

# Assignment-Based Balaghah Learning Module Application to Increase Literary Appreciation

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## ARTICLE INFO

Received: 13-10-2021

Revision: 23-10-2021

Received: 3-11-2021

### Keywords:

Literary Appreciation;  
Balaghah Learning Module;  
Assignment

## ABSTRACT

Literary appreciation is the real goal in learning Balaghah. So we need a balaghah learning module that can harmonize balaghah learning with the real goal, namely the appreciation of literature. This research is intended to: 1) reveal the steps of making assignment-based Balaghah learning modules to improve Literary Appreciation; 2) Measure the effectiveness of using assignment-based Balaghah learning modules as an effort to increase literary appreciation. The researcher uses a qualitative and quantitative approach with the design of the Borg and Gall R&D research method which is simplified into six steps, namely: needs analysis, design of teaching materials, validity from experts, revisions, field tests, and refinement of modules as textbooks. The data collection methods used by researchers are observation, interviews, questionnaires, tests, and documentation studies. The results of this study: 1) The realization of the Balaghah learning module along with its characteristics and advantages, namely a module that can increase assignment-based literary appreciation in the learning process so that students can communicate and apply Arabic language skills with beautiful language and literary styles. 2) The Balaghah learning module developed is proven to be effective in increasing literary appreciation, based on the conclusion that the t-test with a level of 9,000 is greater than t-table 2.101 and a significance value of 0.000 is less than alpha of 0.050, from this it shows that there is a clear difference after the application assignment-based Balaghah Science Learning module to increase literary appreciation at the Adnan Al-Charis Islamic Boarding School Bojonegoro.

## Introduction

Learning modules are learning materials that can be studied individually by students. The learning module is formulated as a complete unit that stands alone and consists of teaching and learning activities that are structured to help students achieve learning objectives that have been formulated specifically and rationally (Umma, 2020).

The use of learning modules is useful for the following things, namely to increase

the effectiveness and efficiency of learning, to adjust teaching time according to the needs and development of student education, to know student competencies accurately, and to identify weaknesses and competencies that are not achieved by students based on the specified criteria. in the module (Anggraini, 2018).

Literary appreciation is the real goal in learning Balaghah. Literary appreciation is a type of behavior that appears to understand the meaning in depth in literary texts and feel the beauty of the style of language and be

How To Cite:

Musyafa'ah, N. (2021). Assignment-Based Balaghah Learning Module Application to Increase Literary Appreciation. *Journal of Social Science* 2(6). <https://doi.org/10.46799/jss.v2i6.250>

E-Issn:

2721-5202

Published By:

Ridwan Institut

able to assess the quality or behavior of literature. Tasting the beauty of the universe and enjoying the arts are two basic things in the life of every individual, so it is wrong for those who think that modern civilization is only science and technology. But modern civilization is also measured by the extent to which people understand and taste art to appreciate their pleasures and develop the creativity that exists within them.

There are many schools, colleges, and Islamic boarding schools in which there is learning of balaghah science with various teaching methods used. However, it is not known to what extent this method fits the real purpose of teaching balaghah. One method that is mostly used in learning balaghah is by translating Arabic words and then explaining the meaning to students (Izzan, 2011), even though this method is not for the actual purpose of teaching balaghah, because the method is suitable for use as a teaching method. learning grammar or grammar, not as a balaghah learning method which is part of literature and art. This is a problem that requires a solution and treatment. Therefore, the researchers in this study developed an assignment-based balaghah learning module in Islamic boarding schools to align balaghah learning with its real goal, namely literary appreciation. (Rozak, 2018).

Researchers researched at the Adnan al-Charis Kendal Islamic Boarding School in Bojonegoro because the lodge is an ancient Salafi institution that has had a lot of success in the field of developing turrets books and applying language styles in several programs, including success in competitions related to the Arabic language around the world. the Bojonegoro area. So according to researchers, this institution is suitable for conducting research related to linguistics and Arabic literature, like balaghah science.

The researcher pays attention to the learning process in the classroom so that the researcher obtains the results of presenting students' poetry and words from unsuccessful creative examples with a standard degree with literary appreciation. So the researcher concludes that the learning process at the institution requires development and renewal so that education is more in line with the objectives of teaching correct rhetoric. These are some of the things that underlie

researchers to research with the title "Assignment-Based Balaghah Learning Module Application for the Development of Literary Appreciation at the Adnan al-Charis Kendal Islamic Boarding School Bojonegoro"

The novelty of the results of this study is that the author presents his research on assignment-based balaghah teaching (Arabic style) to increase literary appreciation in Islamic boarding schools with research and development methods, which previously had not found research with the same goals and results.

