

## **Teaching Arabic Pegon through the AIR (Auditory Intellectually Repetition) Learning Model for New Female Students at the Tahfiz al-Qur'an Islamic Boarding School, Lirboyo**

**Siti Wahyuni**

Universitas Islam Tribakti Lirboyo Kediri, Jawa Timur, Indonesia  
[sitiwahyuni@gmail.com](mailto:sitiwahyuni@gmail.com)

**Tri Handriani**

Universitas Islam Tribakti Lirboyo Kediri, Jawa Timur, Indonesia  
[trihandriani@gmail.com](mailto:trihandriani@gmail.com)

### **Abstract**

This study aims to describe the implementation of the AIR (Auditory, Intellectually, Repetition) teaching model in Arab Pegon learning for new students of Class IV A1 at the Tahfizhil Qur'an Lirboyo Female Islamic Boarding School in Kediri, as well as to analyze the learning outcomes achieved. The AIR teaching model integrates three main stages: listening to explanations and asking questions for clarification (auditory), thinking critically and solving problems (intellectually), and repeating the material (repetition). This method was implemented to guide new students who require intensive assistance, both in mastering the technical aspects of reading and writing Arab Pegon and in building Islamic character. The results indicate that the application of the AIR teaching model significantly improves students' ability to read Arab Pegon texts fluently, write accurately and neatly, comprehend text meanings, and translate them correctly into Indonesian. Learning success is influenced by factors such as students' initial abilities, learning motivation, teaching methods and media, time availability, and facilities. Various supporting strategies were applied, including memorization, language comparison, translation, qosidah, and hands-on practice, tailored to the needs and learning styles of the students. These findings affirm that the AIR teaching model is effective in enhancing Arab Pegon literacy among new students in the pesantren environment, provided it is supported by varied teaching methods, effective time management, and a conducive learning environment.

**Keyword:** Arab Pegon, AIR Teaching Model, New Students

### **Abstrak**

Penelitian ini bertujuan untuk mendeskripsikan penerapan model ajar AIR (*Auditory, Intellectually, Repetition*) dalam pembelajaran Arab Pegon terhadap santri baru kelas IV A1 Pondok Pesantren Putri Tahfizhil Qur'an Lirboyo Kota Kediri, serta menganalisis hasil pembelajaran yang dicapai. Model ajar AIR menggabungkan tiga tahapan utama, yaitu mendengarkan penjelasan dan bertanya untuk klarifikasi (*auditory*), berpikir kritis serta memecahkan masalah (*intellectually*), dan pengulangan materi (*repetition*). Metode ini diimplementasikan untuk membimbing santri baru yang memerlukan pendampingan intensif, baik dalam penguasaan teknis membaca dan menulis Arab Pegon maupun pembentukan karakter islami. Hasil penelitian menunjukkan bahwa penerapan model ajar AIR mampu meningkatkan kemampuan santri dalam membaca

teks Arab Pegon secara lancar dan fasih, menulis dengan benar dan rapi, memahami makna teks, serta menerjemahkannya ke dalam Bahasa Indonesia dengan tepat. Keberhasilan pembelajaran dipengaruhi oleh faktor-faktor seperti kemampuan awal santri, motivasi belajar, metode dan media yang digunakan, ketersediaan waktu, serta sarana prasarana. Beragam strategi pendukung diterapkan, antara lain metode hafalan, perbandingan bahasa, penerjemahan, qosidah, dan praktik langsung, yang disesuaikan dengan kebutuhan dan gaya belajar santri. Temuan ini menegaskan bahwa model ajar AIR efektif untuk meningkatkan kompetensi baca-tulis Arab Pegon pada santri baru di lingkungan pesantren, asalkan didukung dengan variasi metode, pengelolaan waktu yang baik, dan lingkungan belajar yang kondusif.

