

LEARNING MODEL OF SPEAKING SKILLS OF STUDENTS OF PONDOK PESANTREN MADINAH LABUHAN MARINGGAI EAST LAMPUNG BASED ON THE THEORY OF CONSTRUCTIVISM

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Abstract

A speaking skills learning model is a framework that integrates educational approaches, methods and technologies to achieve the goals of teaching Arabic speaking skills. The success of speaking skills education is assessed through various activities based on constructivist theory applied in related institutions. Informal language activities outside the classroom allow students to more easily absorb and understand the material, and encourage the improvement of speaking skills. This study aims to identify the model of learning speaking skills applied to Madinah Islamic Boarding School Lampung students and examine the teacher's efforts in supporting the application of the model. This research uses a field research method with a qualitative approach. Data were collected through observation, interviews, and documentation, then analyzed using the Miles & Huberman model which includes data collection, reduction, data presentation, and conclusion drawing. The results showed that Madinah Islamic Boarding School implemented various learning models, namely contextual learning models through daily communication in Arabic; quantum models with independent learning activities and additional lessons; cooperative models in the form of giving morning vocabulary, muhadatsah, and speeches; and problem-based models through Arabic language discussions. These learning models include characteristics of constructivism, such as orientation, exploration, reconstruction, deepening, and reviewing ideas. Teachers support learning by requiring the use of Arabic in daily life, establishing a language court, and creating a conducive language environment through the development of human resources, psychological environment, and Arabic language week. These efforts affect the formation of culture, learning atmosphere, motivation, and contextuality in learning speaking skills.

Keywords: *Learning Model, Speaking Skills, Constructivism Theory*

Introduction

The constructivism approach in Arabic language learning is specifically a psychological and philosophical foundation that views that learners can form and develop their understanding independently based on their experience and knowledge, in accordance with the stimuli provided by educators (Abd Razak & Mohd Rafy, 2022, p. 5).

The theory used as the basis for the development of the maharah kalam learning model is the theory of constructivism which views that language learning is a process where learners actively construct or build their abilities and knowledge (Harefa et al., 2024, p. 10).

In the context of language proficiency, constructivism theory emphasizes the importance of learners to master language skills gradually, both in terms of competence and performance. This approach encourages students to actively develop their abilities, because in constructivism, learners are required to build their own knowledge and skills through real experiences. This will help them understand and master the skills, especially in speaking (Nurdiansyah et al., 2022, pp. 18–22).

The learning model at Pondok Modern Madinah Lampung Timur has achieved the following learning characteristics: 1) Orientation, namely students are given the opportunity to develop motivation in learning a topic in learning mahārah kalām at Pondok Modern Madinah Lampung Timur. 2) Elicitation, namely students express their ideas by discussing, interacting in Arabic, making posters and so on. 3) Reconstruction of ideas, namely clarifying ideas with others, building new ideas and evaluating new ideas in learning mahārah kalām at Pondok Modern Madinah Lampung Timur. 4) Review, namely in applying existing knowledge and ideas need to be revised by adding or changing in learning mahārah kalām at Pondok Modern Madinah Lampung Timur. So that the theory of constructivism is feasible to be used as an analytical tool to examine the learning model of mahārah kalām at Pondok Modern Madinah Lampung Timur.

In this case, as Driver and Oldham's opinion which characterizes constructivistic learning, the principles of its actualization in learning are Orientation, Elicitation, Reconstruction of ideas and Review (Hamdayama, 2022).

Based on the results of the research conducted by Lubab & Al Ghozali (2023), it is clear that the model of learning speaking skills (mahārah kalām) based on constructivism theory shows strong relevance in improving students' ability and motivation. Based on the questionnaire distribution, 53.89% of students agreed that this method was able to motivate them with a high motivation category. This shows that a learning model that encourages students' active involvement can increase their motivation in learning, especially in speaking skills.