## Method

This research was carried out from May 2020 to October 2020 at the Adnan al-Charis Kendal Dander Islamic Boarding School, Bojonegoro. The approach in this study uses a qualitative approach to answer the first research question, namely from the focus of the question that discusses the aspects of preparing an assignment-based module by the objectives of teaching balaghah, then the researcher uses a quantitative approach to answer the second research question so that the researcher uses a mix of qualitative and quantitative methods. quantitative with R&D methodology. In this study, it is clear that the module developed is for teaching balaghah, namely literary appreciation, and must be tested in the field to measure the validity and effectiveness of its use in its use. So it also requires literature study and field study at the same time.

The selection of the Borg & Gall model in the R&D steps, because can be simplified, so that it is easier to implement.

The steps of the Borg and Gall model are: (Sari, 2019).

1. Potential and Problems
2. Planning
3. Development of mission-based learning products or modules
4. Initial field trials of mission-based modules
5. Reconsideration of trial results
6. Field experimental test
7. Product revision
8. Collecting test results data through questionnaires, interviews, observations, and analysis of results
9. Final Product Revision
10. Publication and implementation.

As for the implementation, it is simplified into 6 steps, namely: Needs Analysis, design

of learning materials, assessments from experts, revisions from experts, product trials, and finalization of learning modules

In analyzing qualitative data, the researcher analyzed using triangulation technique, namely interviews, observation, and documentation.

### 1. Interview

(Armandari, Ambarwati, & Prawitasari, 2020) an interview is a conversation with a specific purpose. The interview technique used by the researcher in this research is the semi-structured interview. The purpose of semi-structured interviews (Yusuf, Fauzi, & Suganda, 2021) is "to find problems more openly, where the parties invited to the interview are asked for their opinions and ideas". Interviews were addressed to the head of the madrasah diniyah al-Musthofa pesantren, Adnan al-Charis Kendal, Bojonegoro, the balaghah teacher at the diniyah madrasa, and the students (santri) at the cottage. Interviews were conducted using interview guidelines that have been made by researchers. The questions that have been made by the researcher in the interview guide can be developed according to the information needs needed during the interview so that the interview can run openly but still focus on the research problem. From these interviews, researchers managed to get the data and information needed in the research.

### 2. Observation

According to Marshall (Apriyanti Hasibuan, 2016) explains that "through observation, researchers learn about behavior and the meaning of that behavior". In this study, the researcher used the type of passive participation observation. According to (Masfufah, Abidin, & Mahmud, 2013), passive participation means that in this case the researcher comes to the place of Balaghah learning activities but is not involved in these activities, only digging for information and opinions about the objectives of Balaghah learning from several Balaghah books.

### 3. Documentation

(Arifin, Afifuddin, & Abidin, 2019) explains that research results from observations or interviews will be more reliable if supported by documents. In this

study, the document used as reference material is the book of Jauharul Maknun which is used as learning material at the cottage. The results of the student evaluation exams in the previous semester. Student test results before and after using the assignment-based balaghah learning module. Attendance of students. And the works of students related to literary appreciation.

As for quantitative data analysis, researchers used the Likert method to measure the effectiveness of the module through the distribution of questionnaires distributed to students. And using the t-test calculation method to find out the comparison of effectiveness scores before and after using the module in class 3 students of Diniyah Al-Musthofa Islamic Boarding School Adnan Al-Charis Kendal Bojonegoro.

(Fathani, 2017) Introduction to language learning and teaching based on assignments with theoretical and practical foundations. Qualitative descriptive. This research is aimed at identifying the introductory tasks in the process of learning and teaching a language, both in theoretical terms and in all matters related to language; including the definition, characteristics, elements of the task, and how to implement it.

Zina Fadel Mahdi Al-Khafaji and Murtadha Jabbar Abdul Nassar Al-Janabi. (2019). With the title "Learning Program based on Al-Qur'an discourse analysis to develop students' literary appreciation skills in high school". This study uses a descriptive method and aims to develop a literary appreciation of high school students through a learning program based on the analysis of the discourse of the Qur'an.

