

The Effect of The Language For Fun and Al Uswah Programs on the Pedagogical Competence of Fifth Grade Students at Wali Songo Islamic Female Teacher Education in the Context of Sustainable Islamic Education

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ABSTRACT

Pedagogical competence is the most important aspect in the educational process, especially in shaping a generation that is not only academically competent but also grounded in Islamic values. This study aims to analyze the extent to which the Language for Fun and Al Uswah programs influence the improvement of pedagogical competence among fifth-grade students in the context of sustainable Islamic education. The research method used was quantitative with a quasi-experimental design and supported by qualitative data through observation and interviews. The research sample consisted of 100 fifth-grade students divided into two groups, each of which was assigned to manage the Language for Fun and Al Uswah programs. Data analysis shows that both programs have a positive effect on the pedagogical competence of students. Language for Fun shows an impact on students' ability to teach Arabic and English, followed by the Al Uswah program, which shows a more significant impact in strengthening Islamic values and applying contextual teaching methods. The conclusion of this study confirms that the integration of creative approaches and role models in education can be an effective strategy in supporting sustainable Islamic education.

Keywords: Language for Fun, Al Uswah, pedagogical competence, sustainable Islamic education

Introduction

Continuous Islamic education is an integral part of a humanistic approach that emphasizes continuity between cognitive, affective, and spiritual aspects in the learning process. In this context, pedagogical competence is an important indicator that prospective educators must possess in order to effectively and continuously implement Islamic values in educational activities. In Islamic boarding schools, such as Tarbiyatul Muallimat Al-Islamiah Wali Songo Ponorogo, education focuses not only on mastery of religious material, but also on

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character building and pedagogical skills that support the role of students as prospective teachers who are professional and have high integrity.¹

Pedagogical competence refers to a teacher's ability to design, implement, and evaluate effective and efficient learning processes.² In the modern era, the challenge for Islamic educational institutions is how to equip students with pedagogical skills that meet the demands of the times, while still adhering to Islamic values. Therefore, the development of innovative learning models that are in line with the principles of sustainable Islamic education is a necessity. One approach that is beginning to be developed is the integration of language and childcare in Islamic boarding schools, including programs such as Language for Fun and Al Uswah in non-formal learning in Islamic boarding schools.

Language for Fun is a program from the Ngabar Language Center in the form of language learning, both English and Arabic, where the learning process uses a fun activity-based model that aims to improve students' communication skills through an interactive and contextual approach.³ Language For Fun is held once a week. This program is designed to help students remember what they learned in the morning from their teachers, and for 5th graders, it's a way to practice their skills in curriculum development and prepare for teaching 6th graders later on. Fifth graders are invited to design a learning curriculum in the Language For Fun program by combining science material translated into Arabic and English. The learning process in Arabic and English lasts for two weeks in Arabic and two weeks in English. This makes students not only proficient in language but also encourages their intellectual development in science and religion.

The care department has developed the Al Uswah program, which emphasizes the exemplary values of the Prophet Muhammad SAW and also includes nisaiyah studies in learning, whether through storytelling, hands-on practice, or the cultivation of attitudes that reflect noble character.⁴ Al-Uswah aims to improve morals and manners and to be a good example for students in terms of how they eat, drink, speak, and behave towards others, both within the boarding school and in the community.⁵ The integration of these two programs is believed to be capable of forming a strong pedagogical foundation in students. This program is in line with the goals of sustainable Islamic education in supporting the SDGs (Sustainable Development Goals), where SDG 4 refers to quality education. The implementation of this goal is the creation of an integrative curriculum between religious studies and modern science, as well as teaching the concepts of

¹ Muhaimin, *Paradigma Pendidikan Islam: Upaya Mengefektifkan Pendidikan Agama Islam di Sekolah*, (Jakarta: Kencana, 2011), hlm. 47.

² Kunandar, *Guru Profesional: Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP)*, (Jakarta: RajaGrafindo Persada, 2013), hlm. 70.

³ Wright, Andrew et al., *Games for Language Learning*, (Cambridge: Cambridge University Press, 2006), hlm. 1-5.

⁴ Zuhairini, *Metodologi Pendidikan Agama Islam*, (Jakarta: Bumi Aksara, 1993), hlm. 93.

