, history, Arabic languages such as nahwu and short sciences. (Daulay, Son of Haidar. 2007: 64).

In a technical sense, Pondok Pesantren is "a place for students to live". According to Wahid, this understanding shows the most important characteristic of Islamic boarding schools, namely a fully total educational environment. In addition, Pondok Pesantren is a unique culture. (YAPPI, MU. 2008: 69). Its uniqueness as a sub-culture of Indonesian society can be shown by the fact that the number of Islamic boarding schools reaches thousands or even tens of thousands spread across various corners of Indonesia.

The leadership of the kyai in pesantren is unique in terms of its sturdiness in premodern characteristics, such as the relationship between the leader and followers which is more based on the belief system. The santri accepted the leadership of the kyai because they believed in the concept of barakah which was based on the doctrine of the emanation of the Sufis. The relationship between kiai and santri which is based on the concept of barakah is what then causes a very strong submission from a student to his kyai. As a result, what the kyai does and says is a truth that must be accepted and unquestionable.

In the tradition of Pondok Pesantren, the function of leadership was initially attached to the figure of the kyai. This is because of the position of the kyai as a caregiver as well as the owner and manager of the Islamic boarding school. It's just that with the increasing number of students and pesantren units finally the leadership function of the Islamic boarding school is delegated to the team/administrator, without reducing the position of the kyai, both as a caregiver, owner, and main manager of the Islamic boarding school. In other words, the leadership pattern of Islamic boarding schools is central. In this case, the kyai is an inviolable central figure.

As the party who accepts delegation, the administrator is also required to have the nature and attitude of a kyai." Caretaker is a reflection of caregiver", that's roughly the term. He has the right to lead, mobilize, and direct all students to achieve the goals of the pesantren. The pattern of education held in Islamic boarding schools is quite varied. However, from the diversity of these patterns, almost all Islamic boarding schools in the country teach the same aji eyes, namely teaching Islamic sciences which include, the Qur'an, Hadith, Aqidah, Akhlak / Tasawuf, Fiqih, Usul Fiqh, Language (Nahwu / Shorof) and Tarikh. (Team of the Directorate General of Islamic Institutions. 2003: 31).

Mata aji these sciences are taught through standard books that were written more than a hundred years ago. Some refer to it as a yellow book because usually the books are printed on yellow paper. Another characteristic of the books taught in the pesantren is that it has a bare Arab character (without harakat / shakal). (Abdul Fatah, Rohadi, et al. 2008: 22). The bare situation is on the other hand part of learning, where the success of finding the correct harakat is a benchmark for the success of learning in Islamic boarding schools

Kiai or ustadz (administrators) are generally a reference for students not only from the advantages of their knowledge about Islam but also from their actions. Kiai or ustadz (administrators) are not only referred to as teachers but as educators who can provide tauladan life.

The interaction activities of teachers and students (administrators and students) that humans do something because of these needs that they must meet, this reason in psychology is called motivation. The amount of motivation obtained depends on the individual of each perpetrator. On this occasion, the author raised the motivation for learning and learning activities at Islamic boarding schools through a series of information ranging from the importance of science, recommendations to seek knowledge, what to seek knowledge for, the obligation to seek knowledge, and so on. from this it seems that it will be someone's motive in this case students and administrators to carry out teaching and learning activities.

At Pondok Pesantren Al-Ihya 'Ulumaddin Kesugihan Cilacap, the learning of the yellow book uses the sorogan, weton / bandongan, memorization, and bahtsul masail methods. Sorogan is a method of learning in an individual way to the teacher one by one. (Dhofier, Zamakhsyari. 2011: 53). Wetonan / bandongan is a method by which students listen to their teacher's readings accompanied by ngasahi kitab or interpreting the book. Memorization is a method by which students must memorize mandatory materials such as the Qur'an and Hadith. (Daulay, Son of Haidar. 2007: 69).

The learning of the yellow book is one of the lessons that must be followed by all students of the Al-Ihya Islamic Boarding School 'Ulumaddin, where the learning of the yellow book provides education to understand and practice the knowledge learned. For students to be more enthusiastic about learning the yellow book, the role of administrators becomes very important in motivating students. Motivation can move and encourage students to learn, learning motivation has a close relationship with students in awakening and directing them to learn something they do not yet know. Thus, so that students are not sleepy and do things that are less useful and have enthusiasm in learning the yellow book, it is necessary to have more encouragement from the administrators to increase the enthusiasm for learning students. Based on the explanation above, this research is important so the author is interested in researching *"The Role of Administrators in Increasing Motivation to Learn the Yellow Book in Santri at The Al-Ihya Islamic Boarding School 'Ulumaddin Kesugihan Cilacap"*.

