Proceeding International Conference on Islamic Education
"Exploring Contemporary Challenges and Innovations in Education"
Faculty of Tarbiyah and Teaching Training
Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang
October 17th, 2024
P-ISSN 2477-3638 / E-ISSN 2613-9804
Volume: 9 Year 2024

Peer Teaching for Santri: Case Study at Hasbullah Sa'id, Mamba'ul Ma'arif Denanyar Jombang

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Abstract. This study describes the santri teaching program for Arabic language learning, how the santri teaching learning process, program evaluation, and the supporting and inhibiting factors of the program. This type of research is a descriptive qualitative research type of case study. The subjects of this research are students of the Hasbullah Sa'id dormitory totaling 72 students consisting of students in grades XI, XI, and XII. Data collection techniques used observation of the santri teaching program process, interviews with tutors, audiences, and dormitory coaches. In addition, the documentation of materials and class division. Data analysis used the Miles and Huberman model. The results of this research are (1) The santri teaching learning process is carried out once a month on Sunday nights from 19.30 - 21.00 in the Bisri Syansuri building. XII grade students are selected alternately to serve as tutors, and the others become the audience, (2) The evaluation should be done once every 2 months, and (3) The supporting factors of this program are the enthusiasm of the students in deepening the linguistic sciences, discipline, high motivation, a relaxed and conducive classroom atmosphere so that students are comfortable in participating in the santri teaching program, and adequate facilities that have been prepared. The inhibiting factor of this program is the lack of readiness of student tutors when teaching.
Keywords. Peer teaching; Arabic; Language skills

A. INTRODUCTION

Santri teaching is a material deepening and discussion program using peer teaching. That is a learning method by appointing a teaching position who is a peer of the students in the class(Nawaz & Rehman, 2017). Peer teaching is an enrichment program or additional class to strengthen students' understanding and skills in obtaining learning material. The application of peer teaching is also considered to help students understand the material because by appointing students, they are expected to be able to provide understanding to their friends with a point of view and language that is easily accepted by their friends(Adekoya & Olatoye, 2011). So apart from easing the burden on teachers, it can also speed up knowledge transfer in the classroom.

Peer teaching is an enrichment program or additional class to strengthen students' understanding and skills in obtaining learning material. The application is to use one of the students who is considered the most understanding, the smartest, the most communicative, the most respected among the students, or randomly to replace the teacher temporarily or completely in providing understanding to other students(Kamps et al., 1994). This method is considered very effective in providing a new feel/fresh air to students because students can get explanations that are slightly different/easy to understand because their peers are providing the explanations(Adekoya & Olatoye, 2011).

The semi-modern Islamic boarding school model has different characteristics depending on the decisions taken by the Kiai/leader of the Islamic boarding school(Aisyah et al., 2022). because

the Kiai's role is to determine every step that will be carried out by the Islamic boarding school(Muqit, 2018). Kiai has the right to decide to what extent the modern education system will be adopted in the educational institution and has the right to place limits on modern influences entering the Islamic boarding school(Akbar et al., 2023). And it is this decision that will shape an Islamic boarding school to be more Salafi or modern. Islamic boarding school education system that is balanced between Salaf and modern Islamic boarding school education systems. The Islamic boarding school education system like this is a form of acculturation from the existence of Islamic boarding schools with formal schools so that it is hoped that intellectual and intellectual scholars will be born(Anas, 2012; Farihin, 2023). The majority of Islamic boarding schools that adopt this system apply the mandatory rules for using international languages as a means of communication(Arif, 2016). The international languages commonly used by semi-salaf and Khalaf Islamic boarding schools are Arabic and English(Yusuf Habibi, 2019). The effect is that students become encouraged and motivated to learn and practice Arabic and English every day.

Islamic boarding school-based educational institutions have various superior programs including tahfidzul Quran, Hifdzil Hadith, and mastery of 2 international languages(Hithah et al., 2019). In its implementation, the Hasbullah Sa'id hostel correlates all its programs with language skills, such as the selection of material sources, delivery methods in learning using international languages, and the existence of intensive classes for new students for 1 month to introduce Arabic and English. The program for mastering 2 international languages is carried out alternately every week. Every day Hasbullah Sa'id students are required to use international languages in communicating.