Looking at the success of the mahārah kalām learning model implemented in Pondok Modern Madinah Lampung Timur, this model is proven to have a positive effect on communication skills. Therefore, this approach can be an example for other educational institutions that want their students to be proficient in foreign languages.

Based on this background and the importance of the learning model in teaching mahārah kalām at Pondok Modern Madinah Lampung Timur and to support various existing activities, the author formulates research ideas related to the learning model of mahārah kalām at Pondok Modern Madinah Lampung Timur from the perspective of constructivism theory. Constructivism theory is expected to help monitor and analyze the learning model applied, as an effort to evaluate the mahārah kalām learning model that has been considered good. The goal is to adjust the Arabic language learning process to the paradigm shift, from the behavioristic method to the constructivism approach.

Method

This research uses a field research method designed to describe, understand, and analyze the phenomena experienced by the research subject holistically. The phenomena in question include motivation, behavior, perceptions, and others, which are presented in the form of descriptions of words in a unique natural context, by utilizing various scientific methods. The approach used is a qualitative approach, which aims to develop the concept of sensitivity to the problem under study, explain the reality related to the exploration of theory from below, and provide an in-depth understanding of one or more existing phenomena (Sudaryono, 2016).

This qualitative research method was chosen because it is suitable for uncovering problems in various life contexts, including government, private, community, youth, arts, and cultural organizations, so that the results of the research can be used as a basis for policies for common welfare. The research strategy applied is a case study, which is an approach in which researchers closely investigate a program, event, activity, process, or a specific group of individuals (Prof. Dr. A. Muri Yusuf, 2016).

In its implementation, this research follows an inductive view, where researchers first go to the field to identify problems. Afterwards, the researcher collected and analyzed data descriptively to explore information related to the research focus.

Results And Discussion

To understand the model of teaching speaking skills to students of Pondok Modern Madinah, Labuhan Maringgai, East Lampung, the author collected data through several techniques, namely observation, interviews, and documentation.

Part One: Model of Teaching Speaking Skills in Pondok Modern Madinah Based on Constructivism Theory

At Pondok Modern Madinah, there is a student organization managed by fifth to sixth grade students. This organization has several areas, including the Language area and the Teaching area. Students in the Language section are responsible for providing new vocabulary and conducting question and answer sessions in Arabic during Arabic week as well as providing English vocabulary during English week. They also play a role in evaluating their friends' language mistakes. The students in charge of Teaching are in charge of leading additional lessons, where they are given the freedom to copy the teacher's methods or develop their own learning methods. Thus, students learn and develop language skills creatively and innovatively according to the principles of constructivism.

Pondok Modern Madinah provides a supportive language environment and implements language activities in students' daily activities. These activities are guided by the board of the Pondok Modern Student Organization (OPPM) and the teachers to support the learning process of effective speaking skills. Various activities carried out in this cottage include vocabulary provision in the morning, routine conversations every morning, additional lessons or courses, speech activities, and discussions using Arabic, English and Indonesian. As explained by the Head of Pondok Modern Madinah, Drs. H. M. Yamin, these various linguistic activities are designed to create an environment that encourages optimal mastery of speaking skills for students.

"Yes, we have a language environment that is enriched by various daily activities organized by the language department, such as vocabulary provision in the morning, routine conversations every morning, additional lessons, as well as speech and discussion activities using Arabic, English and Indonesian."

In speaking skill learning activities, researchers found additional informal learning models or activities, namely:

Contextual Learning Model

In the contextual learning model at Pondok Modern Madinah, Arabic is used as the main tool of communication. In the early stages of learning, students are motivated about the importance of language mastery. They are encouraged to learn Arabic seriously and are prohibited from using Indonesian or other languages in order to focus more on learning. This prohibition is intended to avoid obstacles in the applied language learning process in the Pondok Modern Madinah environment, which dominantly develops speaking skills.

To encourage learning and improve students' speaking skills, they are instructed to use Arabic in various activities, both inside and outside the classroom. These activities include teaching-learning activities, sports, evening courses, scouts, and even when doing daily activities such as bathing.

