

Utilization of the Maktabah Syamilah Application in Learning the Old Book at the Darul Ulum Islamic Boarding School of Jember

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ABSTRACT

Portrait of learning activities at partner locations still using classic books written by previous Salaf scholars called the old book using the bandongan and sorogan methods. In the development of the 4.0 era, there are increasingly more innovations in media and learning technology, including the Matabah Samilah application. This application has capacity and a large number of books in it which can be used as learning references in Islamic boarding schools. However, partners have not been able to implement it because 1) lack of knowledge about using the old book application, 2) do not yet have application-based computer technology skills in learning activities, 3) and there is no old book library that supports the increase and development of knowledge at partner locations. The activity methods that will be used are training, workshops, tutorials, practice and micro teaching simulations. The results of community service are increased knowledge, skills and implementation of Maktabah Syamilah as a digital old book library. From the results of the post test carried out at the end of the activity, the results showed that around 82% had good knowledge and skills in using the application, while the results of the knowledge test were sufficient and about 28% were insufficient.

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INTRODUCTION

Islamic boarding schools are the oldest traditional Islamic religious educational institutions in Indonesia (Mahrisa, 2020). Based on the classification of Islamic boarding schools according to (Aliyah, 2021), they are divided into three, namely modern, semi-modern Islamic boarding schools and Salaf (traditional) Islamic boarding schools. Based on this classification, the Darul Ulum Mumbulsari-Jember Islamic boarding school is an institution that falls into the salaf (traditional) category. This can be seen from several characteristics, namely 1) the Islamic boarding school management system which is centered on a kiyai, 2) the existence of old book studies using regional languages which are carried out every day, 3) the lack of infrastructure to support education (Ferdinan, 2018). According to Ferdinan, the minimum Islamic boarding school facilities and infrastructure consist of five elements, namely mosque, old book, kiyai and santri. However, according to Saryana (2020), educational infrastructure includes learning support facilities such as tables, chairs, classrooms, markers, blackboards and libraries. The Darul Ulum Islamic boarding school's facilities include classrooms, blackboards, mosque, student dormitory, 2 computers, 1 laptop, 1 LCD projector, Islamic boarding school cooperative and an internet network with a frequency of 20 MBPS. Meanwhile, learning support facilities such as laboratories and libraries do not yet exist.

Portrait of learning activities at the Darul Ulum Islamic boarding school still using classic books written by previous Salaf scholars called the old book using the bandongan and sorogan methods. The levels of diniyah education at the Darul Ulum Islamic boarding school consist of ula, wustha and ulya, where each level of education studies the books of fiqh, tauhid, nahwu, sorof, Arabic, tafsir, hadith and morals. Every year, students study around 6-10 books according to their respective educational levels. In learning the old book, students are passive, only listening and listening to the kiyai/ustad reading the book by giving meaning to their respective books. So that students only receive knowledge and religious knowledge from teachers/clerics when studying classically or in the classroom. Meanwhile, outside of the learning activities in the class, students only study independently or in deliberation according to the books they study without using or adding references to books written by kholaf (current) ulama. If students want to have other book references, they have to buy them independently, which of course burdens students who are economically weak or less well off. Because in terms of infrastructure, the Darul Ulum Islamic boarding school does not yet have a library. This happens because partners do not have sufficient funds to finance library construction, because building a library requires quite a lot of money and also procuring books for the library collection is quite expensive. In principle and functionally, libraries are an important facility as explained by Hasyim (2022) that libraries are the heart of Islamic boarding schools in developing and improving students' knowledge.

Based on observations, teaching and learning activities in Islamic boarding schools do not yet utilize computer technology or digital-based technology (Purti, 2023). Computer and laptop technology is only used for administrative matters such as correspondence, making proposals and processing student data as well as for presentations at meetings or institutional deliberations. The internet network is only used for administrative purposes and accessing Islamic boarding school data is not for learning activities (Arie, 2023). Even though this technology can be used as a learning medium, both online and application-based. The application that can be used in learning the old book and as a reference is Maktabah Syamilah. This is as explained by Riyana (2020) that the Maktabah Syamilah software can be used to fulfill the need for reference books in Islamic educational institutions. Apart from that, the Maktabah Syamilah application can be used as a digital library in both higher education institutions and Islamic boarding schools.

Based on these limitations, it is still quite difficult for partners to create innovative, technology-based old book learning to improve the quality and knowledge of students in scientific understanding of the Islamic religion. This is because there are several obstacles, including 1) lack of knowledge about using the old book application, 2) not having application-based computer technology skills in learning activities, 3) and the absence of a old book library that supports the increase and development of knowledge at partner locations.