Muhammad Ismail, Noor Hadi and Salma Tsunaiyah. (2017). With the title "Assignment Method in PAI Learning". The purpose of this study is to determine whether assignments in learning can increase students' learning motivation, especially in Islamic Religious Education courses, in addition to the many obligations of other subjects. And from the results of the study, it was found that the important Islamic teaching method had sufficient results. Based on the results of the calculation of the relationship effect, it is concluded that there is a strong influence between assignments and students' learning

motivation in Islamic religious education subjects.

After observing the titles, topics, and results of previous studies, the author sees that his research entitled "Application of Assignment-Based Balaghah Learning Module to Increase Literary Appreciation at Adnan Al-Charis Islamic Boarding School", has differences in several ways, namely: 1) That previous research with almost similar topics was applied in universities and schools, not in Islamic boarding schools. 2) Found several research titles whose objects were students in Islamic boarding schools, but with a focus on discussing Arabic language teaching. 3) Research has been found with the assignment theme, but it does not aim to increase literary appreciation. Based on the above, the author presents his research on assignment-based balaghah (Arabic style) teaching to increase literary appreciation in Islamic boarding schools using research and development methods.

## Results And Discussion

### A. Steps and Characteristics of the Balaghoh Learning Module.

The steps in preparing the balaghah learning module are as follows: (Nurlaila & Kamaluddin, 2019)

#### 1. Needs Analysis

The author carried out the needs analysis process first through interviews and direct observations of the curriculum and educational goals of balaghoh in Madrasah diniyah, Adnan al-Charis Islamic boarding school. Then he interviewed the head of the diniyah madrasa at the cottage, namely Kyai Ustadz Mangku Alam. The results of the interview are:

Balaghah learning at the cottage is only carried out in the classroom using the book "Jauharul Maknun" which contains theoretical discussions and examples without being practiced and without any assignments as reciprocal learning. (Maskur & Anto, 2018)

From the observations and interviews, the researchers concluded that the balaghah learning curriculum used at the Adnan Al-Charis cottage was different from that at school. Among them is Balaghoh Science at the lodge is studied in the final grade

class, this reinforces that to understand Balaghoh requires understanding grammar and morphology first. So to understand the book Jauharul Maknun will be lighter and easier. While at school in general, balaghah is studied directly by providing a translation of the book, and the book used is al-balaghah al-wadhihah. Then the purpose of teaching balaghoh in the cottage according to observations, is still not appropriate, namely so that students understand theoretically and memorize examples of theories and their types. Meanwhile, as has been stated, the real goals of teaching Balaghoh science are, among others: experiencing literature and understanding it with the right understanding, which does not stop at the conception of the general meaning of literary texts but goes beyond it to know the characteristics and features of the text.

The next interview was with the balaghoh teacher about the balaghoh teaching method at the lodge, and the data were as follows:

The teacher said that the balaghoh teaching process at the lodge was more often done by translating the contents of the book into Javanese. So it requires the input of new methods and new teaching media so that teaching is more effective and by the purpose of teaching balaghoh, namely literary appreciation. The various other methods used in the lodge are as follows: 1.) Translating. or what is commonly called bandongan, where the teacher reads the meaning of everything written in the book and the students write it down in the book. 2.) Explain. That is, the teacher explains the purpose of the theory which consists of balaghoh rules and the purpose of literary words. 3.) Discussion and question and answer between teachers and students. As for the nadhoman in the book Jauharul Maknun, students are not required to memorize it. This is not the same when studying nahwu (grammar) in which the system must memorize the nadhom contained in the books of Imrithi and

Alfiyah Ibn Malik. (Riadul Muslim Hasibuan, 2013)

The next interview was with Selvia Dzil Maghfiroh and Khalil Mughoffar, who are students or third graders at the Madrasah diniyah Al-Musthofa Pondok Adnan al-Charis, to find data related to the balaghoh teaching that is passed every day. And the data from the interview are:

They feel a little bored in understanding the theory of balaghah, moreover and applying it in the context of literature, one of the reasons lies in the method and way of teaching a teacher (Ulvairoh & ROHMADI, 2020).

The next needs analysis is to distribute questionnaires to all students/students to confirm the data from interviews and find out the need for books for learning balaghah and those that are by the conditions of students. The data generated from the distribution of the questionnaire is that 82.7% of the number of grade 3 students need a balaghah book developed to solve problems in their learning. And among their other problems are the language used in the book using Arabic Fusha, which makes it a little difficult to understand the meaning, and the lack of explanation of the examples presented, especially examples related to Arabic culture, as well as theories presented in the form of brief division, without any examples and theoretical application tasks.