The effort to shape students' mindset in this case aims to develop their potential speaking skills (Sulastris & Simarmata, 2019). Students are encouraged not to be afraid of making mistakes in communicating using Arabic and are given the freedom to expand their vocabulary and memorization independently. Thus, students are expected to be able to use Arabic in daily communication naturally, as illustrated in the following interview data:

“Make an effort to write in Arabic independently to expand your language and vocabulary.”

“Try not to feel shy or afraid in communicating using Arabic.”

“Look up and memorize vocabulary and its use in daily communication.”

To extend and evaluate the teaching of speaking skills at Pondok Modern Madinah, there is a punishment mechanism and daily communication supervision carried out by the language section administrators. Based on this, it can be concluded that students begin to actively learn according to the principles of contextual learning, not merely in response to external motivation as in the theory of behaviorism. Students gain understanding of language skills and knowledge through real activities and try to find and add vocabulary independently (Dewi & Budiana, 2018). Thus, they become more creative in expressing themselves in daily Arabic communication.

Quantum Learning Model

In the Quantum learning model, there are steps that must be followed in the learning process (Anggraini et al., 2022). The first step is to develop and cultivate

student interest by explaining “what's in it for me and for the students.” The second step involves providing shared experiences and exercises that can be understood by all students. In the third step, the teacher mentions and provides relevant keywords, concepts, models, formulas, strategies and feedback. The fourth step is to offer students the opportunity to explore and discover new things. Next, the fifth step is to show students how to repeat the material by emphasizing the importance of mastery, as in “I know, I understand this.” Finally, the sixth step is to celebrate and recognize students' achievements in acquiring the skills and knowledge they have learned.



Figure 1. Motivating Students in Learning Arabic

The first picture depicts a situation in a beginning class, where new students are motivated about the importance of Arabic in their lives. This motivation succeeds in increasing students' interest in learning the language. After that, they are introduced to vocabulary that serves as a communication tool in daily interactions.

With more and more natural interactions in the surrounding environment, as well as advice from the language section administrators on how to speak well and correctly, this constructivist approach began to show results. This can be seen in the students' daily communication and language activities. As time goes by, they learn independently by repeating the lessons they have learned. As a result, students are becoming increasingly accustomed to communicating in Arabic, making it one of the main forms of communication in their daily lives.



Figure 2. The Situation in the Class

The second picture illustrates additional learning activities at Pondok Modern Madinah. This activity is almost similar to morning learning, but is carried out on a limited basis, only from Saturday to Wednesday. In this activity, 6th grade KMI students act as teachers. However, if the 6th grade KMI students are undergoing exams, the teaching responsibility will be transferred to the 5th grade KMI students.

The subjects taught in this additional learning activity include muthola'ah, nahwu, sorof, muhadastah, Arabic, and English. In this activity, students who are assigned to teach will learn the process and techniques of being a teacher. The purpose of this learning is to mentally prepare students to be able to teach using Arabic, apply the mubasyarah method as a form of reconstruction of ideas that have been learned.

This activity shows that students learn independently by repeating the lessons they have learned or finding weaknesses in their own language skills. This confirms that the quantum learning model is also applied in learning at Pondok Modern Madinah.

Cooperative Learning Model

Vocabulary Provision

In language learning, students are usually introduced to the elements of the language being studied, one of which is vocabulary consisting of singular and plural forms, as well as the meaning contained in verbs and nouns. The process of introducing vocabulary is done through guidance, and the variety of vocabulary given is adjusted to the level of difficulty based on each class. The higher the grade level, the more complex the vocabulary presented. As revealed in the following interview:

“Masing-masing program pendidikan yang ada dirancang agar sesuai dengan tingkat kognitif siswa. Materi setiap pertemuan untuk kelas 1 dan 2 sama, begitu pula untuk kelas 3 dan 4. Untuk membedakan tingkat kesulitan, kami biasa menyebutnya dengan istilah Sighor untuk kelas yang lebih rendah dan Kibar untuk kelas yang lebih tinggi.”

