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Modeling Analysis, Findings, Development, Organizing the material and Learning (AFDOL)
For Students in Boarding Schools

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ABSTRACT

This study aims to determine the effect of Analysis, Findings, Development, Organizing the material and Learning (AFDOL) model in the study of The Yellow Book in Boarding Schools to improve students' critical thinking skills so they can find new knowledge. This research is a research development or Research and Development (R & D) and continued with experiment. The research was conducted in class XII Pesantren Saadathuddaren Tahtul Yaman Jambi. This study uses two parallel classes, one class as a control group and one class as an experimental group. In the classroom control applied conventional learning model and experimental class applied AFDOL model. The result of this research is AFDOL model can further improve students' critical thinking ability than conventional learning model. It can be concluded that the AFDOL model in the Yellow Book study can improve effective, critical thinking skills so that students can discover new knowledge for each study. Through the AFDOL model, teachers are assisted in the classroom so that the learning takes place more systematically implemented and significant in improving students' understanding and critical thinking skills.

Keywords: Analysis, Findings, Development, Organizing, Learning, schools, Yellow Book

INTRODUCTION

Pesantren is a vehicle for channeling and studying the Yellow Book by scholars' work and Muslim scholars conducted by Boarding Schools is very good for the development of thought and morals of the successors of Islam in the future. If the learning model applied in the learning process is not appropriate, for example: in the use of less appropriate learning model, the preparation of less systematic material and the inappropriate use of time. One of the most important elements in learning the Book of the Yellow in Boarding Schools is the sentence / syntax or called *nahwu* science, or *qawa'id* which is one of the sciences to understand *tafsir*. Syntax is the grammar that discusses the relationship between words in speech (Verhaar 2006: 161). According to El Dahdah (1993: 715) syntax in Arabic is synonymous with the term *al nachw* (النحو). According Hermawan (2011: 103) *tarakib* or

sentence is also one of the linguistic problems faced by non-Arab communities in learning Arabic.

The experience of researchers during the seven years of study in pesantren and have spent thirteen years teaching in various pesantren it can not be denied again that the phenomenon that occurred in the Boarding Schools, until now the learning process is still the same as before, the phenomenon can be explained as follows:

1. The learning process in Boarding Schools is centered on the teacher
2. Students are only told to mendhobit, record and memorize matan book
3. Learning only examines the basis of the Yellow Book is not profound
4. Students are rarely given the opportunity to solve problems independently
5. Students are not trained to argue and analyze the learning materials in depth let alone give refutation to the teacher

In accordance with the opinion of Lie (2002: 2) Suryani, Atmaja, and Natajaya, (2013) teachers using conventional learning models and dominated by teachers, will result in low student activity. Based on that opinion and the researcher's research, the development of instructional device oriented to the learning model is needed. One of the alternatives in Yellow Book study can be done by applying the Analysis, Findings, Development, Organizing the material and Learning (AFDOL) model. Learning with this model can improve student activity and learning outcomes, and able to analyze the material in depth based on the ability of reasoning or analysis by using logic and the heart.

Nahar NI (2016), (Chiu et al. 2002), Zulhammi (2015), Rusli and Kholik (2013), Zulhammi, (2015), Son, Syahrudin, and Widiana, (2014) and Slavin, (2000), Atwi S., (2012: 13), Shah (2004: 104), Sanyata, (2012: 3) theory of behavioristic learning explains that learning is a behavior change that can be observed, measured and assessed concretely. Changes occur through stimuli that engender a reactive behavioral relationship or response based on mechanistic laws. Stimulans are none other than the learning environment of children, both internal and external that cause learning. While the response is a result or impact, a fisik reaction to stimulants. (Richar and Rebeca, 2005) learning means strengthening the bonds, associations, traits and behavioral responses stimulus.

The above opinion can be seen that learning is a behavioral change that can be observed directly, which occurs through the related stimulus-stimulus and the responses according to mechanistic principles. Individuals will learn if they do

actions that bring satisfaction, if that does not bring satisfaction, then the action will not be done, even eliminated.

1 According to Piaget (1964), Atwi S., (2012: 13), Muzakkir (2014), knowledge building is a mental process through the process of assimilation and accommodation. The imbalance of the cognitive structure (schemata) due to new knowledge is accommodated and then assimilated by interacting with learning resources to form a new, balanced cognitive structure (equilibrium). This process is different for every child, because it is influenced by five things: mental maturation (maturation), experience of physical interaction, logical-mathematics experience, social interaction and equilibrium through assimilation and accommodation process.

The above description makes it clear that cognitive flow is more of a learning process as a result of our efforts to better understand the world, using all mental equipments for learning purposes. Thinking about situations, using knowledge, hope, and feelings, will affect how and what we learn. Furthermore, the striking difference of views between the flow of behaviorism and cognitive flow can be explained as follows: For the flow of behaviorism, those behaviors are deliberately studied, resulting in changes in the constellation of behavior. As for the flow of cognitivism, knowledge is learned, so that changes in knowledge as well as will also change behavior.