Even though the dormitory has divided the portion of learning and familiarization with international languages equally, Arabic is still dominant(Husna et al., 2022). Due to its background as an Islamic boarding school-based educational institution, Arabic remains the main language in all learning. This is influenced by the majority of Islamic treasure sources that have been prepared by Arama are Arabic literature. In response, the language division determines in turn which language must be used each week in communication. In practice, the language division schedules 1 week of Arabic followed by 1 week of English, and so on.

The dominance of Arabic in Islamic boarding school-based education is a natural thing. This itself is supported by sources of Islamic studies that refer to Arab countries and culture, including Muslim guidelines in the form of the Al-Quran and Hadith which are maintained in Arabic(Salida & Zulpina, 2023). This fact is also felt by the students, the students are encouraged to always explore their Arabic language skills so that they can explore Islamic treasures more deeply(Subhan Hi Ali Dodego, 2022). Then, to accommodate the enthusiasm of students in exploring Arabic language skills, the language division held a Santri teaching program as a forum for students to discuss and learn together to deepen linguistic material as a work program.

Hasbullah Sa'id Denanyar Jombang Dormitory is an Islamic boarding school-based educational institution that is integrated with the MAN 4 Jombang formal school. Formal educational institutions or schools that integrate their education system into one model are often referred to as Islamic Boarding Schools (SPB)(Fachrudin, 2021). Hasbullah Dormitory is a special dormitory for MAN 4 Jombang students majoring in Religious Programs (PK). Alignment between formal school and boarding school programs is the main factor in the implementation of SPB(Kusnandi, 2017). This can be seen from the learning implemented by MAN 4 Jombang with the Hasbullah Sa'id dormitory. Both of them synchronize learning starting from the selection of materials, learning resources, and so on. Hasbullah Sa'id Dormitory is an Islamic boarding school that adopts a semi-modern education system. This classification can be seen in how the Hasbullah Sa'id dormitory implements a traditional and modern Islamic boarding school education system sustainably(Somali et al., 2023).

The language division is at the forefront of making the Santri teaching program a reality. The language division is one part of the management of the Hasbullah Sa'id Student Organization (OSHAS) in the Hasbullah Sa'id dormitory. The language division is a group unit responsible for helping students develop their language skills(Vinoski, 2006). The language division is officially given the privilege by the dormitory to create a work program (ProKer) whose content is to develop students' abilities in Arabic and English. Apart from creating work programs, the language division

is also responsible for every program related to language. It is natural that students who carry this responsibility are students who are proficient in Arabic and English.

The term santri teaching program (Student Teaching) is generally known as a service program carried out by final grade/phase students as a form of implementation, teaching practice, and a form of solemnity at Kiai and Islamic boarding schools(Muhajir & Aali Dawwas, 2022). However, at the Hasbullah Sa'id dormitory, Santri teaching is a routine program for deepening students' language material that involves all students. In its implementation, class XII students are allowed to teach new students, namely class X students, to understand more deeply the language of Arabic or English. Learning for class

Hasbullah Sa'id's boarding school language division schedules a student teaching program once a month. This program must be followed by all students because Santri teaching is a program that has been inaugurated and is directly supervised by the dormitory supervisors and caretakers. In each semester the language division arranges a schedule for dividing who will be the tutor/resource person and who will be the student/discussion member. As with the peer teaching method in general, class the schedule is then announced well in advance so that students already know the division into groups and students who are given their turn to be tutors/resources can prepare the material well.

According to the results of the researchers' observations, the Santri teaching program at the Hasbullah Sa'id Denanyar Jombang dormitory had a significant effect on the development of students' Arabic and English language skills. So, this research aims to describe 1. The student teaching-learning process is carried out once a month on Sunday evenings from 19.30 – 21.00 in the Bisri Syansuri building. Class 3. The supporting factors for this program are the enthusiasm of the students in deepening linguistic knowledge, discipline, high motivation, a relaxed and conducive classroom atmosphere so that students are comfortable participating in the Santri teaching program, as well as adequate facilities that have been prepared. The inhibiting factor in this program is sometimes the lack of readiness of student tutors when teaching.