⁵ Weli Artensia Atanani, "Peran Organisasi Al-Uswah Dalam Pembinaan Akhlak Santri Di Pondok Pesantren Wali Songo Ngabar Ponorogo" (PhD Thesis, IAIN Ponorogo, 2024), <https://etheses.iainponorogo.ac.id/27639/>.

monotheism and social responsibility by strengthening noble morals and character in facing global challenges.⁶

Tarbiyatul Muallimat Al-Islamiyah Wali Songo Ngabar Ponorogo, as an institution for training female teachers, has a strategic responsibility in preparing a generation of educators who are intellectually and spiritually superior. Fifth-year students, as students in the final stage before teaching practice, need intensive strengthening of their pedagogical competencies. However, this strengthening process cannot be done conventionally alone. Innovative programs are needed that can balance theoretical, practical, and spiritual aspects in the learning process so that their pedagogical competencies are fully developed.⁷

This study aims to analyze the effect of the Language for Fun and Al Uswah programs on improving the pedagogical competence of fifth-grade students. As mentioned by a previous researcher, Weli Artensia (2024) explained in his research the role of the Al-Uswah Organization in character building.⁸ The main focus is on how both programs contribute to mastery of teaching methods, communication skills, classroom management skills, and exemplary behavior in shaping Islamic educators' character. This approach is in line with the principles of sustainable Islamic education, which emphasizes the simultaneous sustainability of values, scholarship, and social influence.⁹

Thus, this study is expected to contribute theoretically and practically to the development of a pesantren learning model based on the integration of Islamic values and modern pedagogical approaches. The findings of this study are not only important for curriculum development at Tarbiyatul Muallimat Al-Islamiyah, but can also serve as a reference for other Islamic educational institutions that are striving to strengthen the pedagogical competencies of their students as future educators.

Method

The research method used in this study employed a quantitative comparative design with an ex post facto approach, which is an approach used to examine events that have already occurred and then analyze the pedagogical competence of fifth-grade students in the context of sustainable Islamic education.¹⁰ In this case, the researcher wanted to find out the difference in pedagogical competence between students who participated in the Language For Fun and Al Uswah programs and students who did not participate in these programs. This study did not use pretest and posttest because the program had already been running previously, and the researcher only measured the final

⁶ "Upaya Peningkatan Pendidikan Berkualitas Di Indonesia: Analisis Pencapaian Sustainable Development Goals (SDGs) | Jurnal Basicedu," accessed October 15, 2025, <https://jbasic.org/index.php/basicedu/article/view/3296>.

⁷ Hasan Langgulung, *Pendidikan Islam dan Perkembangannya di Dunia Islam*, (Jakarta: Pustaka Al-Husna, 1989), hlm. 122.

⁸ Artensia Atanani, "Peran Organisasi Al-Uswah Dalam Pembinaan Akhlak Santri Di Pondok Pesantren Wali Songo Ngabar Ponorogo."

⁹ Azra, Azyumardi, *Pendidikan Islam: Tradisi dan Modernisasi Menuju Milenium Baru*, (Jakarta: Logos, 1999), hlm. 111.

¹⁰ Dini Enzeli Syaputri Pohan et al., "Pengaruh Model Pembelajaran Project Based Learning (PjBL) Terhadap Hasil Belajar Siswa Pada Pembelajaran Fiqih Kelas IX di MTS Negeri 1 Tapanuli Tengah," *EDU-RILIGIA: Jurnal Ilmu Pendidikan Islam dan Keagamaan* 8, no. 1 (2024), <https://doi.org/10.47006/er.v8i1.19662>.

results of student involvement in the program. Therefore, the design used was a posttest-only group design, in which measurements were taken once after the treatment took place.¹¹

Population and Sample

The population in this study was all fifth-grade students at Tarbiyatul Mu'allimat Al-Islamiyah Wali Songo Ngabar Putri who had been teaching in the current semester. Sampling was conducted using purposive sampling, which is a sampling technique based on certain criteria relevant to the research objectives.¹² The first sample criteria were fifth-grade students who actively taught the Language For Fun program and fifth-grade students who actively taught the Al-Uswah program. The sample size for this study was 100 people, with 50 students teaching Language For Fun and 50 students teaching Al-Uswah. This number was considered representative for statistical analysis and provided an overview of the program's effect on students' pedagogical competence.