Muslich (2009: 44), Alan P. and Woollard J., (2010). And Sumarsih (2009) suggests constructivism is a learning process that emphasizes the awakening of self-understanding actively thinking, creatively conceptualize and productively in giving meaning about things learned based on previous knowledge and from a meaningful learning experience. 11 Knowledge is not a set of facts, concepts, and rules that are ready to be practiced. Man must construct that knowledge first and give meaning through real experience. Purnomo, (2011) knowledge can not be moved simply from a teacher's scheme to his student scheme. Each student must build that knowledge in his or her own scheme. Puangtong and Petchtone, (2014) the ability to think and create knowledge is a potential that can be developed. Putrayasa (2011), and Nurhajati (2014) stated that learning according to constructivist view is more directed to the formation of meaning in the learners self for what they learn based on their previous knowledge and understanding. Berry M., (2012) learning is meaningful learning with a clearer purpose, the learning that allows the people involved in it to do more 10

meaning to the world around them, learning more realistic things that are characterized by More active, constructive, intentional, authentic and cooperative learning.

The above description¹ can be seen that according to constructivism theory, students⁵ acquire knowledge is due to the activeness of the students themselves. The concept of learning according to constructivism theory is a learning process that conditions students to perform an active process of building new concepts, new insights, and new knowledge based on data. Therefore, the learning process must be designed and managed in such a way as to encourage students to organize their own experiences into meaningful knowledge.

According to Bruce J. (2011: 30), Mahyudin E., (2014), Winataputra (2005), Arends, (2010: 51), Apdoludin (2017),¹² Learning model is a plan or or a pattern used as a guide In planning classroom lessons or learning in tutorials and for determining learning tools including books, films, computers, curriculum, and so on. Winataputra (2005) learning model⁹ is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve specific learning goals, and serves as a guide for the designers of learning and teachers in planning and executing learning activities.

The above description⁷ can be seen that the learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning objectives and serves as a guide for learning designers and teachers in designing and implementing the learning process.

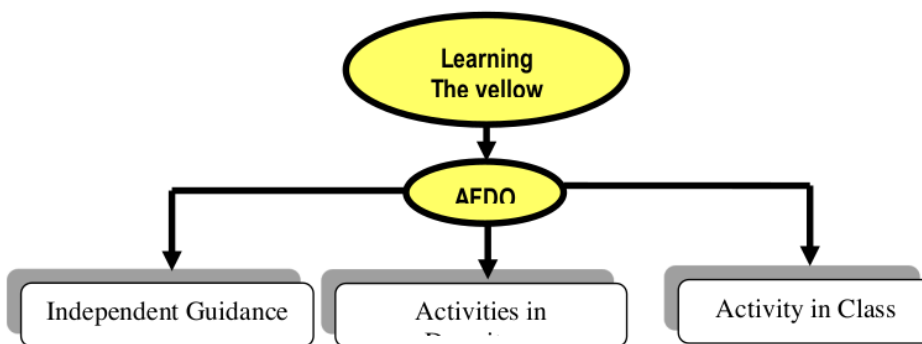
Etin Solihatin and Raharjo (2007), Yanti Purnamasari Y., (2014), and Kumara A., (2004), Hermana (2010: 45-46). Basically cooperative learning implies an attitude or behavior together in work or Assisting among others in a regular group structure of cooperation, consisting of two or more persons whose success is greatly influenced by the involvement of each member of the group itself. Cooperative learning can also be interpreted as a common task structure in an atmosphere of togetherness among fellow group members. Arends (2004: 356) “The three instructional goals of cooperative learning are academic achievement, tolerance and acceptance of diversity, and development of social skills”. The accelerator explains that cooperative learning model is very helpful for students in growing cooperation, critical thinking, helping group friends in understanding the material and completing the tasks together.

