

## Developing EASPod as a Medium for English Academic Speaking for *Mahasantri*

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### Abstract

This research aims to develop EASPod to enhance students' speaking skills through podcasting. This development research employed ADDIE model namely Analyze, Design, Develop, Implement, and Evaluate. The subjects were 36 students or *Mahasantri* in the third semester, Department of English Language Teaching, University of Darussalam (UNIDA) Gontor. Data collection technique in this research was questionnaires, observation, pre- and post- test (podcasting 1 and podcasting 2) while the data analysis technique is descriptive and inferential statistics. The result is to produce audio and video podcasts to improve students' spoken skills in the academic field producing types of academic English conversation. The development of EASPod has been implemented in the English Language teaching department in producing academic-speaking podcasts. This Application is also gaining valid criteria from the experts. The potential effect of this implementation is students' improvements in speaking skills proven by the Average score of speaking post-tests were higher than its pre-test. They increased by 6,64 %. p Value is 0,000. If significant value (p) less than 0,05, it indicated improvement between podcasting 1 and podcasting 2. These activities also rise students' confidence and students' accuracy of vocal use and articulation in practicing academic speaking. It means that podcasting in EASPod has been successfully applied in supporting English Academic Speaking for university students in *Pesantren* (Islamic Boarding) Based-University.

Keywords: Academic Speaking; EASPod; *Mahasantri*.

The advances in technology have had a major impact on learning systems around the world. Now, the existence of technology is assumed beneficial tool in supporting students to learn effectively and efficiently. The learning process becomes more interactive and interesting (Yosephin et al., 2020). Several technologies have developed in education including the use of computers, the internet,

and learning software such as podcasts.

Podcasts are digital audio content that is produced in a similar way to radio, however, it generally can only be accessed via the Internet (Rosell-Aguilar, 2015). Podcasts are in the form of dialogues or monologues that have a narrator or presenter and are filled with specific topics such as daily activities, education, academic sports, music, and politics (Sheylani

& Pourhosein, 2021).

Podcasts can be accessed via a podcast application on a smartphone or by downloading audio files on the internet. Listening to podcasts is considered to teach listeners about new things and open up different points of view. People are interested in listening to and producing their own podcasts as well as providing information, speaking on certain topics, giving examples, and providing exercises to listeners (Fardavoodi et al., 2020).

In developing speaking skills, podcasts can support listeners practice speaking foreign languages, especially for practicing pronunciation, intonation, ways of speaking, and natural rhythms (Indahsari, 2020). Regarding to this, podcasts also assist the listeners understand how to speak academically in the target language (Yoestara, 2019). Speaking skill is an interactive process consisting of producing and receiving information orally (Radhiyani, 2018). While academic speaking is a speaking skill presented in a standard language. students are assumed to have mastered the skills of speaking and speaking English academically and fluently (Ningrum, 2022). Furthermore, podcast media is considered suitable to facilitate students to learn academic speaking because it has a wide choice of topics so that listeners can choose topics of interest and according to learning needs (Alfa, 2020).

It started that the use of types of podcast dominantly applied in receptive language skill such listening (Fachriza, 2020). In line with this, Syahabuddin (2021) argued that Podcasts help students to boost listening competence. This study shows that developing English listening skills can be improved with podcasts. In one hand, video podcast boost students' motivation in understanding listening material among young learning (Yaacob, 2021). In addition, Podcasts play an important role in education planning. Podcasts can also enhance mixed and active learning strategies in curriculum planning (Moore, 2022). This is shown by the podcast supporting active learning and

expressing students' idea to create dialogue and monolog in education field.

Moreover, podcast has an influential for the students' trigger in learning activities. Podcasting raises motivation in joining classroom among students about their listening comprehension (Suzani, 2020). This signifies that podcasts can be used not only as material for improving listening skills, but also as a media to drive students' mental in learning. Related to students mental and behavior, the utilization of technology of podcast force students' learning habit. The use of podcast media can promote language skills such English Speaking. It used as an additional reference according to student learning styles (Yiemkuntitavorn, 2021). Then, the teacher will apply appropriate learning approach that integrated with podcast in achieving learning target in reaching the learning objectives in English speaking.

It was believed that the essential of English academic speaking in university level becoming a main part to support students' competences in many fields. Speaking is a method of conveying thoughts that have been collated and developed with the listener's needs in mind. This is the most fundamental type of human communication that is used in daily life (Mantra, I. B. N., Astawa, I. N., & Widiastuti, 2018).