In addition to the questionnaire, the researcher also made observations by distributing a test of understanding about balaghah by translating literary texts. As a result, the translation of poetry and literary sentences from the students is still not optimal, meaning that it does not succeed in developing literary appreciation properly.

## 2. Learning Material Design

In the second step, designing teaching materials, the authors prepare to teach materials for balaghoh subjects by paying attention to the curriculum and the elements needed in the preparation of textbooks. Researchers formulate to establish basic competency standards, specific

objectives to be achieved, methods of presentation, and components of educational materials.

The material design for the balaghah learning module consists of the following:

### a. Selection of developed materials.

The researcher believes that what he wrote will be a way out of the problems faced in the study of balaghoh, because of its advantages, including These materials make it easier to understand Fusha Arabic, and are more in line with the real goal of learning balaghoh, namely literary appreciation.

### b. Teaching Objectives

What distinguishes this Balaghoh learning module from the others is that all the material contained in it begins with learning objectives. It is important to include learning objectives so that learning can be focused on the main topic. A teacher should direct teaching towards a set of goals. To achieve the intended goal, the teacher must intensify students in exercises and practices that are by the teaching theme.

### c. Assignment Method

The researcher chose a module with an assignment basis to implement an easier balaghoh teaching process. The assignment consisted of memorization, reading, repetition of testing, and examination of students' skills. This method makes students active in learning and makes students enthusiastic about learning because educational activities can be carried out creatively so as not to cause boredom. In this way, students and teachers become easier in the process of understanding balaghoh

### d. Explanation of Badi' Science

This balaghoh learning module is more focused and able to summarize bad science theory, there is an understanding in each title, its types, and types, and the examples contained in both syi'ir and balaghoh prose also contain

steps in assigning assignments so that facilitate teachers and students in the learning process and end with tests and practices for the development of literary appreciation.

e. Examples presented

Each discussion title is always followed by an example. The examples presented are inseparable from the topic, which is accompanied by an explanation of the material contained in all examples, example by example according to the topic being studied. In presenting examples, the researcher tries to select interesting literary texts that are commonly used by students. This is meant to make it easier to memorize and understand.

f. Practice and practice

Training and practice are also considered as important elements of its existence, especially in the module there should be no training and practice. Because to measure the success of learning and increase students' understanding to understand the real appreciation of literature. Researchers use various types of exercises and practices, including analyzing literary texts, making words that match the topic, filling in the blanks with words that match the needs that match the topic, explaining by determining the type of words needed, completing sentences. lost, and other things that can help the development of literary appreciation.

### 3. Assessment from experts

#### a. Questionnaire results from material experts balaghah

a) In terms of content truth

The truth of the contents of the book got a value of 90% with a very good score so that it did not require many revisions. The truth of the contents there are 6 elements, namely:

1) the level of correctness of the text assessment gets a value of 5.

2) the level of truth and suitability of Badi science theory gets a value of 4.

3) the level of correctness of the selection of examples gets a value of 4.

4) the level of correctness of the exercise selection gets a value of 5.

5) the level of conformity of the material with social values gets a value of 4.

6) the level of suitability of the material with life gets a value of 4

b) In terms of the depth of the book

The depth of the book's content gets a score of 100% with a perfect score so it doesn't require many revisions. The depth of the book contains 4 elements, namely:

1) the depth of the material and its suitability for the age of the student gets a score of 5.

2) the breadth of the material and its suitability for the level of students scored 5.

3) the suitability and depth of the material with the learning objectives scored 5.

4) and the suitability of the exercise with the learning objectives and learning factors scored 5

c) In terms of the features of the book content

The specialty of the contents of the book is that it gets a score of 95% with a perfect score so that it does not require many revisions. The specialty of the contents of the book there are 4 elements, namely:

1) the suitability of the content of the material with the development of literature gets a score of 5.

2) the suitability of the content of the material with the reference gets a score of 4.

3) and the content of the material can help understand



the content of the other material gets a score of 5.

