

# Model of Online and Blended Learning's Strategy of Classic Book and Foreign Language in Pesantren

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**Abstract**—This paper aimed to discuss an idea and interpret the model of online and blended learning that implementation in learning kitab kuning (classic book) and foreign language in Pesantren (Islamic boarding school). This research focused on the implementation blended learning strategy and models in modern and traditional Pesantren. This research was qualitative study, with the results showed that: 1) blended learning model that used in learning Foreign Language in moderent pesantren is rotation model. Here, students work in groups where the amount determined by teacher but still in one location under small group learning. They do peer to peer activities, face to face learning with a teacher in online learning; 2)The model of blended learning strategy of kitab kuning in Traditional Pesantren conducted with a flipped class room. The learning done by directly, face to face with "bandongan" method and linked on YouTube and facebook for streaming.3) the blended learning implementation strategy was based on Kyai's policy as a top pesantren leader and target of the group.

**Keywords:** *model, implementation, online and blended learning, strategy, classic book, foreign language, Pesantren*

## I. INTRODUCTION

Pesantren is centers of Islamic education [1]. Therefor, Pesantren also became a symbol of the archipelago's Islamic civilization. An advanced civilization is not only a symbol of backwardness but also progressive and moves forward. Formerly, Pesantren not only found in Java but also found in Sumatra, Kalimantan, Sulawesi and other regions in Indonesia. Pesantren also not only acts as centers of Islamic studies, but also become the center of social change, center of social development and empowerment. Pesantren has been adapted to a variety of curricula by increasing education to tertiary levels even Pesantren has economic and technological empowerment [1] and [15]. To achieve that, Pesantren have their own unique strategies based on their local genius. The strategy of developing Pesantren in all aspects is done in various ways and not similar between one and another Pesantren in the archipelago. Even the word strategy itself experiences default when subordinated to the authenticity of the Pesantren.

Pesantren has typical and very traditional methods and strategies in learning. The example is non-classical learning including bandongan, sorogan, and wetonan (traditional learning). The learning strategy is still maintained, especially in Pesantren with the nomenclature of traditional Salafiah pesantren (also traditional). in Traditional pesantren Kyai as a leader of Pesantren where sit in the mosque or Mushalla then teach the classic book in sorogan and wetonan ways [15], [6], [3]. Then, the santri gives syarah (note) on their

classic books according to the explanation of Kyai. This situation is still survived, but not all Pesantren streamed or broadcast directly. The sarogan and wetonan recitations were presented online which could be followed by santri (students) and alumnus in their homes.

Blended learning strategy was introduced by the American Society for Training and Development as one of the learning strategies of the top ten trends that emerged in the knowledge delivery industry [11]. In fact, it is mentioned that blended learning is an alternative learning strategy in the digital era [17]. It can be blended between teacher and student meetings (face to face) through technology [17]. Jhon Merrow stated that "Blended learning is some mix of traditional classroom instruction and instruction rooms mediated by technology". In an other word a combination of traditional classroom learning with technology-based learning. In this context Pesantren is improvable, and not exclusive. Pesantrens are Islamic educational institutions that always productive with advances in education [7]. Pesantren see that blended learning is a part of sunnatullah (God's law) that must be followed by technological advances to improve learning.

Then, Pesantren in its development always follows and adapts to the advancement of information and technology. Pesantren on the one hand is an institution of religious, moral strengthening and community empowerment through dakwah (missionary endeavor), but on the other hand must be able to maintain his existence as an educational institution capable of adjusting to modern society [16]. This condition did not escape the Pesantren doctrine with the hadis (prophetic tradition) of the prophet Muhammad SAW who told Muslims to study in China. The prophet's command became the basis for allowing Muslims to study to non-Muslims to improve knowledge and technology as well Nurcholis Madjid expressed that modernization is a rational, progressive and dynamic [15] and [19]. In this case Pesantren should not to be exclusive, and should always be rational with the era of development. Pesantren should answer the challenges of the times and face modernization and should able to answer the challenges of the times including the blended learning as a form of modern learning.

In this study, the author focused on the study of a model of blended learning in Pesantren which used as the locus of research in to two categories they are; Modern and traditional Pesantren in Indonesia. Modern Pesantren is referred to Pesantren Darussalam Gontor Ponorogo and all the groups and affiliation. Then, the traditional Pesantren is referred to

Pesantren which affiliated to Nahdhatul Ulama (NU) like Pesantren Tebuireng Jombang, Pesantren Sidogiri, Pesantren salafiyah Sukorojo, and Pesantren al-Munawwir Krapyak.

