

Pedagogical Learning Method Strategies in PMDG and Implications for the Development of Educational Innovation

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Abstract:

Pondok Modern Darussalam Gontor (PMDG) is one of the Pesantren educational institutions that integrates education, discipline, Islamic values, and science. The combination is able to shape the character of the students with Islamic character followed by broad knowledge. This is evidence of the application of teaching art with strategies and techniques that are carried out both indoors and outdoors. The application of the art of teaching is carried out with the principles of the hut and methods in teaching practice and the PMDG patent curriculum taught by the teachers. The teaching approach is combined with traditional and modern methods to keep up with the times. The author conducted this research to get to know more closely the application of the art of teaching pedagogy at Pondok Modern Darussalam Gontor. The education includes: developing critical thinking skills, forming deeper character, and encouraging students to be more independent. The method used by the author is a literature review with a descriptive approach and data collection conducted by the author. The art of pedagogy in Pondok Modern Darussalam Gontor provides learning facilities for students with contextual methods and approaches without any dichotomy between science and religion as a perfect combination.

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Introduction

PMDG is one of the largest boarding schools in Indonesia, has more than 30,000 students in 20 branches, The boarding school is located in Ponorogo Regency, east Java applies the Arabic and English language discipline system with the direct method, and patent learning curriculum system since its inception, founded on September 20, 1926, coincided with 12 Rabiul Awwal 1345. With 13 men's huts and 8 women's branch huts spread throughout Indonesia, 20 PMDG can still maintain the system in integrating the values vision, and mission of the hut which was founded 98 years ago.

Pondok modern darussalam gontor was founded by 3 brothers namely KH. Ahmad sahal, KH.Zainuddin fanani, and KH. Imam Zarkasyi where they are the founders and renewed the existing education system in Gontor. PMDG on 20 September 1926, coinciding with 12 rabiul awal 1345 and the start of educational institutions on 19 December 1936 called tarbiyyatul athfal, and the education program is held for six years equivalent to madrasah tsanawiyah and madrasah 'aliyah (Syarifah et al. 2023).

PMDG is one of the largest and most influential pesantren in Indonesia. Some of the educational methods at PMDG are combining Islamic values with modern educational methods and can also balance between religious and general sciences. In education and teaching, PMDG also uses and applies several pedagogical methods inside and outside the classroom, for example, talqi or called the lecture method, group discussions, and memorization methods. Then examples of PMDG pedagogy education outside the classroom are speeches, tarbiyah amaliyah, and leadership education. At PMDG, strong character education can be combined with critical thinking. Customs, responsibilities, and the practice of Islamic values can also shape character. On the other hand, critical thinking education is taught through discussions, debates, and learning approaches that emphasize analysis and problem solving. Therefore, santri not only gain in-depth religious knowledge but also gain the ability to think critically, rationally, and independently when facing various life challenges.

Pedagogy as many people know is a learning system that refers to the proper use of teaching strategies. Referring to the role of teachers in PMDG, the teaching method with the pedagogical system in PMDG is not limited to teaching strategies in and outside the classroom. Students' learning is carried out in every activity that includes all educational processes and experiences. This means that pedagogy in PMDG itself does not only refer to teaching theory and teaching methods but also to every process in learning (Hardoyo 2010). Pedagogical learning in PMDG refers to the role of teachers in providing teaching to students. Where education for teachers is very necessary, especially character education because teachers will be the overall source in the education process. The learning process requires the right method for the implementation and success of the education process (Choliq, Farkhan, and Kusumaningrum 2024).

The author conducted this research to study and discuss more deeply the pedagogical teaching system in PMDG with its characteristics as a form of learning method in the future. Despite the development of the times, PMDG still exists with its teaching method based on Gontor values. The learning experience and learning process carried out also do not necessarily change following the development of the times. With its teaching method or pedagogical system, students can compete in the outside world with their knowledge and religion (Berlianti, Abid, and Ruby 2024).

Methods

The research method used is the literature review method. The literature review itself provides an assessment and views from various sources that will later form new ideas or ideas and embrace all previous ideas and data into this research.

The first stage carried out is the collection of literature sources that are appropriate and relevant to the topic being studied. Data was collected from library sources related to the research topic being carried out, namely the Pedagogy system at PMDG. This research was conducted by collecting, evaluating, and synthesizing relevant literature to provide a comprehensive understanding of a particular topic based on existing sources, without the need to conduct field research or direct experiments.