- 4) and the content of the material can help contain moral values to get a score of 4

#### **b. Questionnaire results from material design experts**

- a) In terms of material readability

The readability of the article content of the book got a score of 92% with a perfect score so that it did not require many revisions. There are 5 elements in the readability of the book's contents, namely:

- 1) arrange the material from difficult to easy gets a score of 4.
- 2) arrange the material inductively and deductively get a score of 4.
- 3) material coherence scores 5.
- 4) showing an example of making students understand the lesson gets a score of 5.
- 5) the breadth of the material presentation pattern gets a score of 5

- b) In terms of presentation of the material content of the book

the presentation of the book content material got a score of 93% with a perfect score so that it did not require many revisions. The presentation of the material in the book contains 3 elements, namely:

- 1) the suitability of the order of learning objectives gets a value of 4.
- 2) the suitability of the rules with the learning objectives gets a score of 5.
- 3) the suitability of the exercise with the learning objectives gets a score of 5

- c) In terms of book print

The assessment of the developed module printout got a score of 93% with a perfect score so it did not require many revisions. There are 3 elements in the evaluation of the module template, namely:

- 1) interestingly the outside of the book gets a score of 5.

- 2) the selection of writing fonts in the module gets a value of 4.

- 3) the suitability of the use of the font type with the writing model gets a value of 5

- d) In terms of continuity of material presentation

The assessment of the continuity of the presentation of the material gets a score of 87% with a perfect score so that it does not require many revisions. There are 3 elements in the evaluation of the module template, namely:

- 1) Preliminary use in the module gets a score of 4.

- 2) the depth of the content order gets a value of 5.

- 3) the suitability of the type of exercise with the pattern gets a value of 4.

#### **c. Questionnaire results from Arabic language experts**

- a) In terms of language suitability with student development

Assessment of the suitability of language with student development gets a score of 80% with a perfect score so that it does not require many revisions. There are 3 elements in the evaluation of the module template, namely:

- 1) the use of language with the development of scientific culture gets a score of 4.

- 2) the use of language with the development of the student's sense of language gets a score of 4.

- 3) the use of language with critical standards students get a score of 4

- b) In terms of language continuity

Assessment of language continuity gets a score of 83% with a perfect score so it does not require many revisions. Assessment of language continuity there are 8 elements, namely:

- 1) The depth of vocabulary selection gets a value of 4.
  - 2) The arrangement of sentences to facilitate understanding gets a score of 4.
  - 3) The suitability of using language with nahwu rules gets a score of 4.
  - 4) The suitability of using language with shorof rules gets a value of 4.
  - 5) The depth of use of the term gets a value of 5.
  - 6) The use of language by the study of Arabic literature gets a score of 4.
  - 7) The suitability of writing rules gets a score of 5.
  - 8) Conformity in numbering gets a value of 3
- c) From the point of view of the unity of the idea

The assessment of the unity of ideas gets a score of 73% with a perfect score so that it does not require many revisions. There are 3 elements in the assessment of the unity of ideas, namely:

- 1) The unity of the theme gets a score of 3.
- 2) The unity of the main idea gets a score of 4.
- 3) The unity of each sentence gets a value of 4

#### **4. Revision from the expert**

After going through the validation process by experts, namely balaghoh experts, module design experts, and Arabic language experts. Then after that, a revision process was carried out from the inputs that had been given by the experts. This step is done to modify the advantages and cover the shortcomings of the balaghoh learning module so that it is ready to be used in real learning.

#### **5. Product trial**

This experiment was carried out after modifying the developed balaghoh learning module. This experiment was carried out at the Madrasah diniyah "Al-Musthofa" Islamic boarding school Adnan Al-Charis

Kendal-Bojonegoro. This experiment was conducted to determine the suitability of the material being taught with the level of competence of students. In this experiment, the researcher did not find any negative interventions and observations regarding the content of the book and the teaching process.

#### **6. Finalize the learning module**

In this last step, the researcher prepares a learning module, as suitable teaching material for use. Therefore, this module can be published and recommended for the needs of any Salafi Islamic educational institution, considering that this module is simplistic.

#### **B. The Effectiveness of the Balaghoh Learning Module Developed to Improve Academic Achievement.**

Before the process of implementing the module, the researcher held a pre-test and post-test in the experimental group. The experimental group in this study aims to determine the validity and effectiveness of the module for learning balaghoh. Both tests are intended to determine the effectiveness of the product. Because the effectiveness of the module can be known through the results of student achievement, through their answers before and after the experimental process.

It is clear from the graph that each student has different results, some get special marks, some get very good grades and quite good results. To test the comparison between the results of student academic achievement, by using the t-pendant test through apps.