Therefore, from this situation analysis, it is very necessary to have a community service program (PKM) that is problem solving in nature and is appropriate to the problems faced by partners. The priority issues

that will be resolved together with partners are by providing assistance and empowering partners by utilizing Maktabah Syamilah technology as a digital old book library at the Darul Ulum Mumbulsari Jember Islamic boarding school. This is done because the Maktabah Syamilah technology is an application in which there are around 200-500 books consisting of the Salaf and Kholaf books. This application is practical and does not require expensive technology, but only requires 1 computer/laptop. Apart from that, the Maktabah Syamilah application is easy to install, the price is cheap, namely Rp. 500,000 and can be accessed offline. This certainly makes it easier for students to study and add to the Islamic religious knowledge at Islamic boarding schools without having to buy books in shops, but students can read books on a computer connected to an LCD projector so they can be accessed together. So the result of this community service activity is an increase in educational services for students in terms of providing digital old book references by establishing a digital library.

METHOD

Some of the solutions offered to partners to overcome the problems that have been determined in stages are explained below:

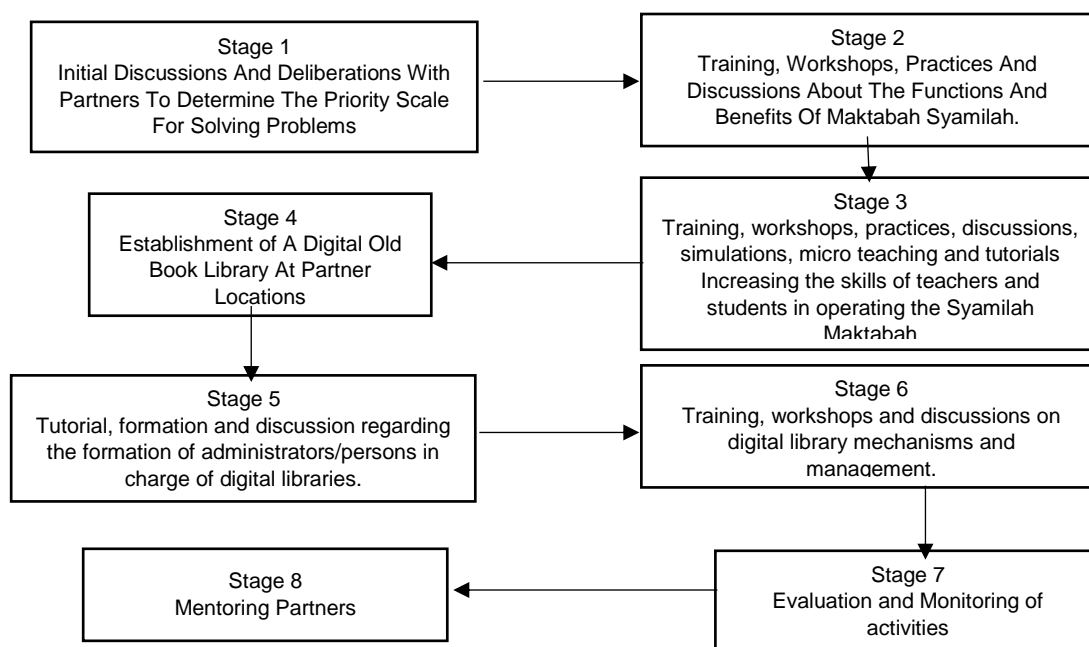


FIGURE 1. Stages of Community Service Activities

RESULTS AND DISCUSSION

Community service activities are carried out based on predetermined methods and stages. Practically, the research method is carried out in stages in accordance with the activity objectives that have been agreed with partners. Practically, community service activities are carried out in several stages, namely a pre-test before carrying out training activities, workshops, simulations and the formation of digital library administrators. For the final activity, an evaluation and post test was carried out on the entire series of activity materials that had been carried out. Practically speaking, each stage is explained below:

a. Pree Test

The pre-test activity is a measurement of partners' knowledge about the program that will be implemented. The post test was carried out by administrators, teachers, staff and students totaling 43

people. This activity was carried out at the beginning of the implementation of the community service program. The post test mechanism is that participants are given a question sheet in multiple choice form with 15 questions which must be answered within 15 minutes. From the results of the pre-test, the following information was obtained:

TABLE 1. Pre-Test Results for Community Service Activities

Grade	Frekuensi	Persentase (%)
Very good	0	0
Good	3	6,97
Enough	23	55,58
Not Enough	16	37,20

Based on table 1, information is obtained that most partners do not understand the Syamilah Maktabah which will be implemented. Based on the recapitulation of the pre-test results, we obtained information that of the total number of participants who would take part in workshops and training who received excellent scores, there were zero. There were only 3 participants who got good grades, a percentage of 4%. However, there were 24 participants who got sufficient marks with a percentage of 60%. Meanwhile, there were 16 participants who scored less in the poor category with a percentage of 36%. From this explanation, it can be understood that partners still need understanding and training to understand the use of matabah samilah in learning the old book.