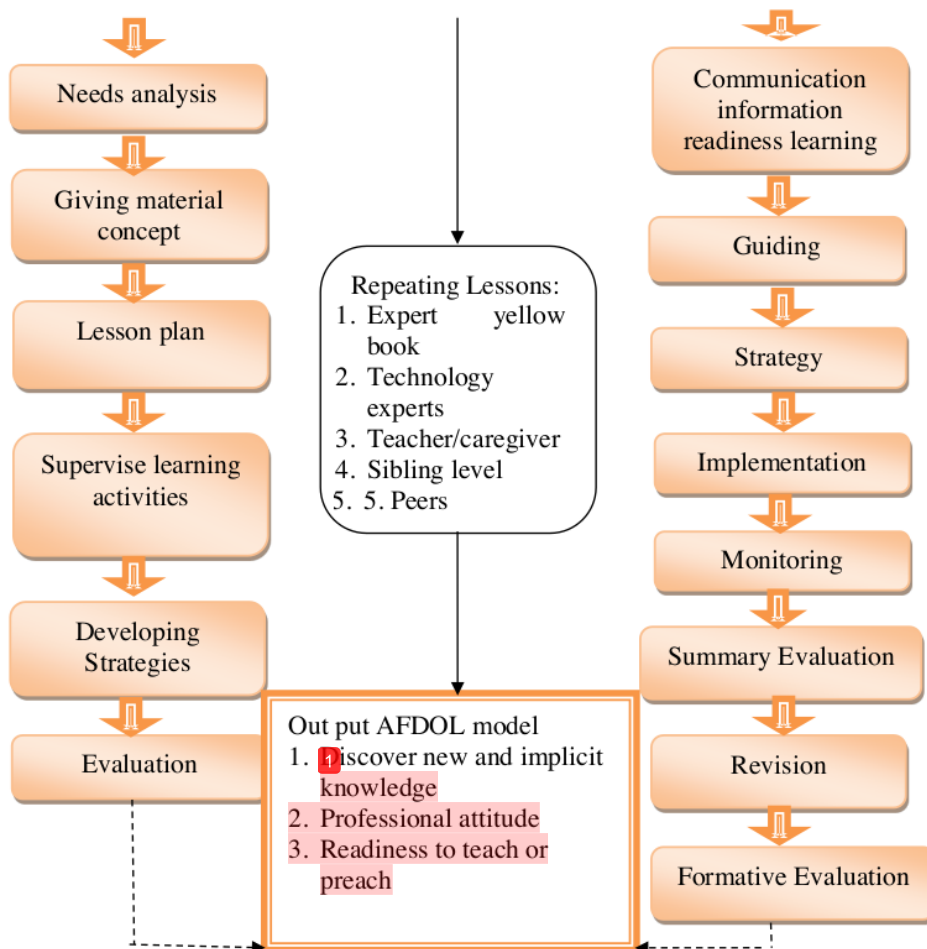
Yamin M., (2011: 196), (Sanjaya W., 2007), Muslich (2009: 45). Contextual learning aims to help learners understand the subject matter they are learning by connecting the subject matter with its application in daily life. Based on some opinions it can be concluded that the model of learning CTL is a learning concept that involves students to see the meaning in the material learned and relate it to real life situations that encourage students to apply it in their lives. Arends et al., 2001, Arend, (2001), Amelia A., and Hartono and Sari D. K., (2014) problem based instruction is a constructivist-based learning model that accommodates students' involvement in authentic learning and problem solving. In grabbing information and developing an understanding of topics, students learn how to construct problem frameworks, organize and investigate problems, collect and analyze data, construct facts, construct arguments about problem solving, individual work or collaboration in problem solving.

Masek A. and Sulaiman Y., (2011), Khumsikiew J., Donsamak S., and Saetaw M., (2015), Rudtin NA, (3013), Kartikasari I., et al (2015), Daryanto (2014: 29) Problem-based learning (PBL) is a learning that is delivered by presenting a problem, asking questions, facilitating the investigation, and opening a dialogue. The description can be concluded that the learning of PBL (Problem Based Learning) is a strategy used in problem based learning, in the learning process of students formed group, then given permasalahan and problems are discussed with the group that has been created so that students can play an active, critical thinking And can exchange ideas in solving problems.

Model AFDOL in Yellow Book Learning

The concept called syntax illustrates how do model Analysis, Findings, Development, Organizing the material and Learning (AFDOL) Provides a concrete experience in 3 (three) core stages that have several different phases and characteristics, thus gaining more experience. The concept of AFDOL model development framework in its implementation can be seen in Figure 3. below:





Graphic Image 1: AFDOL Model Picture for Yellow Book Learning

Social System

Supportive social systems in the Analysis, Findings, Development, Organizing the material and Learning (AFDOL) model are collaboration, intellectual freedom, and group equality. In the process of cooperation, student interaction is encouraged and encouraged. The intellectual environment is characterized by an open nature of relevant ideas. The participation of teachers and students in learning is based on equality paradigm in accommodating all the ideas that develop.

Master's Role or Duty

Taba provides guidance to teachers in responding and responding at every stage of instruction. When using cognitive tasks in every teaching strategy, teachers must be confident

that these cognitive tasks come with optimal instruction and also at the right time. Organizing tasks requires the teacher to review the whole set of data before categorizing, then proceed with looking for relationships. The main mental task of the teacher in the workings of these strategies is to monitor how students process information and then ask relevant questions. An important task for teachers is to feel the readiness of students to experience new experiences and cognitive activities by assimilating and using these experiences

Support System

The support system in the Analysis, Findings, Development, Organizing the Material and Learning (AFDOL) model is everything that students need to be able to dig up appropriate information to achieve learning goals, such as student worksheets, instructional media, and books or supporting books.