The second stage is the selection and filtering of information. After collecting sources to be studied, the next step is to select and filter these sources. At this stage, the publication sources, both journals, books, and articles that are most relevant to the research subject, will be selected. The next stage is to conduct an analysis. After the selection at this stage, the literature from each source will be examined thoroughly to gain a better understanding of the results, research methodology, and conclusions of previous research. After that, the research results will be combined to find variations, patterns, and differences. The final stage is writing the analysis, the result of collecting sources and selecting and filtering information obtained through selected publication sources.

Results and Discussion

Pedagogy comes from the Greek word *pedagogy*, which means leading children, and in Latin means teaching children. Pedagogy itself is often used in the world of education by referring to teaching theory, containing the teacher's teaching method in determining how to teach. Pedagogy itself refers to the proper use of teaching strategies. Various teaching practices in Indonesia in particular, have differences in adjusting the target students. Pedagogy itself has several principles, namely: motivation, exposition, direction of activities, criticism, and inviting imitation. In addition to the principles above, the learning process in the concept of pedagogy includes the implementation, evaluation, and development of the character of the students. This means that it is not only about the learning process, but character formation is also a concern as one of the ideals of learning (Ghozali and Kusuma 2021).

The real application of the pedagogical system at PMDG as a learning method transferred to the santri and santriwati at PMDG itself has been applied to aspects of their daily lives, such as dormitory life, or a hybrid learning model which can maximize social and academic interactions more intensely and effectively, where santri and kyai live in one integrated environment and apply 24/7 disciplinary regulations. This aims to educate santri who come from various races and ethnicities, to learn tolerance and adapt to a disciplined and organized environment, this system is also very helpful for strengthening the emotional and spiritual relationships of Santri at PMDG (Muthmainnah Choliq, Dzikriyah Lailatul Rohmah, and Fanisa Aulia Putri 2024).

The continuous teaching system at PMDG is also evidence of the real application of the pedagogical system in the dynamics of education and teaching at PMDG. Teaching at PMDG takes place throughout the day for 24 hours, in the form of formal classes and outside the classroom, the existence of discipline rules is also a way or system of PMDG presenting how to educate students in life, formal teaching in the classroom, or what is known as the KMI system in Gontor, where teachers who are alumni of the modern Pondok Darussalam Gontor teach with a system of study, discussion, *murajaah* and memorization (Fadillah 2015).

In addition to the implementation of a dormitory-based system and academic cognitive development in the classroom, Pondok Modern Darussalam Gontor also develops character (affective) and physical skills (psychomotor). Santri at PMDG is also

encouraged to develop the interests and talents of each individual through organizations and extracurricular activities that they are interested in, such as sports, arts, leadership, and da'wah, of course, this kind of thing is very supportive of academic and holistic development. All santri are also educated and trained to become a balanced person, between academic knowledge, character, morals, and also healthy and physically strong (Mutaqin, Nursanti, and Karimulloh 2021).

The teaching of English and Arabic in PMDG also uses pedagogical learning and also applies the direct method in its teaching. However, to make English and Arabic attractive to students, several things must be considered. These include the teaching materials and learning methods used in the educational situation at school. Therefore, it is very important to choose an effective learning method that will make students interested in learning English without boring them. Direct method also known as direct teaching, is considered very relevant to be used in the learning process in schools because this method is very teacher-centered and chooses Steps that are applied directly. It is very important for the teacher to actively explain to the students where the students passively participate in the reception of the material (Tauhid et al. 2024). To improve students' English and Arabic speaking skills, educators can use the direct learning model or direct method. This is because this learning model can reduce the amount of time to train students to speak in English and Arabic, and can increase students' confidence in their vocabulary in English and Arabic.

Some of the subjects at PMDG are in English and Arabic. Therefore, this application is called direct method or direct learning. Students are guided through discussions, group work, and the introduction of new vocabulary into their daily communication. This learning is also done outside and inside the classroom. Learning outside the classroom is like giving new vocabulary or some dialogues in English and Arabic. If language learning in the classroom is already covering subjects that use English and Arabic. And the educator will study the subject matter that uses the language by directly using the foreign language as the language of teaching to students, and not using the language of the students at all in teaching. The aim is for students to understand some lessons in foreign languages. And if there are students who do not understand the vocabulary or the meaning of the sentence, then the teacher will interpret the vocabulary using props such as, for example, pictures, or items that can be brought by the teacher when teaching (Alek 2014).