2. Research Methods

The research with the title "The role of administrators in increasing the motivation to learn the yellow book in students at the Al-Ihya Islamic Boarding School 'Ulumaddin Kesugihan Cilacap" is a type of field research Field research is a type of research that is carried out in the field or the real world. (Zulfa, Umi. 2011: 12). The place that was used as the location of the study, author took the location at the Al-Ihya Islamic Boarding School 'Ulumaddin Kesugihan Kidul Village, Kesugihan District, Cilacap Regency. Researchers conducted this study in August-September 2022. The research approach is a qualitative descriptive approach. A descriptive method is a method of examining the status of a human group, an object, a set of conditions, a system of thought, or a class of events in the present.

(Hatimah, That, et al.2006:95). Meanwhile, the qualitative descriptive approach, namely research used to describe and answer the problems of phenomena in a single variable as well as the correlation or comparison of various variables. (Arifin, Zaenal. 2011: 54).

According to Arikunto (1998), Research subjects are goods, humans, or places that can provide research information. (Zulfa, Umi. 2010: 99). In the study entitled "The role of administrators in increasing the motivation to learn the yellow book in students at the Al-Ihya Islamic Boarding School 'Ulumaddin Kesugihan Cilacap" the subjects of the study were:

1. The Board of Caregivers of the Al-Ihya Islamic Boarding School 'Ulumaddin Kesugihan Cilacap, as a source of information about the role of administrators in increasing the motivation to learn the yellow book in students at the Al-Ihya Islamic Boarding School 'Ulumaddin Kesugihan Cilacap. And as a source of data information about the Al Ihya Islamic Boarding School 'Ulumaddin.
2. The management of the Al-Ihya Islamic Boarding School 'Ulumaddin Kesugihan Cilacap from the central management board to the complex management, as a source of information about the role of the Management in increasing the motivation to learn the yellow book in students at the Al-Ihya Islamic Boarding School 'Ulumaddin Kesugihan Cilacap.
3. As well as a source of data information about the Al-Ihya Islamic Boarding School 'Ulumaddin Kesugihan Cilacap. Santri Pondok Pesantren Al-Ihya 'Ulumaddin Kesugihan I Cilacap Putra, as a source to find out the picture of the results of increasing motivation to learn the yellow book.

To obtain the necessary data in the research process, the compilers use several data collection methods as follows:

a. Observation

Observation or observation is a technique or way of collecting data by conducting observations of ongoing activities. (Syaodih, Nana. 2013: 20). This observation method is used to observe directly the role of administrators in increasing the motivation to learn the yellow book of students.

b. Interview

In his book, Sugiyono who quoted the opinion of Esterberg (2002) said that an interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a certain topic. (Sugiyono. 2009: 231). This interview method was conducted on the administrators and students of the Al-Ihya 'Ulumaddin Islamic Boarding School to obtain data related to the role of administrators in increasing the motivation to learn the yellow book of students.

c. Documentation

Umi Zulfa in his book, quoting his opinion (Arikunto, 1998) said that documentation is a way of collecting data by digging for information on documents, be it in the form of paper, videos, objects, and others. (Zulfa, Umi. 2010: 125). The documentation method that the compiler uses in the research is to obtain data on the structure and activities at the Al-Ihya Islamic Boarding School 'Ulumaddin Kesugihan Cilacap.

Data analysis is the process of systematically finding and compiling data obtained from the results of field data interviews and documentation by organizing data into categories, describing them into units, synthesizing, compiling in patterns, choosing which ones are important and which will be studied, and making conclusions, so that they are easy to understand by yourself and others. Data analysis in this study used interaction models from Milles and Huberman. (Zulfa, Umi. 2010: 126). The steps in the data analysis technique in this study are Data Reduction, data presentation, and concluding.