## II. RESEARCH METHODOLOGY

As well [5] and said that theory used to guide and not to be a doctrine. The theory of strategy is tool to subordinate policy and the role of belief system and cultural perception to answer big question on How, Who, and What [18]. Edward stated implementation of strategy is influenced by variables of; communication, resources, disposition, and structural principle. Merilee S. the succeed of strategy according to following variables : content of policy and content of implementation [12].

Blended learning is also called the hybrid course, blend e-learning, and hybrid learning. Blended learning refers to the learning strategy of a combination of face to face learning and computer-based learning, both online and offline conducted through e-learning. Based on the definition of diverse blended learning, according to Graham, he analyzed the definition and synthesizing into three categories of blended learning perspectives as follows: (1) learning modality, (2) learning methods, and (3) face-to-face learning and learning with the help of technology & computers [13]. The three things provide a concrete step in how the Blended Learning process can be carried out, including in the learning process in the Pesantren.

Regarding the blended learning model, according to Christensen Institute there are four models that are generally carried out by schools lately. The first is the Rotation model of this approach in which students work in large numbers and are separated or centered. Whether in the learning conditions of large or small groups, they do peer to peer activities such as combining the three stations or spots in one hour face to face divided into three. The model is divided into four types; standard rotation, individual rotation, lab rotation, flipped rotation. The second is Flex Model, is a non-traditional learning model of material and instructional instruction is given by online and the lessons are guided by themselves. The teacher is in a location where students work online. Students learn independently to develop new concepts in the digital sphere. This is done usually in the lab class. The teacher is only a mentor and gives instructions if needed. The third is the A La Carte Model, or called (self-blend model) where students take learning online by recording a teacher online but little time can interact with the teacher directly. The fourth model is the Enriched Virtual Model. It is a blended learning model by creating applications such as Edmodo or applications where students can communicate with each other with the teacher in a particular group. Elizabeth Brook Applications like Edmodo are private micro clogging that can be used by teachers and lecturers with students or students. Some features on his application has include; notes, alerts, assignments, files and links, quizzes, libraries, and grade books.

Therefore, blended learning is a concept forms of a learning process that connects two face-to-face learning activities and ICT-assisted learning with direct and indirect learning, collaborative learning, and computer-based

learning. The following features that if done in one frame are called blended learning [9]:

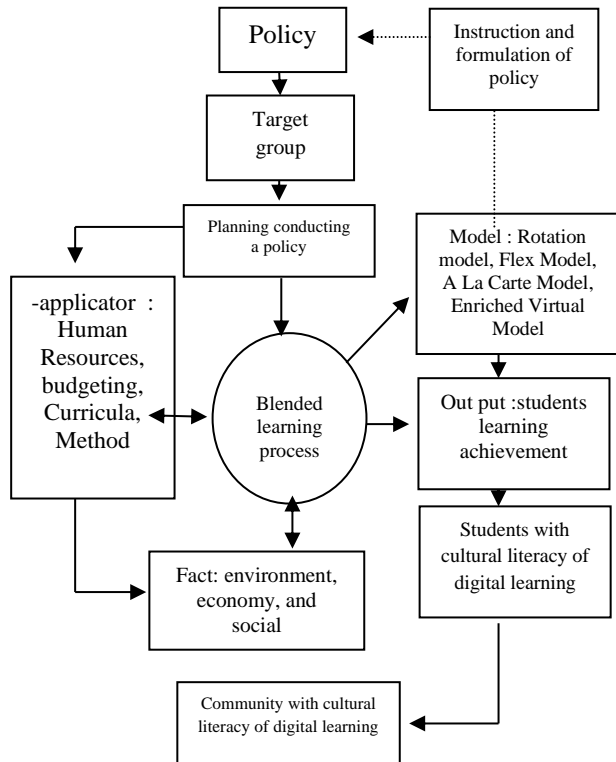
Table : 2.1. Features of blended learning

Face to face teaching	One line assessment	Virtual laboratories	Group discussion and exchange of idea
Student interaction with course content	e-tuition	Online learning through video and audio	Viewing expert lecture in YouTube
Peer group interaction	Accessing and maintaining educational blog and webinar	Virtual class room	Accessing e library

Thus, there is no agreed definition of standard blended learning. Therefore, the researcher seeks to combine a variant of the above definition by taking a blended learning model, namely the Rotation model approach, where students work in large numbers and in conditions split or centered. By doing peer to peer activities by utilizing time as efficiently as possible with different learning activities. For example the class is divided into three groups according to the results of the pre-test. The first group plays Student interaction with course content then the second group plays face to face teaching with direct learning while the third group plays Accessing e library. At the same time they will be busy with variants of blended learning activities. Then, the teacher acts as a facilitator to ensure that the blended learning runs well by ensuring the three groups at the specified time for one hour to get the same information enrichment. Thus, blended learning with a model like that can be done by teacher in either Pesantren or school in general. Then, if possible adding the blended learning features in table above will be very good. The example were doing a Virtual class room, Access and maintain educational blogs and webs, and One line assessment. Teachers need to encouraged students and should redesign how learning makes the students more active and get a different learning experiences than offered by either online or classroom alone. [8].

