

IMPLEMENTATION OF VARIED LEARNING METHODS IN IMPROVING STUDENTS' UNDERSTANDING OF CLASS XII IN FARAIID SCIENCE SUBJECTS AT MADRASAH DINIYAH MUADALAH ALIYAH NURUL QARNAIN BALETBARU ACADEMIC YEAR 2023/2024

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ABSTRACT

This research was motivated by the application of the bandongan method in learning Faraid science using the book I'natul Talib Fi' Bidayati Ilmi Faraid written by Sayyid Ahmad bin Yusuf bin Muhammad Al-Ahdal, which was considered less effective in increasing students' understanding. The research aims to describe the implementation and supporting and inhibiting factors of a varied learning method that combines the bandongan method to improve the understanding of class XII students at MDMA Nurul Qarnain Baletbaru for the 2023/2024 academic year. This research uses qualitative methods, including field and descriptive research, to collect data through interviews, observation, and documentation. It also analyses the data using the Miles and Huberman technique: data reduction, data presentation, and conclusion drawing. The results show that teachers prepare teaching materials, semester plans, and infrastructure, and apply the bandongan method and variations of the rote method to strengthen students' understanding of the material. In contrast, the question-and-answer method and group discussion are used at the end of the lesson to assess the extent of students' understanding. Supporting factors are the availability of supporting books and special Islamic boarding school curricula, while inhibiting factors include limited allocation of learning time and a lack of learning aids, such as understanding Arabic vocabulary and counting.

Keywords: Faraid Science, Bandongan Method, Variative Learning Methods, Student Understanding

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INTRODUCTION

Pesantren is one of the long-standing educational institutions that retains distinctive Islamic and Indonesian characteristics to this day. In the current era of globalisation, many pesantren have begun to develop by establishing formal educational institutions, ranging from kindergartens and elementary schools to madrasahs at the junior and senior high levels. This is evident from the research site, namely Madrasah Diniyah Muadalah Aliyah Nurul Qarnain Baletbaru, a formal educational institution under the auspices of YPPI Nurul Qarnain Baletbaru. This educational institution teaches subjects specifically focused on classical Islamic books (kitab). In the world of education, education plays a vital role in achieving goals, as stated by Allah in the following verse:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Translation (Kemenag 2019):

"Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is (rightly) guided."

This verse explains that the Prophet was sent to invite Muslims using the principles contained in the Qur'an, namely through Wisdom (Al-Hikmah), Argumentation (Mujadalah), and Good Instruction (Mauidhoh Hasanah). Through these methods, the Prophet successfully invited his people with conscious awareness, demonstrating various methods to spread Islamic teachings. There are differences in the methods used in formal education and pesantren. Pesantren education has a distinctive learning method for studying a book, namely the wetonan or bandongan method. A method and learning model can be directed toward clear and varied objectives, helping identify improvements in student understanding and enhance learning quality so learning outcomes can be properly assessed. Diverse and applied learning methods also help students absorb lesson material through the varied approaches used by educators.

This research stems from MDMA Nurul Qarnain Baletbaru's implementation of the bandongan method in teaching Faraid science to improve student understanding. Researchers found that educators' implementation of the bandongan method in Faraid science was ineffective in improving student understanding. Consequently, many students remained inactive and struggled to comprehend the material because the textbook used was quite complex and involved calculations. In addition, students' retention of the material was lacking

when practice questions did not accompany it. To address this issue, the Faraid science teacher developed the idea of varying the bandongan method with other methods to enhance student understanding. Based on this phenomenon, this study offers novelty by combining the bandongan method with other learning methods to improve student comprehension. The Faraid teacher stated that most students did not understand the material presented, as evidenced when the teacher asked questions and students remained silent and passive. To address this, the teacher re-explained the material until students truly understood it.

In Indonesia, the bandongan method is considered a traditional method among pesantrens or institutions that teach classical books. When applied to Faraid science, which involves calculating inheritance shares, and given students' passive condition, educators need specific approaches to improve student understanding. Furthermore, continuous monitoring and evaluation of basic competencies are essential in educational management to measure learning progress and ensure instructional efficiency (Hermawan & Sari, 2023). Therefore, at MDMA Nurul Qarnain Baletbaru, after each lesson, the Faraid teacher always provides practice questions through group discussions and question-and-answer sessions as a learning evaluation. This evaluation activity demonstrates the teacher's initiative in combining the bandongan method with other methods. Furthermore, the questions presented are related to daily life problems to be solved by students during Faraid learning.