Research Design

Data collection in this study uses a questionnaire developed based on indicators of discipline and pedagogical competence identified through a review of existing literature. To ensure validity and reliability, this tool will undergo testing before being distributed to respondents. Next, the second stage will focus on data collection. The verified questionnaire will be distributed to all Language For Fun and Al-Uswah teachers who are respondents in this study. Respondents will be asked to evaluate how the program contributes to the development of sustainable Islamic education and their proficiency in designing and implementing effective teaching strategies.

In the third stage, data analysis will begin with descriptive data that will be processed to present an overview of the Language For Fun and Al-Uswah programs and the pedagogical abilities of students in designing the learning curriculum based on Islamic education values. This study uses a data collection instrument in the form of a questionnaire using a 1-5 Likert scale with 10 questionnaires for each variable distributed to 50 Language For Fun teachers and 50 Al-Uswah teachers. After distributing the questionnaires, the researcher conducted validity and reliability tests to ensure that the questionnaires were correct and valid. The results of the validity test are written in the following table:

Table 1. Validity Test of the Three Variables

No	Language For Fun (X ₁)			Al-Uswah (X ₂)			Student Pedagogical Competence (Y)		
	r _{hitung}	r _{tabel}	Description	r _{hitung}	r _{tabel}	Description	r _{hitung}	r _{tabel}	Description
1	0,311	0,281	Valid	0,319	0,281	Valid	0,281	0,196	Valid
2	0,394	0,281	Valid	0,336	0,281	Valid	0,237	0,196	Valid
3	0,148	0,281	Invalid	0,300	0,281	Valid	0,499	0,196	Valid
4	0,393	0,281	Valid	0,185	0,281	Invalid	0,441	0,196	Valid

¹¹ Ummu Kulsum, "Pengaruh Pendidikan Akhlak terhadap Perilaku Santri di Pondok Pesantren Ash-Shiddiqiyah," *Jurnal Qiroah* 11, no. 2 (2021): 50-64, <https://doi.org/10.33511/qiroah.v11n2.50-64>.

¹² Dyah Nirmala Arum Janie, *Statistik Deskriptif & Regresi Linier Berganda Dengan SPSS*, n.d.

No	Language For Fun (X ₁)			Al-Uswah (X ₂)			Student Pedagogical Competence (Y)		
	r _{hitung}	r _{tabel}	Description	r _{hitung}	r _{tabel}	Description	r _{hitung}	r _{tabel}	Description
5	0,183	0,281	Invalid	0,489	0,281	Valid	0,495	0,196	Valid
6	0,461	0,281	Valid	0,606	0,281	Valid	0,431	0,196	Valid
7	0,026	0,281	Invalid	0,445	0,281	Valid	0,222	0,196	Valid
8	0,087	0,281	Invalid	0,476	0,281	Valid	0,524	0,196	Valid
9	0,136	0,281	Invalid	0,502	0,281	Valid	0,272	0,196	Valid
10	0,145	0,281	Invalid	0,514	0,281	Valid	0,111	0,196	Invalid

The data above shows that the questionnaire is valid, as indicated by the r_{hitung} being greater than r_{tabel}. Once validity has been established, classical assumption testing is conducted as a bridge to regression analysis to measure the extent to which the two programs influence students' pedagogical competence. Multiple linear regression analysis will be used to identify the impact of the Language For Fun and Al-Uswah programs on students' pedagogical competence in the context of sustainable Islamic education.

The final stage will involve interpreting the research results. A comprehensive analysis of the research results will be conducted using tables and narrative analysis to provide in-depth insights into how Language For Fun and Al-Uswah affect students' pedagogical competence. The implications of the research findings will be discussed in the context of improving teaching and training strategies for Arabic teachers. The conclusions drawn from this study will contribute significantly to our understanding of the Language For Fun and Al-Uswah programs in improving the pedagogical competence of fifth-grade students at Tarbiyatul Mu'allimat Al-Islamiyah Wali Songo Putri Ponorogo in the context of sustainable Islamic education.

Results

This study examines two independent variables, namely the Language For Fun and Al-Uswah programs, and one dependent variable, namely student pedagogical competence. This research was conducted at Tarbiyatul Mu'allimat Al-Islamiyah Wali Songo Putri Ngabar Ponorogo. In the process of multiple regression analysis, classical assumptions were first tested, namely heteroscedasticity, normality, and multicollinearity, with the aim of ensuring that the regression model was valid and reliable and to test the feasibility of the regression analysis to be performed. The normality test was conducted to determine whether the distribution of residual/difference values was normal or abnormal. Data can be said to be normal if the significance value is greater than 0.05 (P>0.05) and vice versa.¹³

Tabel 2. Normality Test Variable X₁ and X₂

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		50
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.77090984

¹³ Novia Yanti, *Pengaruh Pendidikan Dan Pelatihan Terhadap Peningkatan Sumber Daya Manusia Pada Dinas Pertanian Provinsi Sumatera Selatan*, 4 (2022).

