

The Effect of Implementing Al-Thorīqah Al-Mubāsyarah Method in Increasing Effectiveness of Arabic Language Learning Outcomes

Darmawati

Department of Linguistic, Institut Agama Islam Negeri Pare-Pare, Indonesia

Abstract

Arabic language learning methods vary significantly from written grammar to conversation methods. One method considered advantageous is the mubasyarah method, or the direct Arabic language learning method carried out by teachers with their students in practicing their students' conversations. The method used in this research is mixed, namely a combination of qualitative and quantitative methods. Interviews with teachers and students conducted qualitative research. In contrast, a quantitative study was conducted using aquasi-experimental method, dividing two large groups into treatment and control groups. The research results show that qualitatively, the mubasyarah method is suitable for improving Arabic conversation, and students are comfortable accepting the learning process. In contrast, quantitative research shows differences between the pretest and posttest results in the treatment group and the control group; these differences show positive results.

Keywords: Arabic, mubasyarah method, learning outcome

Introduction

Arabic is the fifth international language after English, French, Russian, Chinese, and Spanish. Nearly every country, especially those with a Muslim majority, teaches Arabic. Indonesia is one of the world's countries with a Muslim majority, and it is interested in learning Arabic. Indonesia has made significant progress in developing the Arabic language, as evidenced by the inclusion of Arabic in elementary and high school curricula, particularly in schools catering to the Islamic community. Including Arabic in the curriculum after English means that Arabic has a role and position that are quite central to the progress of education in Indonesia. Teachers from elementary to higher education have introduced Arabic, and they have developed a unique study program for its learning.

The development of Arabic in Indonesia must be distinct from the methods teachers use to accelerate the acceptance of Arabic language learning among their students. These methods start with writing, reading, and memorizing techniques in conversation. In Indonesia, the study of Arabic extends beyond formal schools. However, informal educational institutions in Indonesia, like course institutions and Islamic boarding schools, have also implemented Arabic. Numerous studies by previous researchers have identified a variety of methods for learning Arabic. W. Rahmawati et al., (2021) research demonstrates that incorporating the talking stick method into the Arabic language learning method significantly enhances student learning outcomes. Other researchers, like Khotimah & Muthmainnah, (2024), also demonstrate the effectiveness of the mustaqilli method in enhancing student learning outcomes in Arabic. Jannah & Thohir, (2020) research demonstrates the enhancement of conversational learning outcomes in Arabic. Repeated use of the Arabic speaking method can aid in learning Arabic.

Researchers are interested in exploring the use of various methods to enhance Arabic language learning, both orally and in writing, as they believe these methods can significantly contribute to the effectiveness of Arabic language development in Indonesia. This research focuses on using the mubasyarah method, which is considered to positively contribute to improving students' conversations while learning Arabic. The

advantages of the mubasyarah method, as stated in several research results, such as those conducted by (Ariska, 2024), that the mubasyarah method is a way of presenting foreign language learning material with the teacher directly using that language as the language of instruction without using the mother's tongue in language learning activities, so this is what influences students' conversations in mastering Arabic orally.

In this research, the mubasyarah method employs quasi-experiments, dividing two classes consisting of an experimental class and a control class. The use of this class is to see the extent of success in applying the mubasyarah method implemented to students, with the material being primary material given to students; this is because it is adjusted to the student's education level so that it can be seen the students' improvement in mastery of the Arabic language objectively.

Literature Review

Al-Thorqah Al-Mubasyarah, a translation of English thariqah mubasyarah, is known as al-tariqah almubasyarah in Arabic. According to Azhar Arsyad, this method emerged as a reaction to rejecting the al-qawa'id wa al-tarjamah method, which claimed to treat language as a dead object with no living elements. At the same time, a movement emerged that promoted making foreign languages more effective and efficient. Al-Thorqah Al-Mubasyarah assumes that learning a foreign language is the same as learning a mother tongue, using it directly and intensively in communication. This method teaches students a foreign language through listening and speaking, with the option to develop reading and writing later (Hermawan, 2018). The development of Al-Thorqah Al-Mubasyarah rested on the premise that acquiring a second language is akin to mastering one's native tongue. Language teaching must be directly related to objects, samples, pictures, demonstrations, role plays, etc. As a result, this method avoids using the mother tongue in learning. Rules are presented inductively. Apart from reading and writing, this method also emphasizes developing speaking and listening skills (A. D. Rahmawati, 2018).