Based on the issues described above, the research questions are as follows: How is the implementation of varied learning methods that combine the bandongan method to improve class XII students' understanding of Faraid science at Madrasah Diniyah Muadalah Aliyah Nurul Qarnain Baletbaru for the 2023/2024 academic year? What are the supporting and inhibiting factors in implementing these varied learning methods at MDMA Nurul Qarnain Baletbaru for the 2023/2024 academic year?

METHOD

This research uses a qualitative approach with field and descriptive research designs. Data collection techniques included interviews, observation, and documentation, and data validity was tested through source triangulation and technique triangulation.

RESULTS AND DISCUSSION

- 1. Implementation of Varied Learning Methods Combining the Bandongan Method to Improve Class XII Students' Understanding in Faraid Science at Madrasah Diniyah Muadalah Aliyah Nurul Qarnain Baletbaru Academic Year 2023/2024**

Based on the data analysis, the execution of Faraid science instruction utilising the classical text *I'natut Tholib Fi Bidayati Ilmil Faraid* begins with systematic preliminary preparation by the teacher. The primary phase of this preparation involves structuring thematic boundaries and content limits for the classical text (kitab), which serves as an operational substitute for a conventional syllabus. The institution's leadership (pengasuh) and board members collaboratively formulate this curricular framework. Beyond content boundaries, preparation includes determining appropriate instructional methodologies, compiling teaching resources, organising necessary physical classroom infrastructure, and establishing a structured schedule with specific time allocations. The bandongan method for Faraid instruction is scheduled once a week on Tuesdays.

This instructional preparation aligns with the educational principles outlined by Rahmat Hidayat and Abdillah, who define learning material as structured study content and thematic topics designed for student exploration within the learning process. They further emphasise that deliberate content selection is essential given the vast body of academic knowledge; without structured material selection, learning becomes suboptimal and predetermined learning objectives remain unfulfilled (Hidayat & Abdillah, 2019). From Hidayat and Abdillah's perspective, defining instructional content serves as a foundational benchmark for educators when presenting materials. Moreover, this planning allows teachers to anticipate necessary instructional actions, thereby facilitating a more efficient, orderly, and effective learning environment.

Regarding the core instructional technique, Hadi Purnomo explains in *Manajemen Pendidikan Pondok Pesantren* that the bandongan (or wetonan) method involves a scholar (kiai) or teacher reading and translating a specific classical text while students listen attentively and actively reference and annotate their own identical copies of the text (Purnomo, 2017).

Furthermore, Dadan Sadeli in *Bandongan dan Implementasinya* elaborates on the operational execution of the bandongan method. He notes that educators typically begin by reading unvoweled Arabic script word by word, accompanied by direct literal translation and conceptual explanations. At more advanced levels, educators adapt this approach by having students take turns reading and translating assigned passages sequentially (Sadeli, 2020).

When evaluated alongside the empirical findings, the Faraid instructional process using *I'natut Tholib Fi Bidayati Ilmil Faraid* aligns with established traditional frameworks while meeting modern learning objectives. To complement the bandongan approach, the instructor also incorporates memorisation (hafalan) as an active strategy to strengthen students' mastery and comprehension of Faraid concepts.

This methodological integration reflects Achmad Muchaddam Fahham's analysis in *Pendidikan Pesantren (Pola Pengasuhan, Pembentukan Karakter, dan Perlindungan Anak)*, where memorisation (hafalan) is identified as a

fundamental method for internalising assigned classical texts under the direct supervision of a teacher or scholar (kiai) (Fahham, 2020).

From a theoretical standpoint, applying memorisation in classical text instruction is crucial for providing students with a solid cognitive foundation, enabling long-term retention of technical legal rules and mathematical concepts. After the instructional phase, the teacher conducts learning evaluations to assess the extent of student understanding and their ability to apply the Faraid principles taught during the course.

This evaluation framework is supported by Dadan Sadeli, who notes that assessment within the bandongan method typically involves diagnostic testing during the instructional session or upon completing the text (khātaman). Such evaluations include group exercises or interactive question-and-answer sessions that focus on cognitive dimensions, specifically measuring students' ability to read, translate, and explain classical content (Sadeli, 2020).

Applying this framework to MDMA Nurul Qarnain Baletbaru, learning evaluations at the end of sessions include group work, facilitated question-and-answer interactions, and practical case studies. By framing problem-solving tasks around real-life scenarios, the instructor ensures students move beyond rote memorisation and apply inheritance rules meaningfully in everyday contexts.