**Kata kunci:** Arab Pegon, Model Ajar AIR, Santri Baru

## A. Introduction

Education is a necessity for every human being, and to obtain it one must attend school, whether in formal or non-formal settings.<sup>1</sup> In essence, learning is defined as the process of constructing meaning or understanding from information and experience.<sup>2</sup> This meaning-making process may occur individually or collaboratively and is filtered through prior knowledge, thoughts, and emotions.<sup>3</sup>

Learning is the assistance provided by educators so that knowledge acquisition, mastery of skills and character, as well as the development of attitudes and beliefs can occur in learners. In other words, learning is a process designed to help students learn effectively. Learning achievement is thus directly tied to the aims of education, which are expressed in terms of what students are expected to know, understand, and be able to do after completing a period of study. Education plays a vital role because it is an effort to foster human growth through the development of fundamental intellectual and emotional abilities that are beneficial for life.<sup>4</sup> Learning itself is a process of behavioral change resulting from an individual's interaction with the environment.<sup>5</sup> Such changes manifest in improvements in competence, knowledge, attitudes, habits, comprehension, skills, and cognitive capacity.

The importance of written tradition is evident in the many works produced by Nusantara scholars, such as *Suluk Sunan Bonang (Head Book Van Bonang)*, believed to be authored by Sunan Bonang, *Hikayat Hang Tuah*, *Hikayat Raja-Raja Pasai*, *Risalah Tasawuf* by Hamzah Fansuri, works by Kiai Rifai Kalisasak, Kiai Shaleh Darat, and others. Most of these works were written in Arabic Pegon script, either as original compositions or as translations of Arabic texts. The term *Pegon*

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<sup>1</sup> Nayla Qurroti A'yun and Ahmad Masrukin, "UPAYA PONDOK PESANTREN DALAM MEMBENTUK KARAKTER DISIPLIN SANTRI DI PONDOK PESANTREN PUTRI AL MA'RUF KOTA KEDIRI," *Jurnal Pendidikan Islam* 13, no. 2 (November 2023): 2, <https://doi.org/10.38073/jpi.v13i2.1131>.

<sup>2</sup> Abdullah Ali, *Pendidikan Islam Multikultural Di Pesantren, Telaah Terhadap Kurikulum Pondok Pesantren Modern Islam as-Salam Surakarta*. (Yogyakarta: Pustaka Belajar, 2011).

<sup>3</sup> Indran Jati Sidi, *Pelayanan Professional, Kegiatan Belajar-Mengajar Yang Efektif* (Jakarta: Puskur Balitbang Depdiknas, 2004).

<sup>4</sup> Siti Fatimah and Sri Sumarni, "A HOLISTIC APPROACH TO ISLAMIC BASIC EDUCATION: SYNTHESIZING THE DEVELOPMENT OF STUDENTS' POTENTIAL FROM INTELLECTUAL, SPIRITUAL AND EMOTIONAL ASPECTS," *PIONIR: JURNAL PENDIDIKAN* 13, no. 2 (August 2024): 106–16, <https://doi.org/10.22373/pjp.v13i2.24259>.

<sup>5</sup> "Belajar dan Pembelajaran - Lefudin - Original," *Machidolia - Pusatnya Buku Pendidikan Original*, September 26, 2023, <https://naqibabookstore.com/product/deepublish-buku-belajar-dan-pembelajaran-lefudin-original/>.

derives from the Javanese word *pego*, meaning “deviant,” as the script diverges from both Arabic and Javanese orthographies. For those who have studied in pesantren, familiarity with Pegon is assumed. Pegon writing may appear Arabic at first glance, but its arrangement and linguistic structure are distinct, making it unreadable to native Arabic speakers.

Arabic Pegon is essentially local languages such as Malay, Indonesian, or regional dialects written in Arabic script. It has various designations: in Malaysia it is called *Jawi*, while in pesantren communities it is commonly referred to as *Arab Pegon*. More broadly, it is also known as *Arab Melayu*. Historically, Arabic Pegon has been widely used throughout the Malay world, from Terengganu (Malaysia), Aceh, Riau, Jambi, Sumatra, and Java (Indonesia) to Brunei and Southern Thailand. Its usage remains visible today, as many food products in the Malay world include Pegon writing on their packaging, albeit in different languages depending on the country of origin.