Additionally, Academic speaking ability is playing crucial role for students to effectively communicate in spoken language. while combined with other types of language skill, like listening, reading and writing. (Tridinanti, 2018)

Academic Speaking is probably similar to other academic courses, which need to be taught in a common tongue. The learners are expected to have mastered speaking abilities and be able to communicate intellectually and fluently in English before enrolling in an academic speaking course. As a result, presentations make up the majority of Academic Speaking exercises. Students should be confident in their ability to convey the topic

during the presentation in addition to having prepared the necessary materials. Sadly, not all pupils have the confidence to speak in academic settings. (Ningrum, 2022).

However, Students report a number of factors that contribute to their inability to develop their oral communication, including their fear of making mistakes in front of their peers and the audience, a lack of confidence, a lack of ideas, and challenging subjects. When learning a foreign or second language, factor speaking predominates. Teachers typically place a strong emphasis on speaking in order to encourage students' effective communication skills since speaking helps people develop their interpersonal skills, personalities, and characters. (Rao, 2018). Students had trouble speaking English due to psychological issues (such as anxiety, a fear of making mistakes, and a lack of confidence), linguistic issues (such as a lack of vocabulary, grammar, expressions, and sentence structure), and environmental issues (such as a lack of learning context for English conversation). (Shen, M., & Chiu, 2019). Moreover, Lack of general knowledge, a lack of speaking practice, a fear of making mistakes, a lack of word and grammatical practice, a lack of desire, a lack of engagement, a lack of interest in reading, shyness, and a lack of use of dictionaries are some of the factors creating speaking difficulties. anxiety, aversion to criticism, and difficulty pronouncing new phrases (Jaya et al., 2022).

Thus, to teach students how to feel at ease and confident when speaking in front of an audience, teachers may employ a variety of media for the final assignment in academic speaking classes, including posters and papers.. (Tarigan, R., 2021). These may be strategies to motivate the learner in practicing English Academic speaking.

Students can practice speaking English with other students in academic speaking sessions by posing and answering questions about the subject being covered. As a result, academic speaking classes help students develop their public speaking abilities and give

them the best possible exposure to academic speaking opportunities. The problem presented in academic speaking lessons is that speaking is the most difficult ability to master in the ESL/EFL teaching context (Menggo, 2019). Additionally, academic speaking is the ability to precisely express thinking, idea, or opinion toward interlocutors in a formal setting.

In this study, the limited sources of material and media to support academic speaking as well as the low ability of academic speaking for *santri* (Islamic Boarding Students) are factors that hinder users from improving their language skills especially in academic field. Whereas, their speaking context for the students of University of Darussalam Gontor should be integrated with Islamic term for their daily communication.

This research focused on second year-students that concern on English Language Teaching Department, University of Darussalam Gontor . These students study and live in dormitories (a boarding school system). The activities of *Mahasantri* at the university with a dormitory system are holistic in nature (Saifulloh, 2022). These are integrated with the Islamization of science and are required to speak Arabic and English (Fachriza et al., 2022). With the development of podcasts as learning media, it is considered capable of helping *Mahasantri* to train students' academic speaking. In addition, the use of podcast media for learning English that has implemented in daily learning was still focuses on listening skills. Moreover, the students' difficulties in developing vocabularies, students' weak pronunciation, less accurate grammar use, less smooth speech, low of speaking achievement score and motivation were becoming research need analysis. Thus, researchers assume that there is a need to develop podcast application to facilitate users in developing English academic speaking for the university students who stay in Islamic dormitory system.

Furthermore, the research focuses on the development of podcasts as learning media for English Academic Speaking for

*Mahasantri*. In addition, the objective of this research is to gain the prototype of material in English Academic Speaking based on podcast platform (EASPod Application). Besides, it also to identify the effectiveness of podcast media in enhancing students' academic speaking skill both in participation and achievements. The development of the podcast technology is considered capable of helping students to master English, especially in improving academic speaking skills. To support this, audio and video podcasts will be produced in the form of monologues and dialogues to enhance academic speaking.

### Method

This study employed development research model. The ADDIE development model was chosen as the research design. This include Analyze, Design, Develop, Implement, and Evaluation (Branch, 2009). This development model applies to build basic performance in learning, such the concept of developing a learning product design (Hidayat et al., 2021).