The main application of the support system of the Analysis, Findings, Development, Organizing the material and Learning (AFDOL) model is to develop thinking capacity. Students should be required to digest and process information. This model can be applied in the learning of the Book the Yellow in pesantren. ¹⁴ Inducing students to go beyond the data provided is a conscious effort to improve productive and creative thinking patterns. Inductive processes then include creative information processing, such as convergent use of information to solve problems.

Learning Impacts Using the AFDOL Model

The impact of learning model analysis, Findings, Development, Organizing the material and Learning (AFDOL) is a deeper understanding of the concept in the minds of students so that they can find implicit knowledge, professional attitude and preparedness of preaching. While the impact is to increase the escorts Yellow Book learning enthusiasm of students, and raises a critical attitude and habits of creative thinking of students.

METHODOLOGY

Participan¹

The method used in this research is the development model or a Research and Development (R & D) (Borg & Gall, 1983), Gay (1990: 10) and Plomp (1997) continued with the experiment. This research was conducted at pesantren Saadatuddaren Tahtul Yaman Pelayangan District City of Jambi

Instrument

The research instruments used are test and questionnaire Nurgiyantoro (2001: 289), Sudaryono (2016: 77), and Sukardi (2003: 75), Widoyoko (2014: 104). Preliminary tests

were performed to determine the students' learning knowledge before being treated. The final test was conducted to find out the knowledge and debating skills as well as the material analysis by the students after being treated. This test is performed before the treatment (pretest) and after being treated (posttest) both to the experimental group and control group John W. Creswell (2009).

Tabel 1: Desain Penelitian Control Group Pretes dan Postes

Group	Pretes	Treatment	Postes
1	2	3	4
Experiment	O ₁	X ₁	O ₂
Control	O ₃	X ₂	O ₄

Information:

- O₁ = Pretes experimental group
- O₂ = Postes experimental group
- O₃ = Pretes control group
- O₄ = Postes control group
- X₁ = Yellow Book learning AFDOL model
- X₂ = Yellow Book learning Conventional models

Procedur and Data Anaysis

Data collection in order to get empirical data about learning The Yellow Book in Boarding Schools done after formulating the problem. Data is used to compile the design of the developed learning model. Empirical data were collected from students of class xi Pesantren Saadatuddaren Tahtul Yaman Pelayangan District City Jambi Province Jambi Province.

Table 2: Design of Pretes and Postes Group Control Research

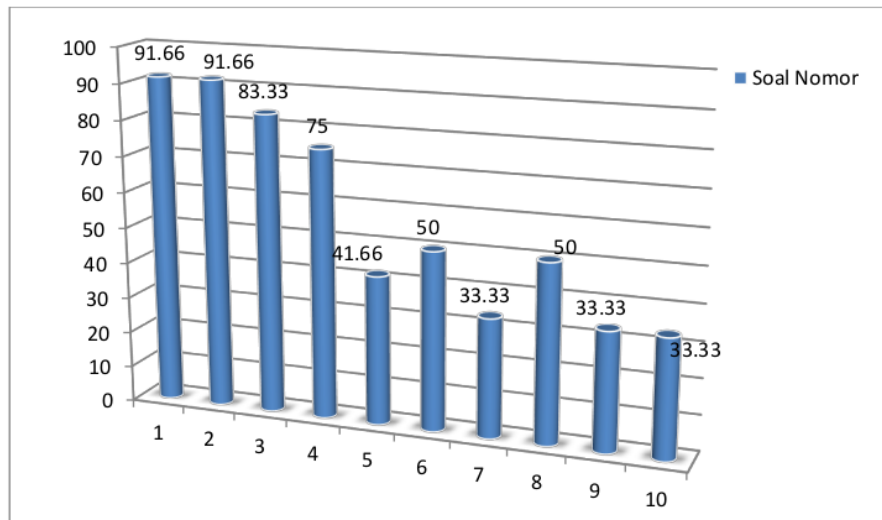
Group	Pretes	Treatment	Postes
1	2	3	4
Experiment	12	X ₁	25
Control	-	X ₂	30

Result

Student Results on a Limited Trial

The results of class XI A study on the subjects of interpretation at Boarding Schools Saadatuddaren Tahtul Yaman Pelayangan District City Jambi shown by the average score 58.33 from 13 students. Problem number 1 with the score reached 91.66%, number 2 with the score reached 91.66%, number 3 with the score reached 83.33%, number 4 with the score reached 75.00%, number 5 with the score reached 41.66% , Number 6 with score reached 50.00%, number 7 with achievement score reached 33.33%, number 8 with score reach 50.00%, number 9 with score reach 33.33%, number 10 with score reach 33.33 %.