Most Extreme Differences	Absolute	.090
	Positive	.071
	Negative	-.090
Test Statistic		.090
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

From the normality test above, it is stated that Language For Fun (X1) and Al-Uswah (X2) in the Kolmogorov Smirnov column have a significance of 0.200. If the significance value is greater than 0.05, it is said to be normal, thus $0.200 > 0.05$. Therefore, variables X1 and X2 are normally distributed. After the normality test, a multicollinearity test was conducted to ensure that there was no intercorrelation or collinearity between the independent variables in a regression.

Table 3. Multicollinearity Test Variable X₁ and X₂

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	18.935	7.931		2.387	.021		
	Language For Fun	-.222	.241	-.119	-.921	.362	.981	1.019
	AL-Uswah	.547	.148	.479	3.702	.001	.981	1.019

a. Dependent Variable: Pedagogi

In the "Coefficients" output table in the "Collinearity Statistics" section above, it can be seen that the Tolerance value for the variables Language For Fun (X1) and Al-Uswah (X2) is 0.981, which is greater than 0.10. Meanwhile, the VIF value for both variables is $1.019 < 10.00$. Based on the decision criteria in the multicollinearity test, it can be concluded that there is no multicollinearity in the regression model. After the two classical assumptions were made, a heteroscedasticity test was used to determine whether there was a difference in residual variance in the linear regression model from one observation to another, using the Glesjer test so that the independent variables of the regression with the absolute value of the residual (ABS_RES).¹⁴

Table 4. Heteroscedasticity test of variables X₁ and X₂

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.430	5.069		-.479	.634
	Language For Fun	.072	.154	.068	.469	.641
	AL-Uswah	.099	.094	.152	1.050	.299

a. Dependent Variable: ABS_RES

¹⁴Yanuar Eko Saputra, *THE APPLICATION OF PROJECT BASED LEARNING (PjBL) MODEL TO IMPROVE LEARNING ACTIVENESS AND RESULT STUDY CONTROLS SYSTEM ENGINEERING IN CLASS XII I E13 SMKN3 WONOSARI*, 2016.

In the “Coefficients” table, the significance values for variable X1 and X2 are 0.641 and 0.299, respectively. Since the significance values of both variables are greater than 0.05, based on the decision criteria in the Glesjer test, there is no evidence of heteroscedasticity in the regression model.

The Effect of the Language for Fun (X1) and Al Uswah (X2) Programs on the Pedagogical Competence of Grade V Students at Tarbiyatul Muallimat Al-Islamiyah in the Context of Sustainable Islamic Education

Based on the research results, the main objective of this study was to identify the significant effect of the Language For Fun and Al-Uswah programs on the pedagogical competence of fifth-grade students at Tarbiyatul u'allimat Al-Islamiyah Wali Songo Putri in the context of sustainable Islamic education. This study used SPSS version 25 statistical analysis tools to process the data and produce more convincing findings. Calculations using SPSS show a significant correlation between the Language For Fun and Al-Uswah programs and students' pedagogical competence. These findings not only provide insight into the extent of students' pedagogical competence in the context of sustainable Islamic education, but also serve as a basis for improvement and development of the Language For Fun and Al-Uswah programs. Based on SPSS calculations, the results are as follows:

Tabel 5. Multiple linear regression results between Language For Fun (X1) and Al-Uswah (X2) on Student Pedagogical Competence (Y)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.935	7.931		2.387	.021
	Language For Fun	.222	.241	.119	.921	.362
	AL-Uswah	.547	.148	.479	3.702	.001

a. Dependent Variable: Pedagogical

Based on the analysis results in Table 5, there is data showing that the constants and coefficients in the multiple linear regression equation are obtained from column B. Therefore, the regression equation can be formulated as follows: $Y = a + b_1 X_1 + b_2 X_2$ or in more detail, $Y = 18.935 + 0,222X_1 + 0,597X_2$. Both coefficients are positive, namely 0.222 and 0.597, indicating that the Language For Fun and Al-Uswah programs significantly influence students' pedagogical competence in the context of sustainable Islamic education. The analysis results also show that every 1% increase in the discipline variable causes a 0.222 increase in the Language For Fun variable. Meanwhile, a 1% increase in the Al-Uswah variable causes an increase of 0.597. Thus, it can be concluded that this study states that the pedagogical competence of fifth-grade students can be honed and skilled in developing the curriculum and creating interesting teaching modules in the context of sustainable Islamic education by balancing science and language through the Language For Fun and Al-Uswah programs.