b. Training, Workshops and Operational Practices of Maktabah Syamilah

The training, workshop on using the Matabah Samilah application was held on 18-19 December 2023. The activity began with increasing the participants' basic knowledge of computers. This material discusses the meaning of computers, the benefits of computers, an introduction to hardware and software as well as the use and function of the Al-Qur'an in learning. The training activity was carried out for 120 minutes, starting with a presentation of the material by the resource person and continuing with a question and answer session from the participants. The training was carried out in a humane manner so that participants were not tense and more relaxed but participants remained focused on following the training. The activities were carried out in the Madarasah Diniyah class at the women's Islamic boarding school. Activities are carried out separately for men and women. On the first day, the female participants participated first, while the male participants participated on the second day. This can be seen in the activity documentation below:



FIGURE 2. Documentation of activities for introducing computer basics

From this documentation it can be understood that the participants in community service activities consist of male and female students who are carried out separately. For male students, the activities are carried out in the mosque foyer, while for female students they are held in the Madarasah Diniyah classroom. The activity began with an opening ceremony led by the presenter, followed by remarks from

the boarding school administrators and continued with the main material and a question and answer session between the audience and resource persons. The activities will be carried out over four days, namely 18-21 December 2023. The activities will start at 8:00-12:00 according to the date specified in the activity schedule. The time distribution is two days for male students and two days for female students. The documentation for participants in community service activities can be seen below:



FIGURE 3. Documentation of Participants in Community Service Activities

c. Establishment of a Digital Old book Library at Partner Locations

The stage of establishing the digital old book library was carried out after training and simulation activities. The formation of a digital library is carried out in several stages, namely forming a management, installing applications on a laptop or computer and installing an internet network. The digital library service coordinator consists of five female and male student administrators each. Each administrator provides services and assistance to students in accessing digital books via laptop. The mechanism is for scheduling by each coordinator for students according to their educational level at the Islamic boarding school. This can be seen in the image below:



FIGURE 4. Documentation of Activities for Establishing a Digital Book Access Coordinator

Based on Figure 3.1, it can be understood that the formation of administrators or coordinators in the use of digital book applications is carried out by deliberation. The formation mechanism is carried out separately for men and women. For female students, deliberations are held in the early classes, while for male students, deliberations are held in the foyer of the Islamic boarding school mosque. Each men's and women's group elects a chairman and his/her structure according to the agreement. The management structure consists of a chairman, deputy chairman, secretary,

treasurer and is complemented by heads of services, operations and facilities and infrastructure. The selected structure then coordinates the digital library in the Islamic boarding school so that it can run well and sustainably. Apart from that, all administrators have the responsibility to provide assistance to students in accessing digital books properly.

d. Post Test

After all the activities were carried out, a post test was carried out with the aim of finding out the partner's level of understanding regarding the use of Maktabah Syamilah as a digital book. Post test activities were carried out in the classrooms of the female Islamic boarding school, which was attended by all training participants from various representatives, namely ustad, administrators and male and female students. The post test questions contain several materials, namely basic computers, matabah samilah as digital book technology. The number of post test questions is 20 items which are done for 20 minutes with printed multiple choice questions. From the post test results, the following data can be obtained:

TABLE 2. Post Test Results After Community Service Activities

Grade	Frekuensi	Persentase (%)
Very good	7	16,22
Good	28	62,11
Enough	6	13,95
Not Enough	0	0

From table 2 it can be understood that there is an increase in partner knowledge and skills. This is in line with the data obtained from the post test results that in the context of knowledge, 16.22% had a very good grade, while those with good knowledge were 28 people from the total number of training participants with a percentage of 65.11%. Meanwhile, participants who had less knowledge were 13.95 because they did not participate in the activity until the end due to assignments at the Islamic boarding school. However, in general it can be concluded that more than 82% have good knowledge which can be assumed that partners have experienced an increase in knowledge and skills after the activity took place.

CONCLUSION AND RECOMMENDATION

Community service activities carried out at the Darul Ulum Islamic boarding school are going well. Partners as the object of the activity participate enthusiastically and seriously in listening to the material and participating in the training. After the community service activities, there was an increase in partners' knowledge and skills in using Maktabah Syamilah as a digital book. The results of community service are implemented by partners in the learning process at Islamic boarding schools using computer technology connected to the internet (Silalahi, 2023). Due to the limited technology available, the use of the Syamilah maktabah is carried out alternately between male and female students. With this application, learning in Islamic boarding schools is not monotonous but more innovative and active. At first the students only listened to material from the ustad or teacher, but with this application the students were more active in learning the old book by discussing with other students, asking the teacher and studying independently.

To increase effectiveness and improve quality, partners can increase the procurement of computer technology and supporting facilities. Because with sufficient technology it will be easier to manage and manage effectively and efficiently. Apart from that, to maintain the discipline of students in participating in learning, it is necessary to control the boarding school administrators to encourage students to be more disciplined. In an effort to ensure that the results of community service activities continue to be sustainable, there needs to be continuity from partners to commit to carrying out the

program on an ongoing basis. For the government, especially the Ministry of Religion, to provide assistance for traditional Islamic boarding schools to carry out transformations into learning models that are adaptive to developments in science and technology in the 5.0 era.

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