Student learning outcomes (%) of each item can be seen in the following figure:

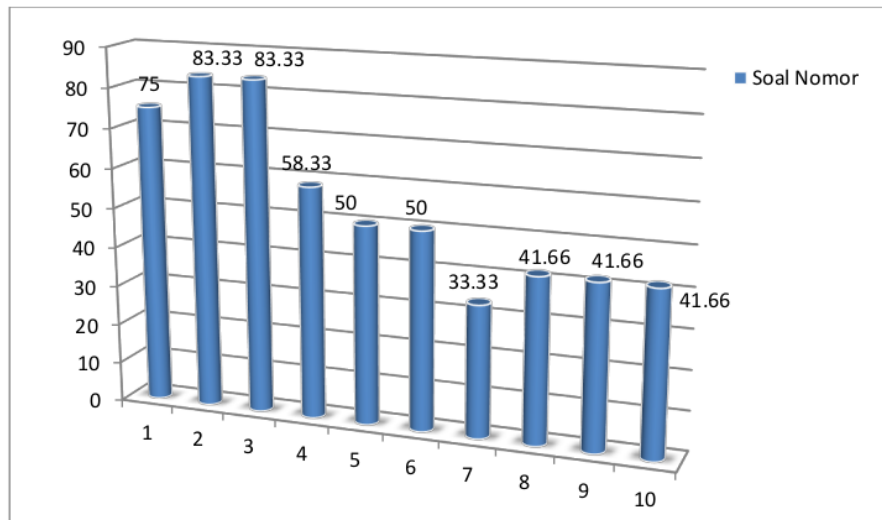


Graphic Image 2; Student learning outcomes (%) of each item

Based on the picture above can be seen the results (%) of student learning in class XI A as a model of Analysis, Findings, Development, Organizing the material and Learning (AFDOL) in the process of learning Yellow Book in Boarding Schools Saadatuddaren Tahtul Yaman Pelayangan District City Jambi

The results of class XI A study on *nahwu* subjects in Boarding Schools Saadatuddaren Tahtul Yaman Pelayangan District City Jambi shown by the average score of 55.83 of 13 students. Problem number 1 with the score reached 75.00%, number 2 with the score reached 83.33%, number 3 with the score reached 83.33%, number 4 with the score reached 58.33%, number 5 with the score reached 50.00% , Number 6 with score reached 50.00%, number 7 with achievement score reached 33,33%, number 8 with score reach 41,66%, number 9 with score reach 41,66%, number 10 with score reach 41,66 %

Student learning outcomes (%) of each item can be seen in the following figure:



Graphic Image 3; Student learning outcomes (%) of each item

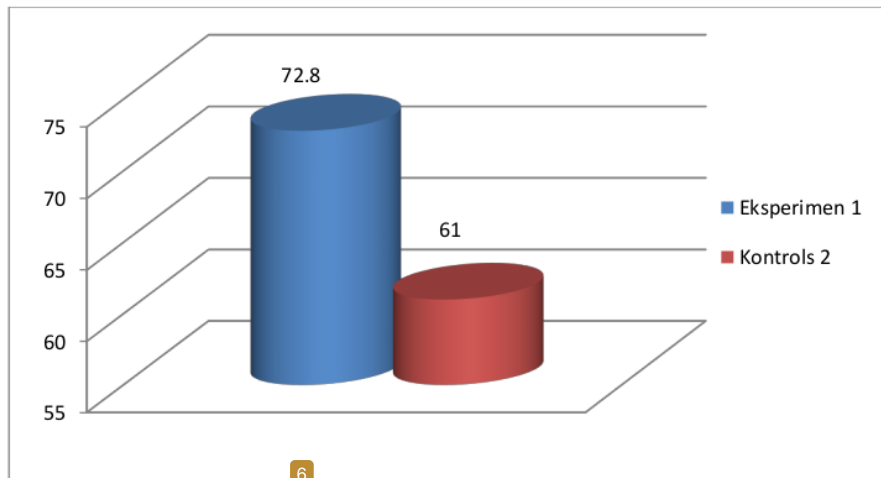
Based on the picture above can be seen the results (%) of student learning in class XI

A as a model of Analysis, Findings, Development, Organizing the material and Learning (AFDOL) in the learning process of Nahwu subject book in Boarding Schools Saadatuddaren Tahtul Yaman Pelayangan District of Jambi City.