This research was customized with the product that will be developed. It focused on developing podcast as a media in English Academic Speaking for *Mahasantri* in *Pesantren* (Islamic Boarding) Based-University, University of Darussalam (UNIDA) Gontor. The following are stages in its implementation. The first is analyzing. These involve Collecting information to determine learning needs related to academic speaking materials by using podcasts. Then, Identifying the causes of problems in learning academic speaking and designing strategies to be used so that the development of podcast media can be a solution. The second is designing. These are verifying the results of the learning objectives and determining the strategy to be applied in the development of podcast media for learning academic speaking; Determining the material topics that will become teaching materials that have been adapted to the learning objectives of the academic speaking course.; Arranging

material according to predetermined topics and determining conversation models to be used such as monologues or dialogues.

The third is developing. This phase divided into four activities. Developing and validating learning resources or references as well as develop materials and supporting strategies needed. Developing the type of podcast that will be used based on the material prepared in the fourth and fifth steps. At this stage the researcher develops a conversation design that will be uploaded on the audio podcast to determine the quality and clarity of the sound so that it can influence listeners' understanding of the material content; examining initial product field to validate the product involving experts in academic speaking. Media experts (podcasts) and users. revising the initial product to create the main product in accordance with input from expert evaluators and prospective users and re-tested research subject.

This is the crucial steps that decisive the successful of producing the audio content. at this stage, the researcher really plans everything in detail before the prototype is examined. Then, all components of the learning environment are developed. the environment is prepared for the exam. At this stage, the data collected for media needs is managed using the Podcast application to produce Audio media. The researcher validates with three experts to test the feasibility of the media to be used in speaking material with a measuring instrument in the form of a questionnaire. after which the researcher will evaluate and know the feasibility of the previous media

The next steps are Implementing. These are preparing a learning atmosphere that is in accordance with the objectives of developing podcast media in teaching academic speaking. Testing primary product field to evaluate the effectiveness and attractiveness of audio and video podcast products. Products that have been tested concerned to the aspects of practicality, effectiveness, and validity so that the final product is worthy of being used as a

measurable test tool.

The last is Evaluating. These include assessing the effectiveness of quality on products and the process of implementing podcast media in learning speaking. Then, revising major product aimed to the finalization operational products.

**Technique of Data Collection**

This research employed both qualitative and quantitative data. Qualitative data were obtained from observations and interviews, It was because that the observations and interviews need appropriate interactive approach which crucial to achieve actual attitude of something we examine especially from respondents (Winola, 2021). The respondents were asked to answer several questions about the developing of English academic speaking using podcast media. on the developed web. The validation results are from material experts and media podcast experts. In addition, quantitative data was obtained from the pretest and post-test (Juleha et al., 2019) scores of the students’ speaking abilities as well as the results of the students’ speaking performance rubric which were converted into 4 aspects ; pronunciations, grammar, vocabularies, fluency (Brown, 2004).

**Technique of Data Analysis**

The technique of data analysis in qualitative data used data reduction. Data reduction was choosing the main points, summarizing, focusing on what was important, looking for themes, discarding unimportant information obtained during interviews (Zein, 2017). The second step was presenting data. Then the next step is to draw conclusions or verification. This conclusion can be temporary and will change if strong evidence is not found at a later stage. But it was possible if the conclusions can answer the problem formulation that has been formulated at the beginning

In quantitative data, the analysis used descriptive statistics. (Vong & Kaewurai, 2017).

In addition, this research also employ paired sample T-test to identify significance value between pre-test and post-test (Ahmad, 2016). Thus, the students’ differences in developing their academic speaking skill by using podcast media from the result of Pre and post- test (Podcasting 1 and 2) that will be appear after analyzed by statistical data.

**Results and Discussion**

This research employed development research which applied ADDIE (Analyze, Design, Develop, Implementation, and Evaluation) method. This concerned to develop EASPod (English Academic Speaking Podcast) as a media to facilitate 36 English Department students of University Darussalam Gontor as *Pesantren* Based- University to increase their speaking in academic field.

The first steps, the researcher conducted validation on Podcast application (EASPod) that implemented by the students in Academic speaking class. It was analyzed according Content Validity, Application validity and Language use. It can be shown in Table 1 below.

Table.1 Validation of Podcast Application

Product	EasPod ( English Academic Speaking Podcast)
Content Validity	87
Application Validity	85
Language Use	90
Score Average	87.33
Criteria	Valid
Conclusion	This Application is Appropriate to be Implemented in supporting English Academic Speaking

According to this table, it can be analyzed that the content validity gain scores 87, Application Validity gain 85 and 90 for Language use. Then, based on the score averages, the media and language experts decided that this application reached 87,33 points. It means that the EASpod Application is appropriate to be implemented in facilitating students’ English Academic Speaking in the subject of English for academic purposes.