Indonesian scholars, such as Romo KH. Maimoen Zubair Al-Hajj, caretaker of the Sarang Islamic Boarding School in Rembang, have repeatedly emphasized in their speeches the critical state of salaf traditions, with some, including Arabic Pegon, slowly being abandoned. He consistently urged communities to revive Arabic Pegon as an emblem of the salaf tradition. If forgotten, this would mean Muslims in Indonesia had also forgotten the historical roots of Islam’s entry into the archipelago. Therefore, efforts must be made to preserve and revitalize Arabic Pegon as part of Indonesia’s Islamic cultural heritage.

Enhancing students’ interest in learning Arabic Pegon requires well-prepared teaching strategies. Educators must foster student motivation by offering choices in topics of interest, creating enjoyable learning environments, and employing interactive teaching methods. These strategies can improve students’ enthusiasm for learning. For this reason, the researcher adopted the AIR (Auditory, Intellectually, Repetition) learning model.<sup>6</sup> This model emphasizes three key aspects: *Auditory* (learning through listening), *Intellectually* (learning through thinking and problem-solving), and *Repetition* (reinforcing learning through practice and review).<sup>7</sup> The AIR model is similar to SAVI (Somatic, Auditory, Visualization, Intellectually) and VAK (Visualization, Auditory, Kinesthetic).<sup>8</sup> but its distinctive feature lies in *Repetition*, which deepens and strengthens learning through assignments and quizzes.<sup>9</sup>

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<sup>6</sup> Rita Fenni Agustina Wulandari, “Implementasi Model Pembelajaran AIR (Auditory, Intellectually, Repetition) Pada Mata Pelajaran SKI Di MA Syekh Abdurrahman Rabah Kecamatan Pademawu Kabupaten Pamekasan” (PhD Thesis, INSTITUT AGAMA ISLAM NEGERI MADURA, 2024), <http://etheses.iainmadura.ac.id/7909/>.

<sup>7</sup> KHOLIFAH KHOLIFAH, “IMPLEMENTASI MODEL PEMBELAJARAN AIR (AUDITORY, INTELLECTUALLY, REPETITION) UNTUK MENINGKATKAN KEMAMPUAN KOGNITIF PESERTA DIDIK DALAM MATA PELAJARAN FIKIH DI MTS SUNAN BONANG PARENGAN TUBAN” (PhD Thesis, Universitas Nahdlatul Ulama Sunan Giri, 2023), <https://repository.unugiri.ac.id/id/eprint/3068/>.

<sup>8</sup> Maulina Rezka Hayyu Salsabila, “Penerapan Arab Pegon Pada Kemampuan Literasi Di Madrasah Diniyah Takmiliah Ula Islamiyah Desa Bojongsana Kecamatan Suradadi Kabupaten Tegal” (masters, UIN K.H. Abdurrahman Wahid Pekalongan, 2023), <http://perpustakaan.uingusdur.ac.id/>.

<sup>9</sup> Nur Izzatul Kharisma and Siti Lailiyah, “Efektivitas model pembelajaran auditory intellectually repetition (AIR) dalam meningkatkan kemampuan spasial matematika siswa;” *Math*

The AIR approach was first introduced by Dave Meier, an educator, trainer, and founder of Accelerated Learning. Theories supporting this model are rooted in behaviorist psychology and constructivist learning approaches, notably Ausubel's theory of meaningful learning and Thorndike's law of exercise. Ausubel emphasizes the importance of meaningful learning and repetition before instruction begins, while Thorndike's law highlights that frequent practice strengthens the relationship between stimulus and response. Thus, the AIR model is particularly effective for Arabic Pegon learning, as it actively engages students and provides a conducive framework for both oral and written mastery in pesantren education.

This research was conducted at the *Tahfizhil Qur'an* Female Islamic Boarding School, Lirboyo, Kediri, East Java, founded in 1966 by KH. Ahmad Idris Marzuqi and Nyai Hj. Khodijah Idris Marzuqi. Initially, it began with *sorogan* Qur'an recitations led by Nyai Khodijah Idris, eventually attracting many female students. By 1992, the pesantren had expanded to a three-story building, officially inaugurated as *Pondok Pesantren Tahfizhil Qur'an* by KH. Ahmad Idris Marzuqi. Over the years, student enrollment has grown rapidly, often exceeding the available capacity.