Experiment Data Result

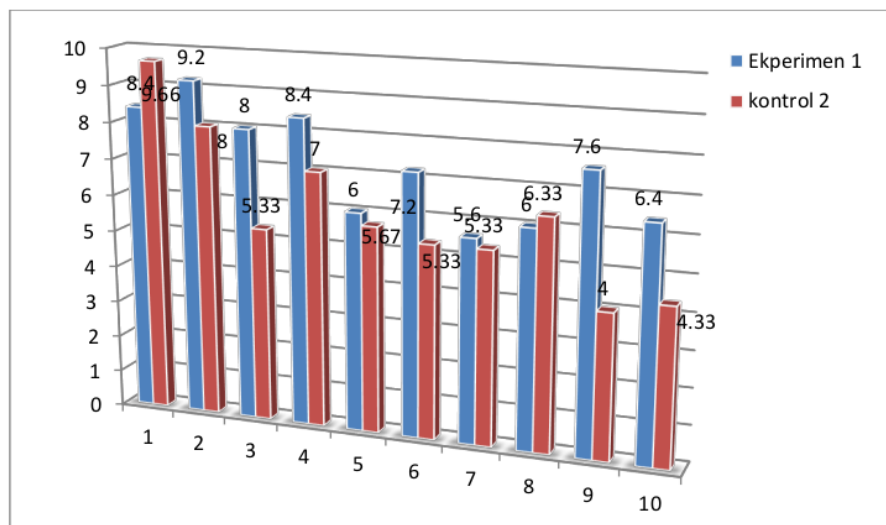
Student learning outcomes on the *nahwu* material for experimental class using Analysis, Findings, Development, Organizing the material and Learning (AFDOL) model at Boarding Schools Saadatuddaren Tahtul Yaman Jambi of Jambi City, for maximum achievement score is 90 and minimum achievement score is 50 with The average score of 72.80. From 25 students in class XI A, there are 18 complete students and 7 unfinished students. For student learning outcomes in control classes not using the AFDOL model, the maximum achievement score score was 80 and the minimum achievement score was 30 with an average score of 61.00. Out of 30 students in class XI B, there are 18 complete students and 12 unfinished students. Thus the experimental class is higher than the control class

Hypothesis in this research that there is difference between student learning result in class which use Analysis model, Findings, Development, Organizing the material and Learning (AFDOL) with class using AT model in learning process The Yellow Book *nahwu* subject at Boarding Schools Saadatuddaren Tahtul Yaman District Jambi City Views. The difference is indicated by the average score of student learning outcomes of 72.80 completion of learning outcomes on each item in the experimental class and 61.00 mastery of learning outcomes on each item in the control class as shown below:



Graphic Image 4; The difference is indicated by the average score of student learning

Based on the picture above can be seen that the difference between student learning outcomes in class XI A as a user model Analysis, Findings, Development, Organizing the material and Learning (AFDOL) with class XI B who do not use AFDOL model in the learning process Kitab Kuning subjects *nahwu* At the Saadatuddaren Tahtul Yaman Jambi Boarding Schools. This difference can be determined by comparing the average score of student learning outcomes in the evaluation test activity on each item between the experimental class and the control class which can be described in the following figure:

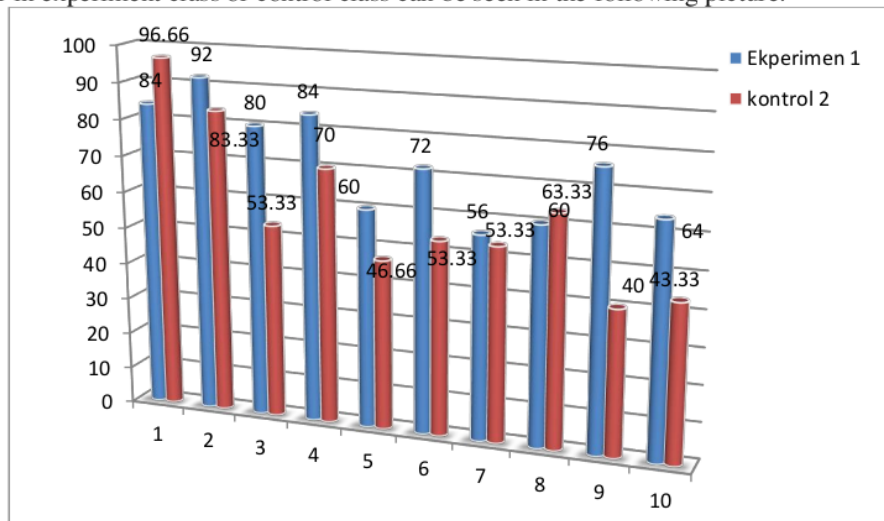


Graphic Image 5; This difference can be determined by comparing the average score of student learning outcomes in the evaluation test activity on each item between the experimental class and the control class

Based on the picture above shows that the average score of student learning outcomes on the first, second, third, fourth, fifth, sixth, seventh, eighth, ninth and tenth is the difference of learning outcomes in the experimental class model Analysis, Findings, Development, Organizing the material and Learning (AFDOL) And control classes that do not use AFDOL models.

Problem number 1 with score of experiment class achievement reached 84,00% and control class 96,66%, number 2 with score of experiment class achievement reach 92,00% and control class 83,33%, number 3 with score of experiment class achievement reach 80,00% and control class 53,33%, number 4 with score of experiment class achievement reach 84,00% and control class 70,00%, number 5 with score of experiment class achievement reach 60,00% and control class 46,66% , Number 6 with score of experiment class achievement reach 72,00% and control class 53,33%, number 7 with score of experiment class achievement reach 56,00% and control class 53,33%, number 8 with score of experiment class achievement reach 60,00% and control class 63,33%, number 9 with score of experiment class achievement reach 76,00% and control class 40,00%, number 10 with score of experiment class achievement reach 64,00% and control class 43,33% .