B. METHODS

This type of research is qualitative research. Qualitative research is called a naturalistic research method because the research is carried out in natural conditions (natural settings). With a postpositivist philosophical approach, an interpretive and constructive paradigm will emerge, which views social reality as something holistic/whole, complex, dynamic, and full of meaning and the relationship between symptoms is interactive(Sugiyono, 2023). Qualitative research is data collection in a natural setting to interpret phenomena that occur where the researcher is the key instrument, data source sampling is carried out purposively and snowballing, the collection technique is triangulation (combination), and data analysis is inductive/qualitative. and the results of qualitative research emphasize meaning rather than generalization(Anggito & Setiawan, 2018).

This research was conducted in class XII as the subject and class The population in this study were all students in class X and XII of the Hasbullah Sa'id Dormitory. The sample for this study was several children taken at random using simple random sampling techniques. The data collection techniques used in this research are observation, interviews, and documentation.

Observation is a direct observation of an object in the environment whether it is ongoing or still in a stage which includes various attention activities towards a study of an object using sensing. And is an action carried out intentionally or consciously and also by the sequence(Hasanah, 2020). The research team collected data using this technique by coming directly to the Hasbullah Sa'id dormitory and directly observing the conditions in the field. This technique was used by the author to get an overview of the learning conditions of teaching students directly.

An interview is communication between two or more parties which can be done face to face where one party acts as an interviewer and the other party as an interviewee with a specific purpose, for example, to obtain information or collect data. The interviewer asks the interviewee several questions to get answers(Fadhallah, 2021). When the research team came to make observations, the research team also conducted interviews with student tutors, junior students, and dormitory supervisors. Tutor students are the perpetrators of the activity, junior students are the objects, and the supervisor is the person in charge. The interview in this case aims to obtain information about

the student teaching-learning process, and its evaluation, along with supporting and inhibiting factors for the program.

According to Yrama Widya (2010:60), a document is a letter or proof of an event that occurred, a transaction made and issued by authorized parties, for example, made by individuals, companies, agencies, and so on. Documents are collections of data in real form and obtained based on a data management system called the documentation process. Without documentation, the data will not become a real document. According to experts, documentation is a process that is carried out systematically starting from collecting to managing data which produces a collection of documents(Prasetyo, 2017). With this technique, the research team obtains information, knowledge, information, and so on. The research team obtained information regarding activity schedules, learning materials, and other documents.

Researchers used data analysis techniques with the Miles and Huberman model which consists of 3 steps in the form of data reduction, data presentation, and conclusion(Palazzolo, 2023). Data reduction was carried out when researchers went to the field to observe the Santri teaching program and then conducted in-depth interviews with representatives of class X, XI, and XII students. Presentation is done by categorizing all data and then presenting it in a systematic and easy-to-understand form. Next, conclude the data that has been reduced and presented. The data analysis technique chart according to Miles and Huberman.

C. RESULT & DISCUSSION

Hasbullah Sa'id Dormitory is part of the Mambaul Ma'arif Denanyar Jombang Islamic Boarding School Foundation. The Hasbullah Sa'id Dormitory accommodates students in the senior secondary education (SMA) religious program. Hasbullah Sa'id Dormitory has a management structure like other educational units. When at school there is a student council, and this dormitory also has OSHASS. In its operation, OSHASS (Hasbullah Sa'id Dormitory Student Organization) has an organizational structure. Starting from the dormitory caretaker as an advisor, the supervisor as a person in charge, and there is a chairman and his staff who are held by class XI students. In each period, OSHASS is given the right to propose a work program and implement it during his term of office.

The Language Division is the division responsible for languages in the dormitory. Considering that this dormitory is based on Arabic and English, this division has a program called "SATÈ" Santri teaching. SaTe or Santri teaching is a language activity at the Hasbullah Said dormitory. This activity is one of the work program activities of the Language Division of the Boys' OSHASS (Hasbullah Said Dormitory Student Organization). This activity is held every Sunday night once a month. In this activity, third-grade students will teach language material to other students. All students will be divided into three groups and in each group there will be 3 students from third grade to teach. Group distribution was carried out randomly and each group was housed in three different places. In this activity, the method used is the Feynman learning method which makes it effective.