Today, the pesantren operates as a Qur'an-based institution focusing on religious and social education while upholding *salafiyah* values. Students are trained to love, understand, and practice the Qur'an and Sunnah according to the teachings of the *salaf al-salih*. They are intensively guided in Qur'an recitation, hadith studies, classical Islamic texts, moral development, organizational skills, languages, and practical life skills. Graduates are expected to become pioneers capable of guiding communities toward collective benefit.

The researcher also drew inspiration from Latipah Rangkuti's<sup>10</sup> thesis entitled "The Application of the Auditory, Intellectually, Repetition (AIR) Model to Improve Student Learning Outcomes in Thematic Subject Theme 1, Subtheme 3, Lesson 1, in Grade IV MIS Seroja Dua, Percut Sei Tuan Subdistrict, Deli Serdang Regency." Her study aimed to: (1) determine whether the AIR model improved learning outcomes; (2) explore student responses to AIR-based thematic learning; and (3) examine teachers' ability to utilize media effectively in teaching. Building on this, the present study applies the AIR model not in mathematics, as Rangkuti did, but in Arabic Pegon learning, given the model's effectiveness in enhancing student engagement and mastery. Accordingly, the title chosen for this research is: "The AIR (Auditory, Intellectually, Repetition) Learning Model in Arabic Pegon Instruction for New Students of Class IVa at the Tahfizhil Qur'an Female Islamic Boarding School, Lirboyo, Kediri."

## B. Literature Review

Arabic Pegon is a form of Arabic script used to write the Javanese language. This tradition developed within Islamic boarding schools (pesantren) as a medium for religious propagation and education. Pegon script has its own unique

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*Didactic: Jurnal Pendidikan Matematika* 10, no. 1 (May 2024): 142–58, <https://doi.org/10.33654/math.v10i1.2425>.

<sup>10</sup> Latipah Rangkuti, "Penerapan Model Auditory Intellectually Repetition (AIR) Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Tematik Tema 1 Subtema 3 Pembelajaran 1 di Kelas IV MIS Seroja Dua, Kecamatan Percut Sei Tuan, Kabupaten Deli Serdang" (skripsi, Universitas Islam Negeri Sumatera Utara, 2020), <http://repository.uinsu.ac.id/11251/>.

characteristics, as it uses Arabic letters following Javanese phonetic rules. In learning, Pegon requires a special approach because not all students are familiar with this script system. This is particularly true for new female students, whose lack of prior experience presents a challenge. Therefore, an effective, engaging, and contextual learning method is needed.<sup>11</sup>

Pegon script has been used since the 16th century in the Nusantara, particularly in the spread of Islam. Many literary and religious works such as poems, interpretations (tafsir), and kitab kuning (Islamic classical texts) were written in Pegon script. Pegon enables local communities to understand Arabic-language texts through a more accessible approach. The function of this script is not only as a tool of communication, but also as a means of preserving local culture. Hence, teaching Pegon means preserving cultural heritage while strengthening Islamic understanding. The teaching of Pegon should be approached with methods that support both cognitive and affective development of students. New female students generally undergo a transition from their previous education into a new environment, such as a pesantren or Islamic school (madrasah). They come with diverse backgrounds in knowledge and skills. In addition to academic adjustment, they must also adapt socially and emotionally. During this process, educators must thoroughly understand their characteristics. One of the main challenges is cultivating a learning interest that may not yet be well-developed. A learning model that is auditory and repetitive in nature can help them adapt gradually and in a structured manner.

The choice of learning model greatly influences students' success in mastering language materials. Language is not merely memorization, but a skill that requires cognitive processing and direct experience. Therefore, language learning requires strategies that activate various aspects of students' intelligence.<sup>12</sup> One such strategy is by activating the auditory sense and repeating materials periodically. Learning models that touch upon auditory and intellectual aspects have proven effective in enhancing language proficiency. This becomes a significant foundation for selecting the AIR model as an approach to teaching Pegon.