Comparison between score result of student learning achievement (%) from each item either in experiment class or control class can be seen in the following picture:

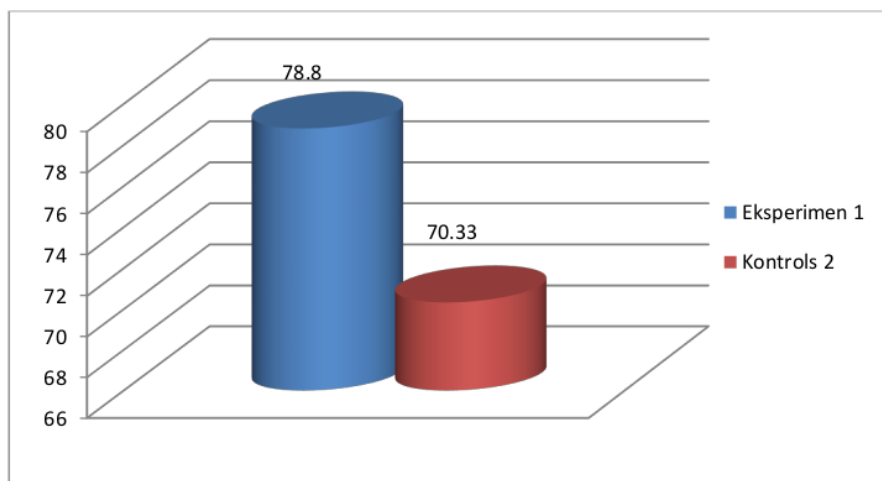


Graphic Image 6; Comparison between score result of student learning achievement (%) from each item either in experiment class or control class

Based on the picture above can be seen that the difference between the results (%) of student learning in class XI A as the user model Analysis, Findings, Development, Organizing the material and Learning (AFDOL) with class XI B which does not use Analysis, Findings, Development, Organizing the material and Learning (AFDOL) in the process of learning The Yellow Book *nahwu* subjects in Boarding Schools Saadatuddaren Tahtul Yaman Jambi Pelayangan District of Jambi City.

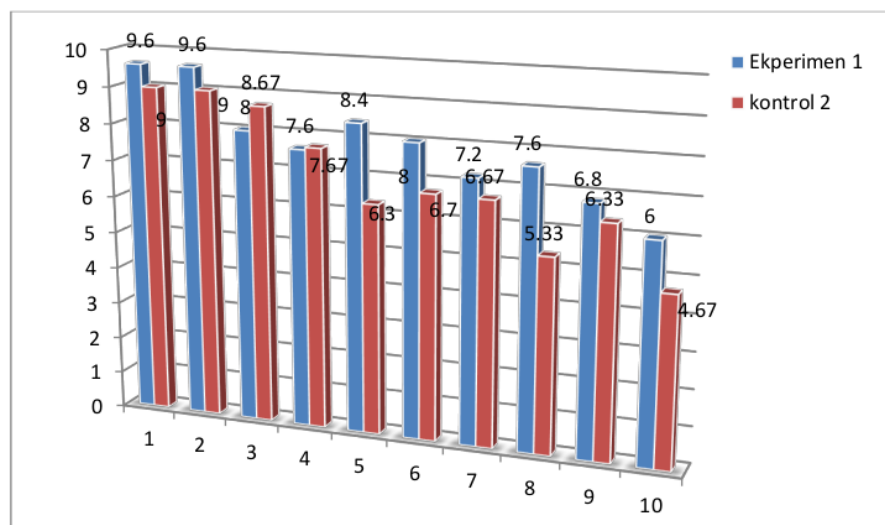
Student learning outcomes on Tafseer material for experimental class using Analysis, Findings, Development, Organizing the material and Learning (AFDOL) model at Boarding Schools Saadatuddaren Tahtul Yaman Pelayangan District of Jambi City for maximum achievement score is 90 and minimum achievement score is 60 Average score score 78.80. From 25 students in class XI A, there are 20 complete students and 5 unfinished students. For student learning outcomes on non-model control (AFDOL) classes, the maximum achievement score score was 80 and the minimum achievement score was 60 with an average score of 70.33. Out of 30 students in class XI B, there are 20 complete students and 10 unfinished students. Thus the experimental class is higher than the control class

Hypothesis in this research that there is difference between student learning result in class which use Analysis model, Findings, Development, Organizing the material and Learning (AFDOL) with class which do not use AFDOL model in learning process Book of Yellow subject of Tafseer at pesantren Saadatuddaren Tahtul Yaman Pelayangan District Jambi City. The difference is shown by the average value of 78.80 completeness of learning outcomes on each item in the experimental class and 70.33 mastery of learning outcomes on each item in the control class as shown below:



Graphic Image 7; The difference is shown by the average value of 78.80 completeness of learning outcomes on each item in the experimental class.