This method is called Al-Thorqah Al-Mubasyarah because, during the lesson, the teacher uses a foreign language (in this case, Arabic). In contrast, the student's language cannot be used. Pictures or demonstrations are used to explain the meaning of a word or sentence. Al-Thorqah Al-Mubasyarah possesses two primary characteristics that set it apart from other methods.

- a. This method prioritizes listening and speaking skills over reading and writing skills.
- b. Avoid using translations; instead, prioritize target language expressions.
- c. Minimize the mother tongue.
- d. Applying the "al-taqlid wa shift" technique, which involves following or imitating sentences or dialogue expressions, and then memorizing them. Commonly used words and sentence structures are part of the lesson material.
- e. Situations and oral instruction teach grammar, not rote memorization of grammatical rules.g. Students receive training to "think in a foreign language" from the outset (Sumardi & Kafrawi, 1976).

Tariqah al-Mubasyarah is a method that aims to teach students how to use Arabic to communicate fluently and for everyday conversations. The application rules of this method prohibit the use of translation, as it instructs students to think in Arabic immediately, without first translating into Indonesian (Waskito, 2015). The intention is for students to first familiarize themselves with Arabic, gradually adapting to its writing and pronunciation. The characteristics of Al-Thorqah Al-Mubasyarah (Direct Method) are as follows:

- a. The lesson material consists of words and sentence structures widely used daily.
- b. Grammar is taught through situations and done orally, not by memorizing grammar rules.
- c. Concrete meanings are taught using objects, while abstract meanings are taught through associations.
- d. There are many listening and imitation exercises to achieve automatic language mastery.
- e. Many activities are carried out in class and outside of class.
- f. The initial reading was given orally.
- g. From the beginning, students are trained to think in a foreign language (Abrar, 2019)

The steps for implementing this method are:

- a. The introduction contains various things related to the material that will be presented, either in the form of an apperception, an initial test about the material, or others.
- b. The teacher provides material in the form of short, relaxed dialogues, using language that is usually used repeatedly every day. The teacher presents the material orally, saying one word by pointing to an object or a picture of an object, demonstrating a movement or facial expression, and making signs. Students imitate several times until the pronunciation is correct and they understand the meaning.
- c. Students are directed to be disciplined in listening to the dialogues, then imitate the dialogues presented until they run smoothly. If, at this step, students are deemed to have mastered the material, both pronunciation and meaning, the teacher can also ask students to open the book. Text, then provide examples of correct reading, and students are invited to read in turns.
- d. Students are guided to apply these dialogues with their friends in turns. Advanced students are allowed to hold other dialogues analogous to the examples provided by the teacher. If, in this step, students are given reading, then the next step is to answer the questions or exercises in the reading orally, followed by doing it in writing.
- e. Structure or grammar is given not by analyzing nahwu but by giving verbal examples that, as far as possible, attract students' attention and allow them to draw their own conclusions.
- f. In closing, if necessary, the final evaluation will be in the form of dialogue questions that students must answer according to the patterns that have been created. Al-Thoriqah Al-Mubasyarah has the advantage of presenting language in every life situation in a dialogue and practical way by using vocabulary, Structure, and target language expressions so that students can easily and quickly use Arabic (Bakri, 2017).

Other advantages also possessed by Al-Thoriqah Al-Mubasyarah include:

- a. Arouse the enthusiasm of Arabic language teachers to use Arabic as a means of communication that can help achieve students' listening skills (maharah al istima') and speaking skills (maharah al-kalam).
- b. Motivate students to always think about Arabic so they do not mix it with their mother tongue.
- c. This is the initial stage in learning with Howard and stories, which can become the basis for achieving other Maharaj lugawiyyah.
- d. Motivate students to be able to name and understand words and sentences in the foreign language being taught, especially with the help of teaching aids. Make it easier for students to understand foreign language symbols with simple words and everyday language.
- e. Use a variety of props that attract students' interest.
- f. Providing students with direct and practical experience, even though the sentences spoken may not be fully understood.
- g. Train students' speech tools by frequently hearing and pronouncing words and sentences (Hasanah et al., 2024).