The following picture of the theoretical building which is a guide in conducting this research where policy becomes the estuary of a target group to be achieved by Pesantren with the implementation of blended learning.

Theoretical Frame work : Blended learning Strategy in Pesantren.



### III. DISCUSSION : Strategy for Implementing Blended Learning

In Modern Pesantren students speak Arabic and English as daily conversation. The strategy for implementing blended learning in Pesantren is conducted in the classroom (face to face) with direct instructions. The direct instruction from teachers and from outside of the classroom. Students are served to stay whole day in boarding schools. It is called life curriculum. According to Kyai, education in Pesantren began from morning to morning. The students of traditional Pesantren mostly communicate with traditional language.

The strategy for implementing blended learning conducted of Pesantren on learning English and the Kitab kuning as follows:

#### 3.1 Blended learning strategy in Foreign Language

In modern Pesantren, most of santri should be mastery foreign language, developing system by implementing the blended learning. Besides, applied leadership policy to control using foreign language, developing system that follow digital learning. Then, habits in using methods where teachers more active than students (teachers oriented), even though students are supposed to be active people. Therefore, the methods like application, assignment, exercises, practice speaking, forming sentences, composing words, correcting

the wording, putting words, composing and others is depend of student work. Teaching is an important part of process of education but method of teaching is more important than the subject [2]. Then, teacher is more important than the method and the spirit of teacher is more important than the teacher's themselves [10].

The important points above were conveyed by key informants, according to the author's interpretation, were a relatively complex policy on how to improve foreign languages, that what was desired by students, was student-oriented learning and teachers were asked to do learning methods that lead to student-centered learning. Kyai explicitly wants learning that adapts to the digital. Then the author's observation of getting a blended learning activity was carried out simply by an English teacher in the class. In the class there are 25 students, in the conversation learning process the teacher conducts peer to peer activities by dividing students into five groups. Each group got a different task, the first group conducted Face to face teaching with a teacher being a mentor with online learning, the second group did Student interaction with content courses facing to discuss an online learning topic, here they discussed. Then the third group did Peer group interaction, they interacted with peers on a topic that was different from other groups. They share stories about their social life. Then the fourth group conducts Group discussions and exchange of ideas in this context where they debate and exchange ideas and the fifth group conducts Online learning through video and audio. Alternately they demonstrate the variance of their learning outcomes at one time.

According to the author's observation, the class looked so alive and active. In one time learning can be achieved with good results. Each group conveyed the results of the training that the subject had previously determined by the teacher. In the multi-media class the teacher only became a mentor and the facilitator occasionally only gave comments and mediated when the discussion needed the teacher's answer. This learning activity is like collaborative activities and stations with floating a teacher[9]. The activity in this class has been proposed before the principal, to get an initial evaluation in planning learning, preparation for teaching which must get approval from the principal [10].

Then, to evaluate thought conducts one line assessment in the form of subject using best questions or quiz conducted in the form of a Virtual class room. It is doing by teachers and students interact, collaborate, through computer devices and internet though explains material that is not understood by students [2]. In Islamic boarding school one line assessment through Virtual class room is only done by teachers who live outside of the Pesantren. Besides, students who live in boarding schools for 24 hours, blended learning is also carried out not only in the classroom, but also outside of the classroom. After the classroom learning activities, the Pesantren has set up or regulated the environment to become a blended learning source where in every dormitory building, bathroom, kitchen, including in the mosques have a sound system installed which at any given time will set audio that has multimedia connections, it turns out teachers in the class have collaborated with boarding schools to enrich the material that has been taught in blended learning in the

classroom. They do online learning through video and audio. This is interesting because students can do online learning while doing other activities such as shopping at the cafe, having lunch in the kitchen, and sitting on the terrace of the mosque especially in the mosque and when the screen has been provided big enough to do online learning through video and audio. [8] said that the way of blended learning.

Thus the component of the implementation strategy in blended learning in Pesantren. This view was taken based on Pesantren policy through the Kyai policy as the top pesantren figure and in the Pesantren it was called the Kyai management because the Kyai policy became a target of groups. [18] said that the strategy started by the policy.