In addition, the researcher described the level of students' comprehension and activeness during implemented podcasting in their speaking class. It was conducted twice that divided into podcasting 1 and podcasting 2.

Podcasting 1 was employed to identify students' speaking skill before the lecturer giving treatment in technique of podcasting. Then, the Podcasting 2 was implemented after the lecturer explaining the steps in podcasting with strengthening the students' vocabularies developments, Fluency, Pronunciation and grammar use in applying Academic English through podcasting by 36 students of third semester, *Mahasantri* of English Department UNIDA Gontor. The score differences between Podcasting 1 and Podcasting 2 can be explained into Table 2 below.

Table 2. Scores of Podcasting 1 and 2

Number of Students	Score Averages	Categories
36	Podcasting practice 1	69.33 Fair
	Podcasting Practice 2	75.97 Good

According to the table 2, it can be shown that average scores that achieved by the *Mahasantri* in Podcasting 1 gains 69,33 with Fair Category. Then, the *Mahasantri* attain 75,97 in podcasting 2 with Good category. According to the result, the score average between podcasting 1 and 2 increase 6,64 points.

Based on the statistical calculation with Paired sample T Test, the scores of Podcasting 1 and Podcasting 2 achieve significant value (p) 0,000. It means that if the significant value (p) is less than 0,005 (  $p < 0,005$ ), it indicated p value included into high category. Moreover, it shows the differences result between podcasting 1 and podcasting 2. Thus, the implementation of EASPod gives beneficial for *Mahasantri* to develop their vocabularies, to Practice grammar, Fluency, Pronunciation and to comprehend the content of academic

topic in speaking activities so that Podcasting activities is feasible to be applied to support students' academic speaking in *Pesantren* Based University.

The researcher also analyzes the students' activeness during implementing podcasting to show their enthusiasm in developing academic speaking. This was needed to monitor technique on delivering speaking material through podcasting (Cahyaningrum et al., 2020) . It can be divided into students' confidences, students' mastery in academic topic, students' intonation, vocal and fluency. This can be shown in Table 3 below.

Table 3. Indicator of Podcasting Effectiveness

Students	Indicators	Total Scores	Averages	Categories
36	Confidences	1120.26	80.01	72% Students Active and Effective
	Mastery			
	Articulation			
	Intonation			
	Vocal Fluency			

According to these indicators, it could be proven that when the students practicing dialogue in pair that involved 14 group in pairs, the researcher analyzed their expression and how to applied the components in speaking activities. It showed that the average scores of the students' activeness was 80,01. It was Approximately 72% of students gain excellent scores. It means that the students were active viewed from their confidences, mastering topic and materials, the precision of articulation, intonation, vocal technique and fluency during implementing podcasting in academic speaking activities. the researcher assumed that the students quite enthusiast during implementing podcasting in speaking class.

This research begins with analyzing and observing at English for academic purposes materials that will be the subject of research. Speaking for academic purposes is a compulsory subject that must be taken in the third semester by students of the Department of English Language Teaching University Darussalam Gontor.. This course is structured

and adapted by the academic atmosphere and the vision of the mission already determined by Darussalam Gontor University, which is a university based on training, integrating science with Islamization and the development of the Qur'an language. So, the topic of speech in the English for academic speaking material should fit that all. In addition, the mention of students at this university is a *Mahasantri* where the entire activity of students in control by the *Kepengasuhan Mahasiswa* (field of housekeeping) including the use of daily language that is compulsory speaking Arabic and English. Therefore, the existence of academic speaking courses assessed can be a supporting part of the vision of training applied by the University of Darussalam Gontor.

In addition, the researcher also looked at the learning access that was already structured by the academic section and curriculum of the English Language Department of UNIDA Gontor. There are; Students are able to identify vocabulary When studying monologues and academic dialogues, students are capable of determining the main ideas in academic monologue and dialogue, students can know the topics in the academic speech and analyze and practice academic speaking in the conference forum.

Then, the researchers and their team decided materials in English for Academic Speaking that matched what was already set by the curriculum at the Department of English Language Teaching based on the Islamization of science and Islamic themes to be developed into materials in podcasts for academic speaking. Among them are Bullying, Job Interview, Islamic worldview, Prophet Tradition, Halal Lifestyle, *Birrul Walidayn*, Character Education, Woman Equality in Islam, *Ulil amri* Role in Society, Zakat for Poverty, Environment issue, Employment and enterpreneur, Beauty matter in Islam and Academic Matter in the digital era.