3. Results and Discussion

Pesantren has a subculture that has been tested by the times, the distinctive traditions of pesantren have been able to form the life of religious students and religious knowledge that is more accountable. Pondok Pesantren Al Ihya 'Ulumaddin has special tips for organizing its students based on the classification of the level of education taken placed in different complexes. The management of pesantren is led by a chairman who is commonly referred to as the "head of the cottage" with the organizational structure of the management. The personnel of the board of management is selected through the meetings of the board of caregivers and the executive board of the kyai based on the criteria for the personal profile of the prospective administrators who are first selected according to the profile of each candidate for the board obtained from the management profile data compiled by the previous management. The management of Al Ihya 'Ulumaddin Islamic Boarding School is structured from the management of the cottage which consists of a Chairman (lurah), secretary, treasurer, security bureau, education bureau, sarpras, hygiene bureau, and health bureau. Meanwhile, the management of each classification of complexes per level of education (SLTP, SLTA, Mahasiswa) consists of The head of staff (lurah) of the complex, secretary and treasurer, security staff, education staff, as well as sarpras and hygiene staff. With the division of the management area

structure, the purpose of the formation of the management is to be in charge of supervising, guiding, motivating, and conditioning every activity in the Pesantren.

In addition to supporting the activities of the most managed, systemized, and well-organized Islamic boarding schools so that the purpose of pesantren education can be achieved, the formation of pesantren management is also a learning medium for the management personnel themselves and as a vehicle for sensing the management so that they can position themselves as an extension of kyai and replace (badal) in the running of pesantren activities taken care of by kyai. Below is an excerpt from an interview with the caretaker board of Pondok Pesantren Al Ihya 'Ulumaddin Kesugihan Cilacap.

In this case, Romo KH. Chair Muharrir said that the purpose of establishing the board, among others, is to educate and learn students who are considered more senior than other students, and also aims to become substitutes (badal) or kyai representatives in organizing students and accommodating Islamic boarding school activities.

Of the many students of Al Ihya 'Ulumaddin, of course, they have different fellowships in learning the yellow book from each other, several factors that play a role in increasing the motivation to learn students include administrators, friends, environment, and language. As stated by the Head of Pondok, Ust. Muslihuddin, that in general, the students of Pondok Pesantren Al Ihya Ulumadin in learning the yellow book have been motivated, as evidenced by repeatedly in recent years several students have participated in the competition as well as getting the title of champion both in local contests in the district and national areas, and are also supported by the characteristics of Islamic boarding schools, all of which rely on deepening the reading of the yellow book both in theory and in practice.

With the accommodating factors that affect the motivation to learn the yellow book of the students, both factors within the students and factors outside the students, namely educators or ustadz and supporting factors, namely these facilities and infrastructure, also contribute to the motivation of students to be more active in following the recitation process, especially the yellow book.

Pesantren activities cannot run well without the contribution of the management as the person in charge of the activity. Therefore, the management has a very important role to accommodate every course of leadership activities. The role carried out by the administrators is stated in every learning activity in pesantren, starting from reading the yellow book both in sorogan and Bandungan activities patiently and slowly, because not all students come from Java where the language used in the recitation of the yellow book is Javanese pegon and the introduction of language rules, the discussion of books ranging from the book of fiqh to Sufism is observantly delivered by the administrators according to their respective levels and at the time recitation activities and outside of activities.

This was felt by Agus Mashad, a student from Lampung that the role of the administrator is very much, such as introducing every rule that is the source of Islamic law and practicing what is in the yellow book into our daily lives. And the administrators always motivated us through the stories of ancient scholars and prophets taken from the yellow book so that we would be motivated in learning the yellow book.

In addition, shofi Ridlo added that the management also always teaches and gives advice so that students always stick to the teachings of salaf scholars, namely through the medium of the yellow book and character education. The role of the administrator in motivating students is considered very important. The management also needs to provide assistance both energy and time that is more and consistent in guiding students. Musa Nur Majid, as one of the students, said that the administrator always guided the study of the existing yellow book, and gave a special additional time to study more deeply the book being studied. Then, Ibn Khowari also added that the role of the administrator is very important through the programs he has given, students become motivated to learn the yellow book, one of which is mukhafadzoh together for the media to repeat memorization.

In relation to the daily activities of the students, the management has a complex role in the students. This was conveyed by Iqbal Dimas that the administrator must always set a good example for his students, teach ngaji, and always practice learning and prayer activities. Still in the context of the daily life of students, administrators have a role in always motivating recitation activities, reminding prayers, and setting a good example to their students.