Apart from having advantages, Al-Thoriqah Al-Mubasyarah also has several disadvantages in its application, including the following:

- a. Students are weak in reading ability or weak in understanding text.
- b. Cannot be implemented in large classes.
- c. A lot of time is wasted repeating the meaning of one word, allowing students to misperceive it.
- d. It can be tedious because students are burdened with memorizing.
- e. Many teachers are not ready to implement Al-Thoriqah Al-Mubasyarah because the benefits of Arabic in Indonesia are minimal, so they must create a supportive environment for this method (Chalik, 2020).

Teachers must be specific in using a method to get previously targeted results. The things that a teacher must pay attention to when using this method are as follows:

- 1) Establish a learning atmosphere and environment similar to those in which children learn their mother tongue. This means minimizing students' use of the mother tongue.
- 2) In teaching, a teacher must first choose words and sentences that are easy to understand (similar to the mother tongue). The next activity is to provide new words related to the material taught previously.
- 3) Prepare specific pictures or objects. Because these pictures or objects are a means or medium for teaching a word or sentence
- 4) Availability of a dictionary. The dictionary functions as a reminder of vocabulary that students may have forgotten or to add new language.
- 5) A teacher must pay attention to grammar. Grammar is used to correct mistakes made by students.
- 6) Teachers should not blame students too much. This method imitates a child's concept of learning their mother tongue (Tahrim et al., 2021).

Method

In this research, a mixed method approach is used, namely a combination of qualitative and quantitative approaches. Combining qualitative and quantitative research can provide a broader understanding of research problems. The research model used is Al-Thoriqah Al-Mubasyarah, utilizing the classroom action research research model. Classroom action research (PTK) or classroom action research is action research that aims to improve and enhance the teaching and learning process in the classroom. Qualitative research is a method of in-depth exploration to understand objects as a whole, events, processes, and activities of something or more than one person (Rusli, 2021). Researchers carried out detailed data collection using various procedures over a continuous period. Research on the implementation of the Al-Thoriqah Al-Mubasyarah method in improving Arabic language learning outcomes for students at the Ujung Bone Islamic Boarding School was conducted in the first class, totaling 30 students who were divided into two classes consisting of 14 men and 16 women and the Ujung Bone Islamic Boarding School. This is located in Watampone City, Bone Regency, South Sulawesi Province.

This data collection includes primary and secondary data sources. Primary data sources are interviews and direct observations with various parties involved, such as school principals and teachers (Lnu, 2020). Meanwhile, secondary data can be obtained from observation and documentation. The data instruments for this research include interview techniques and direct observation at the Ujung Bone Islamic Boarding School. Data analysis in this research includes data reduction stages, and then data presentation can be carried out in the form of descriptions and narratives related to implementing the Al-Thoriqah Al-Mubasyarah method from which conclusions and verification can be drawn.

Quantitative research methods are research methods based on the philosophy of positivism, which is used to research specific populations or samples or quantitative research which views data according to a positivistic philosophy, namely looking at reality/symptoms/phenomena that are concrete and measurable because this is related to cause and effect symptoms. Data collection uses research instruments, and data analysis is quantitative/statistical, with the aim of testing predetermined hypotheses (Sugiyono, 2016). This data is obtained using a questionnaire, which will produce data in the form of numbers adjusted to the actual situation. From this description, this research uses quantitative research methods with a positivist paradigm. The approach used in the quantitative method is a quantitative descriptive approach where the analysis focuses more on data in the form of numbers, which are then processed using statistical methods, where the object chosen by the researcher is in terms of taharah kalam in Arabic language learning for students who have 30 people were selected and used as research samples.