2. Supporting Factors in Implementing Varied Learning Methods: Combining the Bandongan Method to Improve Class XII Student Understanding of Faraid Science at MDMA Nurul Qarnain Baletbaru Academic Year 2023/2024

1) Supporting Factors

Supporting factors in implementing the bandongan method to improve student understanding of Faraid science include the availability of predetermined instructional materials provided by the madrasah and the institutional curriculum framework, which play a vital role in supporting the teacher's instructional readiness in the classroom.

The supporting factor regarding instructional materials is demonstrated by the availability of the required classical text designated by the madrasah management, specifically I'natut Tholib Fi Bidayati Ilmil Faraid. Meanwhile, the curriculum support comes in the form of a specialised institutional curriculum developed by the madrasah leadership and board members. This curriculum serves as an operational benchmark for structuring content boundaries for classical text (kitab) instruction, identifying appropriate pedagogical methods, and establishing class schedules and instructional time allocations.

This operational framework aligns with M. Hadi Purnomo's insights in *Manajemen Pendidikan Pondok Pesantren*, where curriculum is defined as the totality of planned learning activities and educational experiences designed to help students achieve established learning objectives. In this context, curriculum constitutes a set of academic subjects and instructional

plans delivered by an educational institution over a specific academic period or semester. These instructional tools are tailored to students' intellectual readiness and capabilities at each educational level (Purnomo, 2017).

Based on this theoretical foundation, the primary supporting factors in implementing the bandongan method for Faraid instruction include thorough preparation of teaching resources—such as selecting core texts that support clear content delivery—and a tailored institutional curriculum that governs and structures all instructional time and educational activities within the madrasah.

2) Inhibiting Factors

In implementing the bandongan method to improve student comprehension in Faraid science, several inhibiting factors were identified during the learning process. The primary obstacle is the limited time allocation, which prevents the complex content of Faraid science from being delivered fully and optimally. Additionally, students lack learning aids, specifically computational tools like calculators to assist with mathematical calculations and linguistic resources like Arabic-Indonesian dictionaries to help decipher and understand classical text vocabulary.

This challenge aligns with Bisyr Abdul Karim's observations in *Strategi Pembelajaran Kitab Kuning Transformasi Penguatan Sistem Subkultur Pondok Pesantren Indonesia*, which emphasise that managing time allocation is a crucial pedagogical consideration. Instructors must strategically balance the time required for reading and explaining text, the duration needed for interactive student Q&A sessions, and the time set aside for formative evaluation at the end of class (Karim, 2019).

Furthermore, Dadan Sadeli in *Bandongan dan Implementasinya* notes that achieving a thorough understanding of classical text (kitab kuning) instruction inherently depends on Arabic linguistic proficiency (Sadeli, 2020).

Given these inhibiting factors in Faraid instruction, teachers must optimise available class time to ensure learning outcomes are achieved effectively. Moreover, both teachers and students must recognise the importance of essential learning aids, ensuring that students do not encounter unnecessary hurdles when decoding classical vocabulary or performing required mathematical computations during class activities.

When the empirical findings are evaluated against the theoretical framework, the results show strong alignment. Teachers initiate instruction by preparing learning materials, classroom infrastructure, and schedules. During implementation, teachers first give students opportunities to read sections of the Faraid text aloud, after which the teacher translates and explains the passage. In contrast, students listen and annotate their texts. To monitor and reinforce student comprehension, the bandongan method is supplemented with complementary techniques such as memorisation (hafalan), and end-of-session evaluations are conducted through active student discussions and Q&A sessions.

Overall, the empirical findings on applying the bandongan method in Faraid instruction closely mirror established theories. Supporting factors include the availability of required textbook resources and a specialised institutional curriculum. Conversely, the primary inhibiting factors remain limited time allocation and a lack of essential learning aids, such as calculators and Arabic language dictionaries.

CONCLUSION

The results of this study show that: 1) In the instructional process, teachers conduct systematic preparation, including structuring teaching materials, semester coverage plans, and classroom infrastructure. During instruction, teachers apply the bandongan method by having students take turns reading and annotating classical texts, complemented by memorisation to strengthen conceptual retention. At the end of instruction, teachers use question-and-answer sessions and group discussions to assess student understanding. 2) Supporting factors for this implementation include the availability of designated core texts (I'natut Tholib Fi Bidayati Ilmil Faraid) and a tailored institutional curriculum established by the pesantren. Inhibiting factors include limited classroom time allocation, which restricts thorough content coverage, and a lack of student learning aids, specifically calculation tools and Arabic language dictionaries needed for vocabulary mastery.

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