The AIR learning model stands for Auditory, Intellectual, and Repetition. This model emphasizes the importance of learning through listening, intellectual processing, and repetition of materials. In the process, students are encouraged to listen actively, understand cognitively, and repeat information to strengthen memory. This approach is highly suitable for language learning, including Arabic Pegon. All three components work synergistically to create a comprehensive and effective learning process. Especially for new students, this strategy helps build consistent and focused study habits. The auditory component emphasizes the importance of hearing in receiving and understanding information. In language learning, listening is a fundamental skill. Students learn to understand phonemes, intonation, and language structure through sound. Activities such as listening to Pegon text readings, audio recordings, and teacher pronunciation are highly

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<sup>11</sup> S.S. Hashemikamangar and M. Gholampourdehaki, "A Team-Based e-Learning Method for Clinical Education in the COVID-19 Pandemic," *Annals of Military and Health Sciences Research* 19, no. 3 (2021), <https://doi.org/10.5812/amh.115409>.

<sup>12</sup> Ø. Hauge, C. Ayala, and R. Conradi, "Adoption of Open Source Software in Software-Intensive Organizations—A Systematic Literature Review," *Information and Software Technology* 52, no. 11 (2010): 1133–54, <https://doi.org/10.1016/j.infsof.2010.05.008>.

effective. Besides enhancing language acquisition, this method also accelerates recognition of Pegon writing forms. In the context of new female students, auditory activities can foster emotional and affective engagement with the material.

The intellectual component of the AIR model relates to the processes of thinking, analysis, and meaning comprehension. Students are not only expected to hear, but also to understand the structure and meaning of Pegon texts. This includes identifying Pegon letters, transliteration, and interpreting sentences. Intellectual activities help students build connections between new information and existing knowledge. In this context, teachers can employ discussions, Q&A sessions, and analytical exercises using Pegon texts. This approach is vital for developing deep and sustained understanding.

Repetition is a key aspect in strengthening memory and building learning habits. In language learning, repetition helps students internalize vocabulary, sentence structure, and grammar rules. It also boosts students' confidence in using the language. In teaching Pegon, teachers can use drills, rewriting exercises, or repeated readings of the same text. This strategy is particularly effective for new female students who require more time for adjustment. Repetition makes the learning process more systematic and structured.<sup>13</sup>

The AIR model is highly relevant for teaching Pegon, as all three components support each other. Students listen to Pegon letters or texts (auditory), understand their structure and meaning (intellectual), and then repeat them to reinforce memory (repetition). This combination makes learning more dynamic and meaningful. Teachers can design learning sessions that integrate all three components. For instance, a session can begin with reading Pegon texts aloud, followed by a discussion of meanings, and conclude with copying or re-reading exercises. This integration creates an active and participative learning environment.

Female students generally tend to have a reflective learning style and prefer structured activities. The AIR model, which combines listening, comprehension, and repetition, aligns well with this learning style. They are more comfortable learning through observation, discussion, and repeated practice. Through this approach, teachers can provide a safe and supportive learning atmosphere. Moreover, female students tend to be more consistent in following repetitive learning patterns. Therefore, AIR can be considered a gender-sensitive model responsive to the needs of female learners.

Teachers play a central role in the successful implementation of the AIR model. They are not just conveyors of information but also facilitators of meaningful and enjoyable learning experiences. In the AIR context, teachers need to develop skills in voice-based instruction, discussion, and repetition. They must be able to select appropriate Pegon learning materials, adjust difficulty levels, and guide students through each phase. AIR-based learning requires careful planning and creativity in classroom management. Effective communication between teacher and students is also key to the success of this model.

The selection of learning materials significantly affects the effectiveness of the AIR model in Pegon instruction. Materials should include simple Pegon texts relevant to students' daily lives. These texts should ideally have repeated sentence

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<sup>13</sup> T.E. Hightower et al., "An Examination of the Strengths, Weaknesses, Opportunities, and Threats Associated with the Adoption of Moodle™ by eXtension," *The Journal of Extension* 49, no. 6 (2011): 19, <https://doi.org/10.34068/joe.49.06.19>.

structures to ease the repetition process. In addition, audio materials are necessary to enable correct pronunciation listening. Teachers may also incorporate religious songs or poetry in Pegon as learning resources. This way, students can learn in an enjoyable and contextual environment.