Raffi as the language division explained that Santri teaching is a language-deepening program. This program is a program initiated by the language division to follow up on the needs and enthusiasm of students in studying linguistics. Previously, activities like this already existed but were not neatly structured and systemized. Initially, activities like this already existed at the Hasbullah said dormitory since the first batch, namely in 2017. Then during the 2023/2024 period of the OSHAS administration, activities like this were accommodated so that they became a routine and structured and systemized agenda so that a program called Santri teaching (SATE) emerged.

The language division as the person responsible for the student teaching program accommodates this program starting from determining student tutors and selected themes. The language division formulates a schedule containing the names of tutor students along with themes according to the student's needs. In its selection, the language division prioritizes class XII students who have superior abilities compared to other students. The language division accommodates this program from preparation until the program runs. This also includes getting boarding students to the Bisri Syansuri building. In determining the theme, the language division prioritizes grammatical aspects, such as nahwu shorof and grammar. Because this theme is needed by students to support

their language.

The Learning Process of "Santri Teaching" at the Hasbullah Sa'id Dormitory

Based on the results of observations made by student researchers, teaching at the Hasbullah Sa'id dormitory took place from 19.30 - 21.00. This program takes place in the Bisri Syansuri MAN 4 Jombang building classroom. The language division coordinates students to the building assisted by supervisors. This program is attended by all boarding school students. 9 class XII students as tutor students, and the others as tutor students. In its implementation, all students were divided randomly and evenly into 3 random groups. Each group consists of students from class X, XI, and XII. Each group has 3 tutors who have been selected by the language division as tutors. Each tutor is given a different theme. In his delivery, the tutor was given 20 minutes to deliver.

At the beginning of the semester, the language division makes a schedule in the form of group divisions and selected themes. Two weeks before this activity takes place, the language division provides information about group divisions, material themes, and who will provide the material in the activity, as well as asking the tutor students' readiness before they deliver the material.

For the method used, there are no special provisions from the language division. However, when researchers saw directly the conditions in the dormitory, the methods used by student tutors in teaching were lectures, discussions, and questions and answers. Tutor students open the lesson by explaining the material that has been determined. After the delivery of the material is complete, the tutor students open a discussion and question and answer session. During the discussion and question and answer session, if it is felt that the students are not asking questions, the tutor students provide statements and trigger questions to raise a question.

The learning process that occurs is active and interactive. Tutor students who explain the material master the material well and can explain it. The students who were tutored were also enthusiastic in listening to the material. Students become relaxed in participating and asking questions in class freely. Because those who deliver the material are their peers. This helps students in deepening linguistic material where students can freely discuss, exchange questions, and exchange ideas on predetermined themes. Even though learning takes place actively and interactively, there are still students who sleep in class.

Evaluation of "Santri Teaching" Learning at the Hasbullah Sa'id Dormitory

Based on the results of observations and interviews, the research team found data that this program was very effective in developing and deepening language material for Hasbullah Sa'id boarding school students. Students feel more relaxed and enjoy learning because those teaching are their peers. Students are free to discuss and express their thoughts. This is also driven by the division of groups consisting of classes X, XI, and XII who have different abilities and understanding. The exchange of ideas can occur in the classroom.

In its implementation, according to Rafi Azzaki head of the language division, this program lacked supervision from the dormitory supervisor. The supervisor, as the person responsible for all programs held in the dormitory, does not yet have a definite guard schedule. This causes coaches to sometimes not supervise. According to information provided by student tutors, he stated that sometimes supervisors also supervise, but not until the completion of the program.

When the research team saw the running of this program directly, the absence of a forum contract from tutor students to junior students was also highlighted. There is only an unwritten rule that students who do not attend the program will be subject to a fine of ten thousand for each absence without reason, said the language division. This causes junior students to underestimate it, such as being late and sleeping in class. Forum contracts are very useful in implementing this program, to create a learning atmosphere in the classroom. When a forum contract has not been made, junior students easily underestimate this program because there are no clear and definite regulations and sanctions.