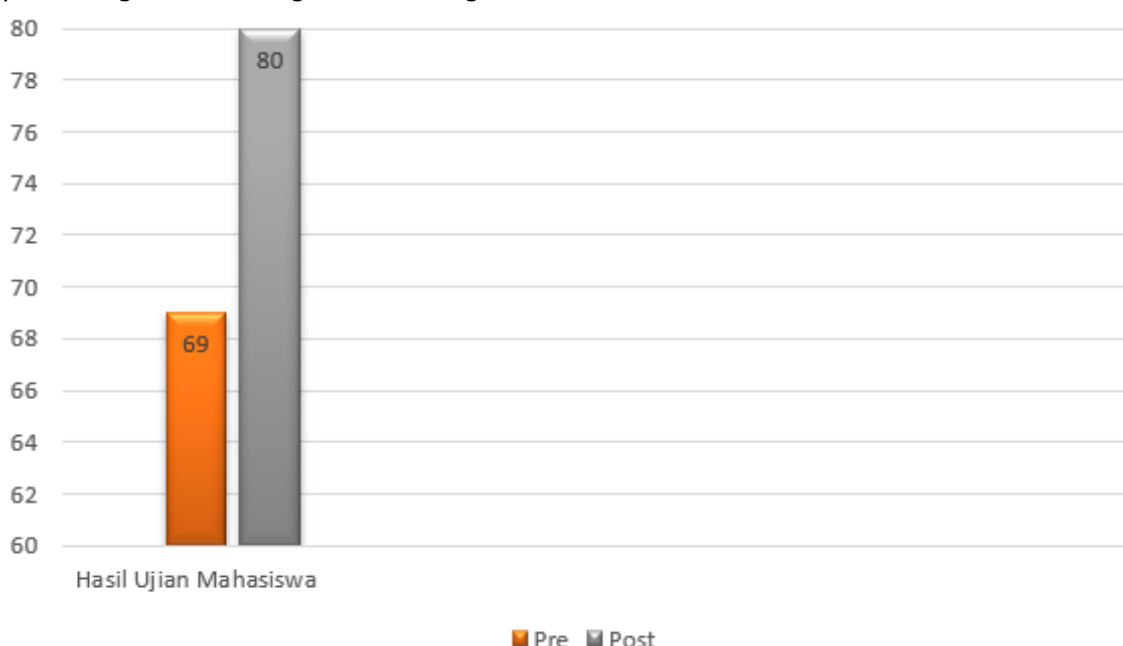
The researcher compared the students' pre-test results and post-test results through the Paired Sample t-test. With the formula: if the t-count result is < (greater than) t-table or the significant result is > (less than) alpha 0.005, it means that there is a big difference between the students' pre-test results and the students' post-test results. And if the result of t-count > (less than) t-table or the result of significance (significance) < (greater than) alpha 0.005, this means that there is no significant difference between the students' pre-test results and their post-test results.



Based on the previous table, it is known that there is a difference between the results of the pre-test of students who did not use the developed Balaghoh learning module and the results of the post-test of students who used the module, namely the degree of t-count :  $(9,000) < (\text{greater than}) t \text{ table} : (2),101$ , and the results of the significance:  $(0.000) > (\text{less than}) \alpha (0.005)$ .

Based on this, it becomes clear between the results of the pre-test and post-test before the process of implementing the balaghoh learning

module and after its implementation. Or in other words, the use of the balaghoh learning module has proven to be effective for the academic development of the "Al-Musthofa" madrasah students at Adnan Al-Charis. The effectiveness of the use of this module is also known by comparing the students' average pre-test and post-test scores. Their level of academic achievement can be shown in the following graph:



**Graph 1**  
**Average Pre and PostTest Results**

Based on what is shown in the previous graph, the researcher knows that the level of student achievement before using the developed module got a score of 69, and student achievement after using the developed education model got a score of 80. This means that the use of assignment-based balaghah learning module is proven to be effective in increasing appreciation literature on the students of the Adnan al-Charis Kendal Islamic boarding school Bojonegoro

**Conclusion**

The research here concludes on two things, namely about the steps in the

preparation of the module, as a means ff knowing the characteristics Of the module being developed. And about the results of measuring the effectiveness of using the assignment-based balaghah learning module. This shows that the level of student learning achievement after using the assignment-based balaghah learning module obtains a greater degree than the student's learning achievement level before using the balaghah learning module. This means that the use of the balaghah learning module is effective in developing literary appreciation. And concludes that the use of the assignment-based balaghah learning model to develop literary appreciation has proven to be

effective and has a major influence on learning and improving academic achievement among students of the madrasah diniyah "al-Mustafa" Adnan al-Charis Islamic boarding school, especially the third-grade aliyah.

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Journal of Social Science

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