Evaluation in Pegon learning through the AIR model should cover three main aspects: listening skills, comprehension, and repetition ability. Teachers can utilize oral, written, or reading practice tests. Assessments should be both formative and summative to track students' progress holistically. Evaluation should not only focus on outcomes but also on students' learning processes. Teachers can provide constructive feedback to motivate students to keep learning. Proper evaluation helps teachers adjust their teaching strategies in the future. Although the AIR model has many advantages, its application in Pegon teaching still faces various challenges. One challenge is the lack of sufficient learning materials and audio media. Moreover, not all teachers are accustomed to using auditory-based methods intensively. Students may also become bored if repetition is not presented in a varied manner. Therefore, teachers must be creative in designing engaging learning activities. Adapting the AIR model with flexible approaches is essential in overcoming these challenges.

Motivation is a crucial factor in learning success. The AIR model can indirectly boost student motivation through its varied and active approach. Listening and repetition help students feel more confident in their abilities. Intellectual understanding gives them a sense of achievement and encourages them to keep learning. For new female students, motivation can be enhanced by providing appreciation and positive reinforcement. Teachers can use praise, rewards, or display of students' work as motivational tools.<sup>14</sup>

The AIR model also aligns with Howard Gardner's theory of multiple intelligences. The auditory component corresponds to musical and linguistic intelligence. The intellectual component activates logical and intrapersonal intelligence. Meanwhile, repetition supports kinesthetic and spatial intelligence through writing or re-reading activities. Thus, AIR becomes a learning model that accommodates various types of student intelligence. This is crucial in creating inclusive and equitable learning.

AIR can also be seen as a humanistic learning approach. This model values each student's learning process as unique and respects individual learning paces. Through repetition and listening, students do not feel pressured because they can learn at their own rhythm. Teachers act as empathetic guides rather than mere instructors demanding results. In this context, AIR helps build a positive relationship between teachers and students. This relationship is vital in creating a comfortable learning atmosphere, especially for new students.

Many pesantren have included Pegon instruction as part of their local curriculum. The AIR model can be integrated with traditional methods such as sorogan and bandongan. AIR brings a modern touch to classical learning without losing its traditional essence. Teachers can combine techniques of studying classical texts (kitab kuning) with listening activities, meaning discussions, and repetition. This way, AIR helps preserve pesantren values while improving

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<sup>14</sup> U. Alturki and A. Aldraiweesh, "Application of Learning Management System (LMS) during the COVID-19 Pandemic: A Sustainable Acceptance Model of the Expansion Technology Approach," *Sustainability* 13, no. 19 (2021): 10991, <https://doi.org/10.3390/su131910991>.

instructional effectiveness. It serves as a positive contribution to curriculum development in innovative Islamic education.

Various studies have shown that the AIR model is effective in improving students' language proficiency. In particular, it enhances comprehension and pronunciation significantly. Some research also indicates that students become more active and motivated in AIR-based learning. The strength of this model lies in its holistic approach, covering cognitive, affective, and psychomotor aspects. Using AIR in Pegon learning is a promising innovation in Islamic education. Its success depends on the consistency of teachers in implementing it systematically.

The AIR learning model offers a comprehensive and humanistic approach in teaching Arabic Pegon, especially for new female students. By emphasizing listening, comprehension, and repetition, this model addresses diverse learning needs. Teachers should be provided with training to implement this model effectively. In addition, educational institutions must support it by supplying suitable materials and media. Integrating AIR into Pegon instruction has great potential for preserving local culture and strengthening the Islamic competencies of younger generations.

### C. Research Method

This study employed a field research design using a qualitative approach.<sup>15</sup> The choice of a qualitative method was based on the argument that the research sought to uncover actual facts regarding the process of Arabic Pegon learning through the AIR (Auditory, Intellectually, Repetition) teaching model for new students in Class IV A1 at the Tahfizhil Qur'an Female Islamic Boarding School, Lirboyo, Kediri. A qualitative approach was deemed appropriate because the research emphasized natural settings and aimed to capture phenomena from a subjective perspective. The study also involved in-depth observation to gain a holistic understanding of the learning process in its real context. By directly engaging in the field, the researcher was able to describe and reconstruct the existing realities while establishing direct interaction with relevant information sources. This approach allowed the data collected to be richer, more comprehensive, and more valid.<sup>16</sup> In sum, the qualitative field research method was considered the most suitable for exploring Arabic Pegon learning through the AIR model, as it enabled the researcher to combine observation, description, and interpretation within the authentic educational environment of the pesantren.