After determining the topic of speech in academic speaking, the researchers attempted to develop vocabulary and model dialogues or

monologues that match the already defined topic. The subjects are then given to 36 three-semester students of the department of English Language Teaching to be developed independently and evaluated by the researcher team by using assessment's speaking rubrics which involved pronunciation, Grammar, Fluency and Vocabularies that appropriate with media podcast used in speaking activities.

The next step is designing the model of dialog or conversations based on the speaking topic that decided by the researcher. These activities aimed to facilitate the students in practicing speaking whereas the students have a capacity to develop their own dialog. Thus, it was appropriate with the main purpose of this research in developing speaking material. This activity was continued by designing the model of podcast application or English Academic Speaking Podcast. It was started by deciding several features that can be used in developing their speaking. This was also assisting the students to know how far their capability in practicing base on the component speaking.

In development steps, the researcher provided the necessary features for teaching materials that need to be developed. The most important part of this development is the instructional development system. Such which consists technique in applying EASPod application as a learning media and tools to deliver materials as well as the technique of evaluation. It includes the content, features and language use that appropriate with the academic speaking materials.

At the implementation stage, researchers analyze the students 'practice of podcasting to academic speaking materials. students practice conversation or dialogue through the recording process based on a specified topic. In this practice, students should pay attention to aspects assessed in the conversation such as vocabulary development, grammar use, fluency and precision in pronunciation. the output of this implementation is audio recording. Then, students give additional back sound

and some features on their audio podcasts. Then, they upload the video and audio to the EASPod application through website decided by lecturer.

The next step is evaluating all process of podcasting activity. the process the analysis, designing, development and implementation all process, the evaluation process is necessary to evaluate podcasting activity. at this stage, the researchers evaluate the speaking component that has been set by giving a score to each student through the application EASPod. after in the rating, it turns out that the value obtained by the student only reaches the average value of 69,73. So the researcher needs information from media experts, content experts and linguists to evaluate and review the podcast application. Then, media experts suggest to add video upload features to analyze the expression of the students in practicing academic speaking. This aimed to see the enthusiasm and activity of students in applying English academic speech through the evaluation of students' confidences, expression, language mastery, vocal techniques and grammar accuracy.

According to the experts, EASPod application gain score 87,33. It was categorized valid. It means that this application was appropriate to be implemented for the students in practicing English Academic Speaking. However, there are several features as suggestions that need to be added in this application. According to the expert of material especially English Academic expert stated that the material or topic provided in application was good or applicable. It was because that those materials were in line with the curriculum and the learning outcome of English department Besides, all materials were current with the current issue which integrated with Islamic value that implemented in *Pesantren* Based University. However, the material or content expert suggested to enlarge the topic into 20 examples so that the students will be able to choose the topic base on the students' interest. Besides, the technique of speaking assessment should be referred to the principle of speaking

activities that emphasized to students' fluency and pronunciation (Baratova, 2023). This will assist the listener to identify the word or sentence by podcaster.



Figure 1. EASPod display in computer

In the other hand, language expert recommended to revise general word that provided in the EASPod application into specific word. The instruction word in the system should be clear This aimed to train the application user to broaden their vocabularies used for instruction.

In one hand, media application expert advised to add video upload features to give combination between audio and video podcast. In addition, the sound produced by the application should be clear because some sound that uploaded cannot be listened so that the sound quality needs to be increased include the sound speed and sound intonations. Furthermore, the researcher and team were starting to analyze the suggestions from the experts in the EASPod according to the validation scores to this application.

According to this, the researcher conducted podcasting 2 with analyzing students' expression. In these activities, the lecturer gave several treatments to emphasize students' comprehension related to the academic speaking topic. In addition, the lecturer also gave example how to practice a good speaking in podcast.

Finally, after conducting podcasting



2. The researcher analyzed students' scores to know students' improvement in practicing their speaking in podcasting 1. In fact, students showed their improvement in employing podcasting 2. They reach 75,97 for average scores. It increased 6,64 points than before. Moreover, podcasting 2 also motivated the students to be more enthusiast in joining the academic speaking class. It revealed by the score of activeness that reached 80,01 points. It means podcasting activity stimulated the students more effective and active in practicing English academic speaking class.