After the regression results were obtained, an F test or Simultaneous Test was conducted to investigate the relationship between the independent variables, namely Language for Fun and Al-Uswah, and the dependent variable, namely students' pedagogical competence. This test aimed to provide a deeper understanding of the extent to which the two independent variables influenced the dependent variable. The test results showed a significant relationship between

Language for Fun and Al-Uswah and students' pedagogical competence. Statistical analysis using the F test provided a more comprehensive understanding of the simultaneous impact of these two factors. These findings reinforce the understanding that the Language for Fun and Al-Uswah programs can develop students' pedagogical competence in shaping a curriculum in the context of sustainable Islamic education.

Tabel 6. F Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	205.732	2	102.866	6.939	.002 ^b
	Residual	696.768	47	14.825		
	Total	902.500	49			
a. Dependent Variable: Pedagogi						
b. Predictors: (Constant), AL-Uswah, Language For Fun						

The table above shows that the significance value (sig.) obtained is 0.002. With a sig. value smaller than 0.05, the null hypothesis (H₀) can be rejected. The conclusion that can be drawn from this study is that there is a significant influence between Language For Fun and Al-Uswah on the pedagogical competence of fifth-grade students in the context of sustainable Islamic education at Tarbiyatul Mu'allimat Al-Islamiyah Wali Songo Putri Ponorogo. These findings indicate that Language For Fun and Al-Uswah play a crucial role in developing students' pedagogical competence, especially in the context of sustainable Islamic education. Therefore, student assistance in developing the Language For Fun and Al-Uswah curriculum is necessary for student pedagogical development with the aim of improving student quality and program success.

After the F test, the next step involved analyzing the Coefficient of Determination to measure the extent to which the variables of Language For Fun and Al-Uswah influenced students' pedagogical abilities. The following are the results of the coefficient of determination analysis:

Tabel 7. Test Coefficient Of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.477 ^a	.228	.195	3.850
a. Predictors: (Constant), AL-Uswah, Language For Fun				

From the table above, it can be seen that the coefficient of determination (r-square) value is 0.228. This value can be explained by the fact that after the calculation was performed, the F value obtained was 6.939, while the F value in the table with a degree of freedom of 2 and a significance level of α (0.05) was 50. Therefore, $F (6.939 > 4.047)$, so H₁ is accepted and H₀ is automatically rejected. Looking at the significance value, it can be concluded that $\text{sig} < 0.05$ ($0.000 < 0.05$). In other words, the results of this test show that there is a significant effect of the coefficient of determination (r-square) of 0.228. This value can be defined as 22.8% of the variables for student pedagogical competence being influenced by these variables, while the remaining 77.2% are influenced by other variables not included in this study.

Discussion

Based on the results of calculations and research using SPSS, it is stated that the results of this study show a positive and significant relationship between the variables Language For Fun (X1) and Al-Uswah (X2), as evidenced by the partial t-test calculation ($2.387 > 2.010635$) and the sig value ($0.021 < 0.05$). This means that the rejection of the null hypothesis (H_0) against the alternative hypothesis (H_1) is accepted. From the above description, it is known that Language For Fun (X1) and Al-Uswah (X2) have a positive influence on students' pedagogical competence in the context of sustainable Islamic education. This can be interpreted as meaning that educational methods based on values and role models are more effective in instilling moral and ethical principles that form the basis of pedagogical competence, especially in the context of Islamic education. According to social learning theory (Bandura 1986), education that emphasizes positive observation and imitation of behavior has a significant impact on the development of students' social skills and attitudes. In the context of Islamic boarding schools, students learn not only from theory but also through real-life examples in their daily lives.