### D. Results and Discussion

#### Arabic Pegon Learning in Pesantren: Developing New Students' Competence through the AIR Method

Arabic Pegon learning at the *Tahfizhil Qur'an* Female Islamic Boarding School, Lirboyo, Kediri, is not merely a process of reading and writing instruction, but also part of a deeply rooted tradition within *salaf* and *Aswaja* pesantren education. For new students who have never lived in a pesantren before, writing in

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<sup>15</sup> Sugiyono, *Metodelogi Penelitian Kuantitatif Dan Kualitatif Dan R&D* (Bandung: Alfabeta, 2019).

<sup>16</sup> Jonaedi and Jonny Ibrahim, *Metode Penelitian Hukum Normative Dan Empiris* (Depok: Kencana, 2016).

Arabic Pegon often presents a particular challenge, especially when using traditional pesantren techniques such as *pen tutul* and manual ink.

To address these challenges, the madrasah applies the AIR teaching model (*Auditory, Intellectually, Repetition*), a method that integrates three stages of learning. The first stage, *auditory*, involves listening to the teacher's explanation of the material and asking questions when clarification is needed. The second stage, *intellectually*, encourages students to think critically and solve problems through writing practice in *taqrirot* (a traditional student notebook) and by interpreting the meanings of texts studied. The third stage, *repetition*, emphasizes reviewing material through daily exercises and evaluations, including *roisan* (oral presentations) to build confidence in speaking before the class.

Teaching and learning activities at the madrasah are carried out in two sessions, morning and afternoon. Each session begins with reciting *nadzom* according to level, group discussions on the material, and collective prayer. Since most new students are not yet proficient in reading and writing Arabic Pegon, the learning process is implemented gradually beginning with writing on the blackboard, followed by material explanations, question-and-answer sessions, and closing prayers.

For teachers, the first step in guiding new students is to create a comfortable environment within the pesantren. This facilitates the delivery of material and encourages students to feel at ease in their learning journey. The AIR method emphasizes listening and speaking, critical thinking, and repetition, thereby enhancing learning interest, communication skills, and student creativity.<sup>17</sup>

However, this method requires careful preparation and longer time allocation, as not all students adapt quickly. Those who progress more slowly need additional mentoring to keep pace with their peers. To sustain student motivation, teachers often incorporate games or storytelling in between lessons, fostering both enthusiasm for learning and engagement with pesantren life.

From a management perspective, the role of the madrasah administrators is to ensure the availability of teaching staff aligned with the institution's vision, mission, and educational goals. Regular evaluations are conducted to monitor challenges in practice, such as time discipline and methodological effectiveness. Teachers are granted autonomy to select their teaching approaches, provided that the outcomes align with the institution's overall objectives.

Field observations reveal that each teacher adopts a distinctive teaching style. Some assign written homework outside school hours, dictate word meanings during lessons, provide detailed explanations, and include interactive activities such as quizzes to test comprehension. This variety of approaches enriches the classroom atmosphere, making learning more engaging and dynamic.

In conclusion, the implementation of the AIR model in Arabic Pegon learning has proven to be a sustainable strategy that supports the institution's vision and mission, while enabling new students to develop their reading and writing skills in an active, creative, and meaningful way.

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<sup>17</sup> K. Walsh, "Cost and Value in E-Learning: The Perspective of the Learner," *BMJ Simul Technol Enhanc Learn* 4, no. 4 (2018): 201–2, <https://doi.org/10.1136/bmjstel-2017-000239>.

**Learning Outcomes of Arabic Pegon through the AIR Teaching Model (Auditory, Intellectually, Repetition) for New Students of Class IV A1 at Pondok Pesantren Putri Tahfizhil Qur'an Lirboyo, Kediri**

In the context of pesantren education, the achievement of optimal learning outcomes is highly dependent on the teaching methods and strategies applied by educators. One of the distinctive features of pesantren learning is Arabic Pegon orthography based on Arabic script used to write Javanese. This learning process is not merely about introducing letters and sounds but also about consistent practice and measurable evaluation. Evaluation is carried out to determine the extent of students' comprehension, while also serving as feedback for teachers to assess the effectiveness of the methods employed. If the results are not optimal, strategies are adjusted to address the difficulties faced by the students.