### 3.2 Blended learning strategy on the Classic book's (kitab kuning) teaching

Now day, traditional Pesantren is growing and starting to connect the learning to digital. They also adapted in digitalization era and e learning process include of kitab kuning learning. In traditional Pesantren, The blended learning strategy of kitab kuning is carried out by their own Kyai. The learning of the kitab kuning conducted in Traditional Pesantren is different from learning of kitab kuning in Modern Pesantren in general, Traditional Pesantren used the bandongan or wetonan learning method. While modern Pesantren used the classical method which different orientation.

In Modern Pesantren, the first strategy is combining two classes of santriwan and santriwati but still separate (there is a veil that is the boundary of men and women students) by their own kyai. Then every schedule of teaching Kyai, multimedia administrators have linked Kyai recitation through streaming that can be accessed by all santri (students) including alumni on Youtube, thus the Islamic Boarding School does what is called Viewing expert lecture in YouTube through Online learning through video and audio. But the Kyai did not explain the contents of the book only giving an explanation of the terms in the book. Through streaming santri record these terms before entering the class in preparation for discussion in class, they discuss and exchange ideas using the term book given by Kyai. After that students check through the Virtual class room about the correct explanation of the study of the book from the Kyai. It was called by [9] as the features of blended learning. Thus the time to study students is more outside the classroom.

Santri was given the opportunity to ask about the study of the kitab kuning and the answers of the Kyai can be listened to and played repeatedly through Youtube videos that can be accessed by santri through multimedia in Pesantren. Learning evaluation was carried out by means of One line assessment through Virtual class room, Kyai gave questions related to the study of the book which was directly answered through a virtual class room by santri.

In traditional Pesantren, Kitab kuning learning is rarely same as modern Pesantren, the little differences is on the delivery teaching method. Traditional Pesantren also conducted blended learning with streaming method in teaching kitab kuning. Kyai teach kitab kuning directly (face to face) and the learning activity inserted to YouTube and facebook and also application from installing Google play

store for streaming like Nutizen, GusMus Channel in You Tube, Video Teras Kyai, Ponpes Denanyar, Fanpage Alhikmahdua.net. or visit [www.dutaislam.com](http://www.dutaislam.com) for detail link.

### 3.3 Blended learning' s model in Pesantren

The blended learning model for learning Foreign Language at Modern Pesantren is a Rotation model [9]. The rotation model is an approach where students work in groups with the amount determined by the teacher. Then, do peer to peer activities in one location under small group learning. Then, online learning where teacher as a mentor and Student interaction with course content. Next, peer group interaction, group discussion and exchange of ideas in this context they debate and exchange ideas critically and also Online learning through video and audio. This model called the Rotation model because the teacher gives direct instructions (teacher led instruction), students do online instruction and collaborative activities and stations at one time.

Model of the blended learning strategy of kitab kuning in Modern Pesantren according to author in this context is the Kyai has done as a Flipped Class room or A La Carte Model, or called (self-blend model). Self-blend model where the students take learning online by recording a teacher online but little time can interact with the teacher directly (Elizabeth Brook) for the following reasons. The reason are: teacher gave an explanation of the terms contained in the book through streaming in the Virtual class room before entering classroom, santri made preparations (students preparing to participate in class activity) in the class, santri held discussions of the books determined by the Kyai. Then, santri check the correct understanding of the Kyai through streaming in the Virtual class room. Moreover, in the Traditional Pesantren, Blended learning conducted also apply flipped class room, because the learning done directly (face to face) with Bandongan method and linked to You Tube and facebook for streaming.

## IV. DISCUSSION, SUGGESTION AND RECOMENDATION

The strategy for implementing blended learning in Pesantren on this research was taken based on Pesantren policy through Kyai's policy as a top Pesantren leader. The Kyai policy is a form of target of the group, to deliver cultured students to independent and critical learning. Blended learning is carried out on two subjects; kitab kuning and foreign language with different models. The blended learning model done with the rotation model, while the implementation of blended learning strategy in kitab kuning is implemented with the Flipped class room model.

In determining the strategy for implementing blended learning in Pesantren should involve adequate digital experts and blended learning experts. They can add insight and better strategies. Then, they can add computer in the multimedia room, and add the station in blended learning. The blended learning model carried out on both subjects should be added to other subjects, for this it is necessary to hold workshops for teachers of human resources. To the government, to be able to provide guidance through organizing workshops for teachers on the implementation of blended learning in schools and in Pesantren; The author recommends the locus of this

study to be a reference in the implementation of special blended learning for school and Pesantren.

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