The data collection technique used by researchers in the research uses the Al-Thoriqah Al-Mubasyarah learning model in improving Arabic language learning outcomes for Ujung Bone Islamic Boarding School students. Tests are a tool to obtain the desired data or information; tests can also be in the form of questions, worksheets or the like used to measure knowledge in learning Arabic, skills in memorizing Arabic vocabulary, and ability in asking and answering Arabic questions. Observation as a data collection technique has specific characteristics compared to other techniques: interviews and questionnaires. If interviews and

questionnaires always communicate with people, then observation is not limited to people. The researchers used question sheets in the form of pre-tests and post-tests. They used observation sheets for students and teachers to find out the results of learning Arabic using the Al-Thoriqah Al-Mubasyarah learning model for Ujung Bone Islamic Boarding School students. Documentation is a data collection technique through photos or videos during learning activities.

Research Results and Discussion

Analysis of the Purpose of Thorīqah Mubāsyarah (Direct Method)

The aim of thorīqah mubāsyarah (Direct Method) in learning Arabic mahārah kalām, especially at the Ujung Bone Islamic Boarding School, is to realize the learning aim of thorīqah mubāsyarah (Direct Method), the aim of thorīqah mubāsyarah according to Ulin Nuha's theory is to establish communication between educators and students using Arabic (Nuha, 2018). This can be seen during the learning process. In its implementation, all students are active in pronouncing Arabic sentences so that the aim of using the thorīqah mubāsyarah (Direct Method) method can be conveyed. Additionally, implementing this method continuously can indirectly improve students' Arabic language skills properly and correctly according to the rules. This is due to the habituation carried out by local Arabic subject teachers in teaching Arabic at the Ujung Bone Islamic Boarding School using several methods in learning Arabic, but in teaching maharāh kalām, the teachers at the Ujung Bone Islamic Boarding School themselves use al-thorīqah al-mubāsyarah (method direct). According to the researcher's analysis, using Al-Thoriqah Al-Mubasyarah (Direct Method) is appropriate because this method is the most effective method for teaching students at the Ujung Bone Islamic Boarding School. This is what the Arabic subject teacher conveyed to the researcher through interviews.

Implementation of Al-Thoriqah Al-Mubasyarah (Direct Method) in Maharah Kalām Learning

The Arabic language subject teacher at the Ujung Bone Islamic Boarding School uses Al-Thoriqah Al-Mubasyarah (Direct Method) in learning Arabic, especially in teaching Maharaj kalam students at the Ujung Bone Islamic Boarding School, which is good. All of this can be seen from the observations that researchers have made. Before learning activities begin, the teacher has prepared everything that will be brought to the classroom, such as lesson plans and material that will be presented. This can be seen when the teacher delivers material, whether in the form of mufradāt or hiwār, explaining it skillfully, eloquently, and by his Maharaj. Once in class, the teacher asks about the student's readiness before the lesson begins; after that, the teacher opens the lesson by saying hello and asking how the students are using Arabic to get the students used to understanding the sounds and pronunciations of Arabic. After that, they enter the core stage. Namely, the teacher reads the mufrādāt on the hiwār text regarding at-ta'āruf (introduction) material and then asks all students to imitate it. After the material is presented, the teacher asks students to memorize the hiwār and then asks the students and their classmates to come forward and practice the war text and its meaning. The steps of Al-Thoriqah Al-Mubasyarah (Direct Method) applied by teachers at the Ujung Islamic Boarding School are by the Al-Thoriqah Al-Mubasyarah theory of Ulin Nuha, namely:

- a. Educators begin presenting the material orally, saying one word by pointing to the object or picture of the object. Students imitate several times until the pronunciation is correct and they understand the meaning.
- b. The next exercise is questions and answers using the question words ما, هل, اين, لماذا, and others according to the student's level of difficulty. Interaction models vary, starting with classical, then group, and finally individual.
- c. Once the educator is sure that the student knows the material presented, the student is asked to open the textbook. The teacher gives examples of correct reading, and then the students are asked to read in turn.
- d. The next activity is to answer questions orally or practice or practice in the book, followed by doing it in writing.
- e. Grammar material is inductively given at a certain level (Oensyar & Hifni, 2015).

According to the researcher's analysis, with the application of Al-Thorqah Al-Mubsyarah (Direct Method), students become more able to speak Arabic fluently. Teachers must also ensure that all students can speak

fluently and understand the material presented so that the purpose of using this method can be conveyed well.