The application of the direct method has the aim of creating a learning environment that fully uses English and Arabic. Without the use of the mother tongue, students are expected to get used to and have skills in using English and Arabic directly. By using the direct method, students can improve their ability to speak or communicate in a foreign language. By using the direct method, students can find language learning more enjoyable, see improvements in their communication skills, and feel more prepared to use the target language in the real world. In addition, students can also learn about the culture associated with the target language, opening their eyes to different cultures around the world (Yeti 2024).

According to (Nisa et al. 2024), the advantages of this method include facilitating the understanding of more practical and active languages, helping to understand more passive and theoretical languages, and allowing students to learn directly from the owner of the language. Then the disadvantages are that they do not facilitate the understanding of more passive and theoretical language and do not allow students to learn on their own outside the room. Inductive grammar teaching means students receive examples and then make inferences about rules or generalizations. Students add new vocabulary to whole sentences and expand their vocabulary (Nisa et al. 2024)

Learning using pedagogical methods for PMDG students has its own objectives, which are centered on character building and balanced knowledge development between general and religious sciences. PMDG also aims to build Islamic character, master both religious and general knowledge, develop critical thinking, and master Arabic and English. However, pedagogical education at PMDG is also carried out regularly and systematically for several reasons, namely so that students can hone their critical thinking skills and remain firm in Islamic values (Adawiyah, Rahmawati, and Salik 2021).

According to (Hadisaputra et al 2020), the purpose of using this pedagogical method is to foster a dynamic and highly engaging classroom environment so that students can increase their motivation to learn and can foster curiosity during learning. And broadly speaking, it aims to provide a broad learning experience where students not only acquire academic knowledge but also acquire the social, psychological, and intellectual skills necessary for future success. Pedagogical methods also aim to optimize learner performance to meet their learning needs (Renni Hasibuan, Ira Safira Haerullah 2023). The purpose of this pedagogical model is to optimally achieve the critical thinking competence of students. They can also construct context, model study, guided instruction, and self-instruction (Yulistio and Fhitri 2019).

Especially in the field of value-based and moral education is the integration of moral values in education, which can be adopted through moral-based character-building in the formal curriculum with extracurricular activities. In addition to the integration of the education system, the teaching and implementation system of bilingualism at PMDG is also a relevant place to be used as a future educational innovation, where the development of bilingual education in public schools can be a tool to prepare students to face the era of globalization, where Arabic and English will certainly become global languages that will be needed in the future (Ramdhani 2023).

The development of soft skills and leadership at PMDG characterizes education at PMDG where students are educated to be ready to be led and ready to lead, which indirectly prepares each individual to be a leader with good character and responsible for himself or for the community in the future (Wiranata, Maragustam, and Abrori 2021).

Analysis

The researcher effectively uses data from current and previous studies to support his claims about the strategy of pedagogical learning methods in PMDG. The structure of the argument is based on strong empirical evidence, which strengthens the credibility of the writing. Although the focus is on pedagogical learning in PMDG, the analysis would be more balanced if it provided space for discussing its implications for developing educational innovations.

In terms of writing style, this article is written in straightforward and academic language, making it easy to understand for readers from various backgrounds. However, some technical terms may require additional explanation. The author also managed to organize the article with a logical and systematic flow.

Conclusion

System of Pondok Modern Darussalam Gontor (PMDG), pedagogy is applied as a comprehensive educational strategy that combines a variety of teaching tactics and ideas to promote students' overall development. PMDG's pedagogy aims to foster the development of moral principles, physical skills, and character in addition to academic knowledge. For students to acquire a well-rounded education, the school uses a continuous teaching system that runs both inside and outside of the classroom, twenty-

four hours a day. At PMDG, the pedagogical tenets encompass motivation, exposition, activity direction, critique, and encouraging imitation. These ideas are put into practice, Students' spiritual and emotional ties are also strengthened by the approach. PMDG's pedagogical methodology is distinguished by the cultivation of soft skills and leadership, equipping learners to function as responsible leaders as well as proficient followers. Students are prepared for success in a globalized world by the institution's focus on character development and balanced knowledge development between general and religious sciences.

Part of PMDG's educational philosophy is the incorporation of moral ideals into both the formal curriculum and extracurricular activities. The objective of this technique is to imbue students with Islamic character, proficiency in both religious and general knowledge, and critical thinking abilities. Using bilingual education, with an emphasis on Arabic and English, is thought to be a creative way to get pupils ready for issues that they will face in the world. All things considered, PMDG's pedagogical approach aims to develop an engaging and stimulating learning environment that stimulates motivation, curiosity, and critical thinking. It seeks to maximize student performance and offer a wide range of educational opportunities that give students the intellectual, social, and psychological tools they will require for success in the future.

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