Facilities that may not be used are also an evaluation of this program. Learning support facilities in the class include a locked television. When the research team clarified this to the dormitory supervisor, it was true. Ustadz Taufiqurrahman the dormitory supervisor stated that these

facilities should no longer be used carelessly because they had been misused by students. During recital time, sometimes some students don't go to recite the Koran but instead watch television. Since then, dormitory administrators have limited the use of existing facilities for fear of misuse.

Tutor students sometimes abandon their obligations. Because several class XII students have their activities. Among them, are those who are preparing for final exams, undergoing a period of service, preparing to enter college, and so on. So the language division needs to re-verify the readiness of class XII students before they teach. According to a statement from Ustadz Taufiqurrahman, this program is good, and running as expected. He hopes that this program will be increased, not just once a month, but twice a month. This aims to improve literacy comprehension skills in language.

According to Zuhal, as a student tutor, he explained that there was a need for two-way consultation between student tutors and supervisors regarding the material to be delivered. Tutor students do not consult supervisors because they are confused about the material set by the language division. The language division in determining the material only provides a general description. Like the "maf'ul" material, the language division does not specify the material, for example, what will be discussed whether maf'ul bih, maf'ul mutlaq, or maf'ul ma'ah, and so on. The language division should design a learning plan so that the material to be delivered is detailed and detailed.

Then the language division is not orderly or sequential in determining the material. Based on the schedule we obtained in the field, the language division arranged materials randomly. At the beginning of the semester, the language division immediately determines major themes to be shared with each prospective student tutor each month. This division only focuses on materials that are necessary and required to support formal learning in the Hasbullah Sa'id dormitory, this division is not adjusted to the Arabic language learning system as used by previous scholars. There should be good material management and mapping so that the material is arranged neatly and sequentially.

Apart from the material that has been determined, the distribution of members for each group in the form of a combination of class X, XI, and XII students determined by the language division is felt to be less effective. According to the explanation from class Then the language division can classify groups of teaching students based on the students' abilities - between students who have below-average abilities and students who are already qualified.

According to the presentation from class X students, there needs to be a balanced learning management between material delivery and intermeso. Sometimes grade XII students who are carrying out their duties as tutor students do too much intermeso, in the form of jokes or conversations outside the material. This causes the students' focus in absorbing the material to be disturbed.

Supporting and Inhibiting Factors for "Santri Teaching" Learning in the Hasbullah Sa'id Dormitory

When the research team made observations, it was found that the class conditions were very active when learning took place. Junior students feel more relaxed in understanding the material. "This is because those who teach them are their peers, which means they are not embarrassed to ask questions and have two-way discussions," said Daffa the language division.

In the opinion of Ustadz Taufiqurrahman, students' high interest in learning also makes the class atmosphere more active. Supported by adequate facilities from the collaboration of the school and dormitory. Such as the existence of a library for adequate reading, sufficient facilities, and special funds to carry out this program.

Through interviews conducted by researchers with the language division, researchers found several inhibiting factors. These inhibiting factors consist of internal factors and external factors. External factors are inhibiting factors that occur within the scope of the language division, such as misunderstandings by the language division in executing the Santri teaching program. Meanwhile, external factors are factors caused by students other than members of the language division who are responsible for the Santri teaching program, such as the decline in student enthusiasm for participating in this program and the occurrence of miscommunication between the language division and the dormitory supervisors.

Internal factors in the Santri teaching program originate from the language division which is

still not ready and alert in executing this program. This cannot be denied, that the language division in the 2023/2024 management period is a pioneer of the Santri teaching program which was initially only a non-formal agenda. So there needs to be an increase in the readiness of the language division so that this program can run optimally. The problems that occur are that there are frequent acts of passing responsibilities between members of the language division and the systematic planning and implementation of the Santri teaching program is not neat. This can be seen from the non-sequential distribution of the material by popular literature and the absence of details on the major themes that have been determined.

Like places that are still changing, facilities that cannot be used, and conflicts with the dormitory schedule. At first, the language division did not provide a patented location for this program, starting from the prayer room, sports hall, and hall (asrama hall). When this program took place in the dormitory hall, according to Raffi Azzaki, santri teaching was not conducive. This is because the voices from each group overlap, thus disturbing the students' learning focus.