For new students, particularly those who have never encountered Arabic Pegon before, this learning process often becomes a major challenge. In some classes, all students are complete beginners who require extra guidance, both academically and in terms of character building. An effective habit cultivated in the pesantren is the requirement for students to write their lessons in Arabic Pegon every day. Although this initially feels burdensome, over time it gradually develops their writing skills until it becomes second nature.

Many students testify that the transition from formal education to the pesantren environment brings significant changes to their study habits and daily routines. Social media and worldly distractions are slowly set aside, replaced by structured learning activities. Writing in Arabic Pegon is not arbitrary; students use special pens and liquid ink while adhering to strict writing conventions. They must memorize the Arabic alphabet, additional characters, and specific rules distinguishing certain letters.<sup>18</sup>

Classroom learning typically begins with letter recognition, guided writing exercises, and practice in reading and interpreting texts. Teachers combine lectures, group discussions, presentations, and intensive repetition of material. This system emphasizes three essential components: listening to explanations, engaging in critical thinking to understand the content, and continuous repetition until mastery is achieved.

While many students struggle at the beginning some even crying when asked to write their own names in Pegon the patient and dedicated support of teachers makes the process a valuable experience. Teachers are willing to repeat material multiple times, divide classes into ability-based groups, and provide extra tutoring outside regular hours.

Gradually, students develop the ability to read Pegon texts fluently, write neatly and accurately, understand the meaning of the texts, and translate them into Indonesian with precision. These achievements are not merely the result of talent or intelligence, but also of learning motivation, effective teaching methods, adequate learning media, and the supportive environment of the pesantren.

From this entire process, one underlying principle emerges: mastery of Arabic Pegon cannot be attained instantly. It requires patience, persistence, and synergy

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<sup>18</sup> Y. Alduraywish, J. Patsavellas, and K. Salonitis, "Critical Success Factors for Improving Learning Management Systems Diffusion in KSA HEIs: An ISM Approach," *Education and Information Technologies* 27, no. 1 (2022): 1105–31, <https://doi.org/10.1007/s10639-021-10621-0>.

between teachers and students. Ultimately, students do not only acquire technical skills in reading and writing Arabic Pegon but also develop discipline, independence, and a love of knowledge that will benefit them throughout their lives.

The outcomes of Arabic Pegon learning can be observed across several dimensions: students are able to read Pegon texts fluently, write them correctly and neatly, understand their meanings, and accurately convey their messages. They are also capable of translating Pegon texts into Indonesian with accuracy. These results are influenced by multiple factors, including students' prior knowledge, their learning motivation, the teaching methods applied by teachers, the instructional media used, and the availability of time and infrastructure.

## Conclusion

The study concludes that learning Arabic Pegon through the AIR (Auditory, Intellectually, Repetition) teaching model is highly effective for new students at the *Tahfizhil Qur'an* Female Islamic Boarding School Lirboyo, Kediri. The approach not only supports students particularly those from outside East Java who face unique linguistic challenges but also serves as a means of preserving scholarly traditions and the cultural heritage of the *ulama*. By emphasizing focus, critical thinking, repetition, and both oral and written evaluations, the AIR model fosters comfort in the learning process while strengthening students' abilities to read and write Arabic Pegon fluently and accurately. The findings indicate that students are able to achieve several key competencies: reading Arabic Pegon texts fluently, writing neatly and correctly, understanding meanings conveyed in the texts, and accurately translating them into Indonesian. These outcomes are influenced by various factors such as students' prior knowledge, motivation, teaching methods, learning media, time allocation, and available facilities. Thus, the effectiveness of the AIR model is shaped not only by instructional strategies but also by broader educational and infrastructural conditions. In addition, the practice of assigning independent tasks outside the classroom, later reviewed during subsequent sessions, enhances students' engagement and ensures that learning is not limited to formal instruction. This method aligns with the *madrasah's* educational function, emphasizing "learning to do" as a complement to classroom study. Overall, the AIR model demonstrates strong potential in improving students' mastery of Arabic Pegon while reinforcing independent learning skills and preserving traditional Islamic educational values.

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