Learning Evaluation Analysis

According to researchers, the evaluation of Al-Thorqah Al-Mubsyarah (direct method) learning at the Ujung Islamic Boarding School, Bone Regency, is good. This evaluation is carried out during the learning process. All students are required to speak Arabic in class during Arabic lessons. So directly, they have practiced this method, and this has been included in the teacher's assessment as a measure of students' speaking abilities. The evaluation is carried out to determine the extent of students' understanding of the material the teacher conveys. In evaluating Al-Thorqah Al-Mubsyarah learning (direct method), researchers used pretest and posttest methods. This pretest data is assessment data that has been carried out by researchers in two groups, namely the treatment and control groups, as well as posttest data carried out in the treatment class and control class. The results of research on the evaluation of Al-Thorqah Al-Mubsyarah (direct method) learning are described in the following table.

Table 1. Level of Effectiveness of Learning Outcomes

Effectiveness of Learning Outcomes	Treatment group				Control Group			
	Pre test		Post test		Pre test		Post test	
	Σ	%	Σ	%	Σ	%	Σ	%
Good	4	13.3	25	83.3	4	13.3	18	60.0
Enough	14	46.7	5	36.7	11	36.7	5	16.67
Not enough	12	40.0	-	-	15	50.0	7	23.33
Total	30	100.0	30	100.0	30	100.0	30	100.0
Mean	5.99		8.300					
Minimum	4.00		7.00		4.00	7.00	5.00	8.00
Maksimum	8.00		9.00		5.00	8.00	6.00	9.00
Stdev								
Wilcoxon Signed Rank Test	P=.000				P=.000			
Mann Whitney U Test	P=.000				P=.000			

Table 1 shows that the average results for the treatment group before the treatment were 4.00, while after the treatment was given, they were 7.00. This shows that the average value after the treatment was given was greater than the average value before the treatment was given, and it can be concluded that the mubasyarah method had an influence on the ability of maharah al-kalam in the experimental group. The results of the Wilcoxon test for the effectiveness of student learning outcomes in learning Arabic in the experimental group show that the sig value is 0.000. This shows that the sig. 0.000 is less than 0.05 (5% error rate), so it can be concluded that there are differences in student learning outcomes in learning Arabic in the experimental group before and after being given treatment. Based on quantitative research findings, it is proven that the Al-Thorqah Al-Mubsyarah method has a significant influence on the success of Maharah al-Kalam's abilities in learning Arabic. This research supports the results of previous research conducted by Rohman et al., (2021), who stated in their research that the advantages of learning Mahārah Al-Kalm using the direct method are: (1) the teacher easily conveys the material; (2) students are active in learning; and (3) it is easy to measure learning outcomes. The disadvantages of learning Mahārah al-Kalām using the direct method are: (1) it takes a lot of time; (2) the material is not detailed enough; and (3) teachers cannot focus on one aspect. This research is also in line with the results of research (Putra & Isnaini, 2024), which states in their research that the Al-Thorqah Al-Mubsyarah method in learning Arabic has positive results in improving learning outcomes, as well as research conducted by Fidri, 2023, which found that in his research, Thorqah Al-Mubsyarah had a positive influence on increasing maharah istima in Arabic language learning.

Conclusion

Based on the results of the qualitative analysis, it shows that the Al-Thorqah Al-Mubasyarah method obtained from interviews with Arabic language teachers shows positive results. This is shown in every interview conducted by researchers and in all the answers given by teachers regarding the Al-Thorqah Al learning method. Mubāsyarah is positive. These findings show that the Al-Thorqah Al-Mubasyarah method is not a method that is difficult for students to learn, and on the contrary, this method makes it easy for students to learn because the content of this method is quite fun, so that students do not get bored in following the learning process. Meanwhile, the quantitative research results were carried out through tests on the treatment group and control group, both of which had quite significant differences between the pretest and posttest. Significant differences can be seen from the application of the mubasyarah method carried out by researchers in the treatment group, and the results show that there are differences in the results of students' understanding of learning Arabic in the experimental group before and after the treatment was given. Based on quantitative research findings, it is proven that the Al-Thorqah Al-Mubasyarah method has a significant influence on the success of maharah al-kalam's abilities in learning Arabic.

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