The student teaching schedule has been consulted with all students and supervisors, but sometimes there are still some miscommunications that occur between supervisors and the language division. Sometimes the supervisor invites a language division meeting or evaluation during student teaching activities. This causes the Santri teaching program to be hampered, such as the delay in Santri teaching activities from the predetermined schedule, and the absence of language division administrators who are supposed to oversee this program.

This research shows that the program teaching students held by the Hasbullah Sa'id dormitory positively impacted the development of students' Arabic language skills. In this program, students can develop their language skills accompanied by their seniors. The selection of students to become tutors also goes through a selection stage to ensure their ability to master the material to be discussed. After going through the selection stage, senior students are given time to prepare themselves before leading learning and discussions in the program teaching students. This process provides thorough readiness for students assigned to become tutors because the students are ready materially and mentally. This model makes the students on duty confident and able to control learning so that it is always conducive. To grow the self-confidence and mental attitude of the students, they will be formed and ready to become teachers of the present and future(McKenna & French, 2011).

According to existing research, the application of the learning model peer teaching is Often only used by teachers to help students understand the material presented, where students are appointed to explain again using their language(Bowyer & K. Shaw, 2021). Unlike the Hasbullah Sa'id dormitory, this dormitory provides a special time and place for students to give and discuss certain subject matter. This program aims to provide students with experience in asking questions and expressing their opinions. This program can be seen in the students who become more active and interactive in class, which is different when students carry out learning in formal courses. Students because they also feel that they are part of the class, not just listeners. The students have the responsibility to liven up the spirit of the class, which is different from formal class activities, the students only have the mentality of being listeners. In line with proper planning, peer teaching is possible and can be an appropriate way to develop students' abilities after taking formal classes(Firli et al., 2017). Applying the learning model in this program makes learning seem relaxed because the students and student tutors can organize the teaching.

Because teaching students This dormitory meets the definition of learning, the dormitory also carries out learning evaluations for learning programs teaching students. Assessment of this program is expected to be a means of knowing the progress of this program and how it is developing, as well as assessing the success of this program in developing students' Arabic language skills(McNamara & O'Hara, 2008). The evaluation carried out by this hostel is still limited to aspects that are obstacles to implementing this program, as well as the program's success as a place for students to discuss, express opinions, and train students to lead learning. According to interviews with accompanying teachers, the students' Arabic language skills have increased significantly. This increase can be seen in their enthusiasm to deepen their knowledge of Arabic. It also influences enthusiasm for studying other subjects because most guidebooks and references are in Arabic in this hostel.

Santri teaching as a teaching and learning activity certainly has several factors that hinder and support it, so this program is still running today(Windiarti et al., 2019). Tutor students who act as tutors experience obstacles in their preparation as professional teaching staff. Professional teachers require them to make thorough preparations, starting from teaching modules, assessments, etcetera(Jones, 2018). However, in this program the dormitory aims to provide experience to senior students and the students' freedom to discuss. The dormitory only imposes on student tutors to be ready for some aspects of learning. So sometimes, in the middle of learning, when the tutor students have completed the core material, they need clarification about developing their learning because they need more preparation. Sometimes, in the middle of learning, there is a vacuum in discussion, and sometimes, it is filled with debate about something outside the learning theme. Regarding facilities and infrastructure, researchers see that the dormitory has fulfilled important aspects in teaching and learning activities such as blackboards, tables, chairs, and picture publishers/projectors.

D. CONCLUSION

Santri teaching is a form of implementing peer tutoring in modern Islamic boarding school-based dormitories. Class XII students who have superior abilities teach other students. This program has the impact of making students responsible and more confident in presenting the material. As a student, learning also becomes comfortable. Students who are the audience receive in-depth language material after they feel they are lacking in attending formal classes. The supporting factor for this program is the students' enthusiasm for learning which causes the classroom atmosphere to become active. The inhibiting factor is that the schedule is uncertain and sometimes clashes with the supervisor's schedule. A solution was found in the form of a definite and patient schedule so that it did not interfere with the students' teaching activities.

From the conclusion above, suggestions were found in the form of 1) Can be a reference for educational institutions that develop Arabic language skills for their students. 2) Can be an evaluation for educational institutions that develop Arabic language skills for their students. 3) Become an innovation in developing Arabic language skills in Arabic language learning

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