On the other hand, Language for Fun contributes significantly to improving students' cognitive abilities and communication skills. Based on Piaget's constructivism theory (1973), which states that knowledge is developed through active learning, this program teaches Arabic and English using interesting and collaborative methods. Through interactive activities and bilingual curriculum development, students can creatively integrate language knowledge with Islamic and scientific knowledge. This is also in line with Kolb's (1984) concept of experiential learning, which emphasizes the value of silent learning in education. This study also supports previous research by Weli Artensia (2024), which states that the Al-Uswah program is effective in improving the discipline and character of students. In addition, the results of this study are also in line with the findings of Rahmawati (2022), which show that activity-based learning (fun learning) can increase student motivation and engagement in language learning. Thus, the findings of this study indicate that the integration of creative and Islamic principles produces the best results in developing pedagogical competence.

The Language For Fun program has a positive impact on students in the formation of professional teachers. With guidance in creating interactive curricula, microteaching processes prior to teaching students, and the addition of interesting games. This is in line with the Sustainable Development Goals (SDGs) in SDG 4. In this case, students incorporate the values of science education in language that can improve students' intelligence and thinking skills. Al-Uswah is a program that instills good character in students. The curriculum development process involves using Islamic texts as references to create a good curriculum that is appropriate and does not deviate from Islamic teachings. Al-Uswah is a program and also an organization that continuously guides students in maintaining good manners and provides solutions to women's issues. The curriculum developed by the students consists of interesting learning materials and methods, so that students do not get bored or distracted during the learning process.

Both programs have positive aspects, especially in the context of continuous Islamic education. Language For Fun 1). Increases interest and motivation in learning languages. 2). Makes students more confident in using foreign languages. 3). Encourages students to be active, creative, and collaborative,

while Al-Uswah 1). Shaping students' Islamic attitudes and behavior. 2). Increasing moral and ethical awareness in learning. 3). Encouraging the sustainability of Islamic values in everyday life. With this program, it is hoped that the learning process will be academically effective, interesting and enjoyable for students, and profound in instilling Islamic values, especially in the morning learning materials that are repeated through these two programs. This is in line with the long-term goals of Islamic education, namely to produce a generation that is intelligent, moral, and spiritually and socially responsible.

The implications of this study's findings are that the pesantren education model must continue to strengthen the relationship between academic learning and Islamic studies. Programs such as Language for Fun and Al-Uswah are important strategies in creating a comprehensive Islamic education system in which students not only have intellectual curiosity but also noble personalities. The development of an integrative, innovative, and contextual pesantren education curriculum in line with the demands of the times can be used as an example of the implementation of these two programs. However, this study has several limitations. First, the *ex post facto* approach used did not allow researchers to fully control the independent variables, so the relationship found was associative, not causal. Second, data collection using questionnaires can lead to subjective bias from respondents. Third, the scope of the study only covers one educational institution, so generalizations are still limited. Therefore, further research using a mixed methods design is recommended in order to gain a deeper understanding through qualitative data from direct observation and interviews, as well as expanding the sample to include several other Islamic boarding schools.

Conclusion

Language For Fun and Al-Uswah have a positive impact on the pedagogical competence of fifth-grade students in the context of sustainable Islamic education. This conclusion was reached through a partial t-test with a calculated $t > \text{table } t$ ($2.387 > 2.010635$) and $\text{sig } (0.21 < 0.05)$. With these results, H_0 is rejected and H_1 is accepted. This means that there is a significant influence between Language For Fun and Al-Uswah on students' pedagogical competence. Through multiple linear regression testing, it was found that the F test was $6.939 > 4.047$ with significance < 0.05 ($0.000 < 0.05$). Thus, looking at the coefficient of determination value, 22.8% of the Language For Fun and Al-Uswah programs influence students' pedagogical competence in the context of sustainable Islamic education.

At the same time, both programs mentioned above contribute significantly to the development of students' pedagogical skills, which improve their ability to manage the learning process, teach, communicate effectively, and uphold moral and spiritual principles in educational activities. The results of the study show that Islamic education can reach its full potential through a combination of modern educational innovation and Islamic law studies. Thus, Language for Fun and Al-Uswah can be considered complementary educational models that improve the skills of prospective student educators. This research provides a theoretical contribution to the development of a holistic Islamic education model and practical recommendations for Islamic educational institutions to continue integrating creative thinking and Islamic principles into the learning process.

Acknowledgements

The researchers would like to thank all parties involved and who have provided support in the preparation of this journal. In particular, the researchers would like to express their appreciation to the language and childcare departments for providing information about the Language For Fun and Al-Uswah programs, as well as the 5th grade students who contributed to the preparation of this journal.

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