

**EXPLORING THE IMPACT OF INTERACTIVE AND FLEXIBLE
TEACHING METHODS ON STUDENTS ISLAMIC BOARDING
SCHOOL ACADEMIC QUALITY: NARRATIVE INQUIRY**

By

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**ANTASARI STATE ISLAMIC UNIVERSITY
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**EXPLORING THE IMPACT OF INTERACTIVE AND FLEXIBLE
TEACHING METHODS ON STUDENTS ISLAMIC BOARDING
SCHOOL ACADEMIC QUALITY: NARRATIVE INQUIRY**

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ABSTRACT

Muhammad Faskal Kemal Azzahra. *Exploring the Impact of Interactive and Flexible Teaching Methods on Students Islamic Boarding School Academic Quality : Narrative Inquiry.* Thesis English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dr. Rahmila Murtiana, M.A

Keywords: narrative inquiry, interactive and flexible teaching methods, students' experiences, pesantren education

This study delves deeply into the learning experiences of students engaged in interactive and adaptable teaching methods at Pondok Pesantren Darul Hijrah Putra. The research employs a qualitative approach with a narrative inquiry design, deemed suitable for capturing students' personal experiences, perspectives, and interpretations of the learning process within a specific educational and cultural setting. Through narrative inquiry, the researcher can record students' stories and voices as they describe their encounters with the teaching methods applied in their daily learning activities. The participants in this study consisted of ten twelfth-grade students from Madrasah Aliyah at Pondok Pesantren Darul Hijrah Putra, selected through purposive sampling based on their familiarity with interactive and flexible teaching methods. Primary data were gathered via in-depth interviews to obtain rich and detailed accounts of students' learning experiences. To complement the interview data, classroom observations and relevant documentation were utilized to offer contextual insights into the learning environment. Data analysis was performed using thematic analysis, which involved transcribing the interview data, systematically coding meaningful segments, and identifying recurring themes that reflect students' experiences and perceptions.

The findings reveal that interactive and flexible teaching methods foster a more comfortable and engaging learning atmosphere for students. These methods promote active participation, aid in sustaining students' concentration, and allow teachers to tailor learning activities to students' physical and psychological states. Students also noted that flexible teaching practices assist them in managing the intensive schedule of pesantren activities, ensuring learning remains effective despite time constraints. However, the study also uncovers several challenges in implementing these methods, such as limited instructional time and variations in teaching styles among educators, particularly between traditional and more contemporary approaches. Overall, this study offers a deeper insight into how students experience and interpret interactive and flexible teaching methods within a pesantren context. The findings are intended to serve as a reflective resource for teachers and educational practitioners in Islamic boarding schools to develop teaching practices that are more attuned to students' needs and learning conditions.

ABSTRAK

Muhammad Faskal Kemal Azzahra. *Eksplorasi Dampak Metode Pengajaran Interaktif dan Flexible terhadap Kualitas Akademik Santri di Pondok Pesantren: Narrative Inquiry.* Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Dr. Rahmila Murtiana, M.A

Kata Kunci: narrative inquiry, Metode Pengajaran Interaktif dan Flexible, Pengalaman Santri, Pendidikan di Pesantren.

"Penelitian ini bertujuan untuk mendalami pengalaman belajar siswa yang terlibat dalam penerapan metode pengajaran interaktif dan fleksibel di Pondok Pesantren Darul Hijrah Putra." Penelitian ini menggunakan pendekatan kualitatif dengan desain narrative inquiry, karena dianggap tepat untuk memahami pengalaman pribadi, sudut pandang, serta cara memaknai siswa terhadap proses belajar dalam konteks pendidikan dan budaya tertentu. Melalui narrative inquiry, peneliti dapat merekam cerita dan pengalaman siswa ketika mereka menggambarkan interaksi mereka dengan metode pengajaran yang diterapkan dalam kegiatan belajar sehari-hari. Partisipan dalam penelitian ini terdiri dari sepuluh siswa kelas XII Madrasah Aliyah di Pondok Pesantren Darul Hijrah Putra yang dipilih melalui teknik purposive sampling berdasarkan pengalaman mereka dengan metode pengajaran interaktif dan fleksibel. Data utama diperoleh melalui wawancara mendalam agar mendapatkan gambaran yang lebih lengkap dan detail tentang pengalaman belajar siswa. Untuk melengkapi informasi dari wawancara, juga digunakan observasi di kelas serta dokumen yang berkaitan, agar memahami secara lebih dalam tentang lingkungan belajar. Analisis data dilakukan menggunakan analisis tematik yang meliputi proses transkripsi data wawancara, pengkodean secara sistematis terhadap bagian yang bermakna, serta identifikasi tema yang berulang yang mencerminkan pengalaman dan persepsi siswa.

Penelitian menunjukkan bahwa metode mengajar yang interaktif dan fleksibel dapat menciptakan suasana belajar yang lebih nyaman dan menarik bagi para siswa. Metode ini mendorong siswa untuk mengambil bagian secara aktif, membantu menjaga fokus mereka, serta memungkinkan guru menyesuaikan kegiatan mengajar sesuai dengan kondisi tubuh dan pikiran siswa. Para siswa juga mengatakan bahwa metode pengajaran yang fleksibel membantu mereka mengatur jadwal kegiatan pesantren yang sibuk, sehingga proses belajar tetap berjalan lancar meskipun waktu yang tersedia terbatas. Penelitian ini juga menemukan beberapa tantangan dalam penerapan metode tersebut, seperti keterbatasan waktu pembelajaran dan perbedaan gaya mengajar antar guru, terutama antara pendekatan tradisional dan pendekatan yang lebih modern. Secara keseluruhan, penelitian ini membantu memahami lebih jelas bagaimana siswa mengalami dan memaknai metode mengajar yang interaktif dan fleksibel dalam lingkungan pesantren. Hasil penelitian ini diharapkan bisa menjadi acuan bagi para guru dan penyelenggara pendidikan di pesantren dalam merancang pembelajaran yang lebih sesuai dengan kebutuhan dan situasi belajar siswa.

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Therefore, suggestion will be expected to make it better.

Banjarmasin, Ramadhan, 1st 1447 A.H
March 8th, 2026 A.D

Author

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