Based on the explanation above, in general, the purpose of forming a board is to organize every activity, control the activities of students, and ease the responsibilities of the caregivers of Islamic boarding schools. Racing against the expertise that must be possessed by the management according to MU YAPPI (2008), the management must have at least two skills, namely:

3.1. As an Advisor and Director

Being a person who is given the responsibility of carrying out the service process continuously and systematically to the students makes the administrators must have the ability to solve the problems they face, and adjust to the environmental conditions and conditions of the students. That the higher the level of advising and directing students, the higher the influence on the motivation to learn the yellow book of students.

3.2. *As a mentor and Extension Officer*

The ability to guide and solve students' problems is the responsibility of the cottage management in general because after all the problems faced by students are very complex.

Thus, the role of the bully in motivating students to learn the yellow book is very important. The motivation of students in learning the yellow book is very important to produce cadres of the nation's successors who are knowledgeable and closely based on the thoughts of previous scholars which can all lead students to perfect and based devotion to religion and society and always obey the requests of Allah Almighty and stay away from HIS prohibitions.

4. Conclusion

The administrator of the Al Ihya 'Ulumaddin Islamic boarding school has a very important role in motivating students in learning the yellow book. Explaining the discussions studied in the recitation of the yellow book, increasing the class hours of nahwu shorof science, and providing an overview of the benefits of the usefulness of studying the yellow book is a tangible form carried out by the administrator as an advisor and direction for students. In carrying out their role as seniors, the board also has the task of being a guide and extension for students, namely by providing the best service, setting examples of good behavior, always reminding the obligations of nderes, and forming student intellectuals.

The motivation that grows from the role of the administrator for students has the function to Encourage the emergence of daily behavior or actions about being responsible, and solving problems in students relying on how the administrator exemplifies it in students. The function of motivation as an influence here makes students motivated to achieve the declared targets. And motivation as a mobilizer for students has the function of forming a knowledgeable person, always taking part in preserving religious knowledge and living life according to the rules of the Islamic religion obtained from the yellow book.

Therefore, the management has a role in increasing the motivation to learn the yellow book at the students of the Al Ihya Islamic Boarding School 'Ulumaddin Kesugihan Cilacap. Where the indicator is the change of students in participating in every yellow book learning activity to the achievement of goals and targets as well as the students' broad knowledge and understanding of the teachings of the Islamic religion.

Reference

- [1]. Abdul fatah, rohad dkk. (2008). *Rekonstruksi Pesantren Masa Depan*, Jakarta: PT. Listafariska putra.
- [2]. Arifin, Zaenal. (2011). *Penelitian Pendidikan, Metode dan Paradigma Baru*, Bandung: Rosdakarya
- [3]. Arikunto, Suharsimi. (2002). *Prosedur Penelitian Suatu Pendekatan Teknik*, Jakarta: PT. Rineka Cipta.
- [4]. Dhofier, Zamakhsyari. (2011). *Tradisi Pesantren*, Jakarta: LP3ES
- [5]. Haidari, Amin. (2004). *Masa Depan Pesantren*, Jakarta: IRD PRESS
- [6]. Hamalik, Oemar. (2001). *Proses Belajar Mengajar*. Bandung: Bumi Aksara
- [7]. Hatimah, Ihat dkk. (2006). *Penelitian Pendidikan*, Bandung: UPI Press
- [8]. Barizi, Tholhah. (2004) *Membuka Jendela Pendidikan Mengenai Akar Tradisi Dan Integrasi Keilmuan Pendidikan Islam*, Jakarta: Raja Grafindo Persada.
- [9]. Misbahussurur dkk. (2008). *Agenda Santri P.P Al-Ihya 'Ulumaddin*, Cilacap: Ihya Media
- [10]. Sardiman. (2014). *Interaksi dan Motivasi Belajar Mengajar*, Jakarta: PT. Raja Grafindo Persada
- [11]. Sugiyono. (2009). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Bandung: Alfabeta
- [12]. Syaodih, Nana. (2013). *Metode Penelitian Pendidikan*, Bandung: Rosdakarya
- [13]. Tim Direktorat Jenderal Kelembagaan Agama Islam. (2003). *Pola Pembelajaran di Pesantren*, Direktorat Jenderal Kelembagaan Agama Islam
- [14]. YAPPI, MU. (2008). *Manajemen Pengembangan Pondok Pesantren*. Jakarta: Media Nusantara
- [15]. Zulfa, Umi. (2011). *Metode Penelitian Pendidikan*, Yogyakarta: Cahaya Ilmu
- [16]. Zulfa, Umi. (2019). *Modul Teknik Kilat Penyusunan Proposal Skripsi*, Cilacap: Ihya Media.