Based on the picture above can be seen that the difference between student learning outcomes in class XI A PA as a user model Analysis, Findings, Development, Organizing the material and Learning (AFDOL) with class XI B PA who did not use AFDOL in the process of learning The Yellow Book *tafsir* lessons at Boarding Schools Saadatuddaren Tahtul Yaman Pelayangan District of City Jambi. This difference can be determined by comparing the average score of student learning outcomes in the evaluation test activity on each item between the experimental class and the control class which can be described in the following figure:



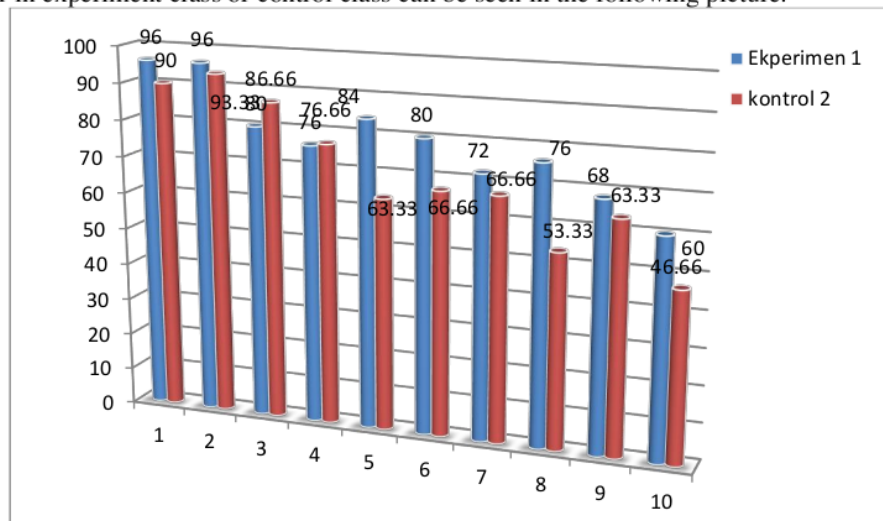
Graphic Image 8; This difference can be determined by comparing the average score of student learning outcomes in the evaluation test activity on each item

Based on the picture above shows that the average score of student learning outcomes on the first, second, third, fourth, fifth, sixth, seventh, eighth, ninth and tenth is the difference of learning outcomes in the experimental class taught by the AFDOL model and the control class Which does not use AFDOL model.

Problem number 1 with score of experiment class achievement reach 96,00% and control class 90,00%, number 2 with score of experiment class achievement reach 96,00% and control class 93,33%, number 3 with score of experiment class achievement reach 80,00% and control class 86,66%, number 4 with score of experiment class achievement reach 76,00% and control class 76,66%, number 5 with score of experiment class achievement

reach 84.00% and control class 63,33% , Number 6 with score of achievement of experiment class reach 80,00% and control class 66,66%, number 7 with score of experiment class achievement reach 72,00% and control class 66,66%, number 8 with score of experiment class achievement reach 76 , 00% and control class 53,33%, number 9 with score of experiment class achievement reach 68,00% and control class 63,33%, number 10 with score of experiment class achievement reach 60.00% and control class 46,66% .

Comparison between score result of student learning achievement (%) from each item either in experiment class or control class can be seen in the following picture:



Graphic 9; Comparison between score result of student learning achievement (%) from each item either in experiment class or control class

Based on the picture above can be seen that the difference between the results (%) of student learning in class XI A as users of AFDOL model with class XI B which is not using AFDOL model in the learning process Book of Yellow subjects Tafseer in Boarding Schools Saadatuddaren Tahtul Yaman District Pelayangan City Jambi .

CONCLUSIONS

Students' learning outcomes on *nahwu* materials for experimental class using AFDOL model in Saadatuddaren Tahtul Yaman Jambi Boarding Shcool Pelayangan District City of Jambi, for maximum achievement score is 90 and minimum achievement score is 50 with total score of 72,80. From 25 students in class XI A, there are 18 complete students and 7 unfinished students. For student learning outcomes in control classes not using the AFDOL model, the maximum achievement score score is 80 and the minimum achievement score is

30 with an average score of 40.00. Out of 30 students in class XI B, there are 18 complete students and 12 unfinished students.

Students' learning outcomes on *Tafsir* materials for experimental class using AFDOL model in Boarding Schools Saadatuddaren Tahtul Yaman Pelayangan District of Jambi City, for maximum achievement score is 90 and minimum achievement score is 60 with average score of 60,00. From 25 students in class XI A, there are 20 complete students and 5 unfinished students. For student learning outcomes in control classes not using the AFDOL model, the maximum achievement score score was 80 and the minimum achievement score was 60 with an unfinished average score of 60.00. Out of 30 students in class XI B, there are 20 complete students and 10 unfinished students.

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