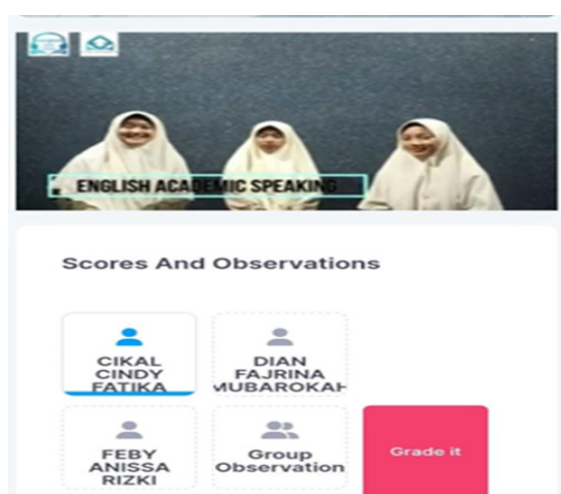


Figure 2. Scoring system on EASPod Application

The students' enthusiasm was also exposed by 36 student's perspective in implementing EASPod application viewed by speaking components such as developing vocabularies, pronunciation, Fluency and Grammar use that formulated into following statements

The first, 50% of 36 students expressed strong agreement that the academic topic given by the researcher meets the English Academic Purposes learning objectives while the rest agreed. The second, the number of respondents who expressed strong agreement that podcasting is the applicable medium to develop *Mahasantris'* academic speaking was 64.3%. Then, 78,6 % stated strongly agree that podcasting enables for *Mahasantri* to enrich vocabulary in dialogue on English academic

speaking materials and facilitates the students in training pronunciation in dialog on several topics English academic speaking. 21,4 % stated Agree. moreover, 60,7 *Mahasantri* stated strong agreement that podcasting activity facilitates *Mahasantri* to train of grammar accuracy in dialogue on several topics in English academic speaking. Moreover, it also assisted the students to train their fluency and coherent in developing dialogue on several topics on materials English academic speaking.

According to these descriptions, it can be concluded that podcasting activities were strongly accepted by the third semester students of English Department in *Pesantren* based University. Podcasting practice was believed to empower and develop their academic speaking especially in training their comprehension on academic topic (Purwadi et al., 2021). This case is including the technique of speaking such as fluency and pronunciation. Thus, the implementation of podcasting using EASPod application was applicable in supporting English academic speaking subject.

## Conclusion

According to the studies, the ADDIE model that had been implemented in developing podcast for English Academic speaking for *Mahasantri* revealed significant results. It was starting from the analysis both learning material and devices needed in arranging podcast application for academic speaking. Then, it was continued by Designing, Developing, Implementing and Evaluation the model of teaching media. Finally, English Academic Speaking Podcast (EASPod) was formulated as a research output.

In designing and developing steps, the researcher believed that a podcast is similar to a public library in that it delivers and facilitate academic resources directly to users' devices. It was because that podcasts are highly helpful in foreign language learning since they not only encourage students to study but also assist them improve their language skills (Suzani, 2020). The development of podcast in this study was

for facilitating students' English academic speaking podcast. EASPod allows students to interact in learning academic language. Moreover, it boosted students' academic speaking. They are becoming familiar with the topic which was in line with curriculum and the learning objectives of English for academic purposes course in English Department, UNIDA Gontor.

It was also supported by the score result of podcasting 1 and podcasting 2 while assessed by component of speaking such as vocabularies, Pronunciation, grammar and students' fluency. The score of Podcasting 2 was higher than the score of podcasting 1 after the lecturer of speaking course emphasize the component of speaking and technique conversation on podcasting. The were improvement 6,43 % podcasting 2 and 1.

Besides, the application of EASPod was believed as an applicable device in facilitating the *Mahasantri* in learning speaking for academic purposes. This tool was also reviewed by three experts that divided into three aspects (Content material, Language use and Media Features). These experts recommended that this device was valid and relevant for the learner to be used in improving academic speaking skill. The success of learning activities depends on a person's interest in learning since liking or hating things that are important to someone serves as a stimulant. by podcasting activities, the students feel enjoy in joining the class since the lecturer applied this device. Almost of the students expressed strong agreement if the EASPod becoming permanent media for the students in learning academic speaking.

Overall, the development of EASPod as a media of English speaking was acceptable for the students of English Department in UNIDA Gontor who stay in dormitory which whole of students' activities was integrated by Islamic value. Thus, the label of *Mahasantri* was assumed for them who focus on the learning objectives that determined by the *Pesantren* Based University.

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