This statement shows that vocabulary teaching is done by paying attention to the level of students' ability and understanding, so that the learning process becomes more effective.



Figure 3. Vocabulary Enrichment Activity

The third picture shows the vocabulary enrichment activity at Pondok Modern Madinah, which is one type of daily activity that students are required to participate in. This activity is a form of vocabulary enrichment. The schedule for this activity is every morning after dawn prayer, except on Tuesdays and Fridays. The time allocated for this activity ranges from 20 to 30 minutes. The implementation of this activity is coordinated by the OPKM Language Section and supervised by the Language Advisor. The officer who leads the vocabulary exposure is the 5th grade OPKM officer, while the students who take part in this activity are grouped based on their respective classes.

The presentation of vocabulary by grade 5 students is an expected form of participation in constructivist learning, which aims to reconstruct ideas. This activity provides many benefits, both for grade 5 students and for other students. For grade 5 students, this activity is a place to train and develop Arabic language skills, especially in the aspects of pronunciation of words and sentence construction. Meanwhile, for other students, the presentation of vocabulary by grade 5 students creates a different learning atmosphere, because they are peers, thus creating a sense of comfort but still having to be serious when following the presentation of vocabulary.

Thus, this activity is in line with the principles of constructivist learning, which emphasizes students' active participation in the teaching-learning process.

Morning Muhadastah

Muhadastah training at Pondok Modern Madinah is held twice a week, every Tuesday and Friday, with a duration of about 20-21 minutes. This activity takes place after the Fajr prayer, so it is often referred to as “Muhadastah Pagi.” This morning conversation training arrangement is adjusted to the ongoing Language Week program. If it is Arabic Language Week, then the training is focused on conversations in Arabic. Conversely, if the week is English Week, then the conversation training will be conducted in English.

The purpose of this activity is to encourage students to independently compose a series of conversations that they want to practice. This activity serves as a constructive reasoning process, where students not only compose the conversation but also discuss it with their peers, who in turn will appreciate the contribution. These conversations become a means for students to reconstruct their own ideas. If this program continues to be developed, it is expected to significantly improve students' linguistic abilities, especially in language skills.

From a constructivist point of view, this activity provides opportunities for students to develop speaking skills in Arabic and English as foreign languages. Through this activity, students are trained to build their understanding and language skills in a context that is relevant to daily life in pesantren. Thus, students are introduced to a variety of new situations that encourage them to actively construct their knowledge and language skills through direct experience and real interaction.



Figure 4. Morning Speaking Activities

The fourth picture shows the observation data of morning speaking activities. The training steps are as follows:

Students line up according to class, facing each other. A speaker from the Language Section reads a sample conversation which is then repeated with all students. Students are asked to have a simulated conversation with a friend in front of them. The Director of the Language Department supervises and helps if there are any difficulties. Afterwards, students develop the topic according to their ability.

In these steps, the principle of constructivist learning is reflected through the active involvement of students in the implementation of morning conversation activities. Student participation starts from the planning stage of the activity, which shows the application of the practice of reducing the role of the teacher, thus encouraging students to be more confident in their Arabic language skills. This activity also encourages students to think critically and reflect on their responsibilities in the activity. Due to its collaborative nature, a cooperative learning model was applied by forming study groups. During the activity, the Language Department monitors the students' conversation progress and provides guidance or correction in case of confusion or errors in pronunciation.

Speech Practice

Speech was originally used to train prospective preachers in conveying religious teachings and customs. At Pondok Modern Madinah, conversational training through speech activities aims to improve students' Arabic and English language skills. This activity provides opportunities for students to develop communicative speaking skills, with a focus on developing their language skills.

This activity gives students experience in learning language skills in an integrated manner. Students engage in a complex process to develop reading, writing, speaking and listening skills. This training is known as Speech training.

At Pondok Modern Madinah, conversation activities in Indonesian are held every Thursday at 20.00 - 21.00, while conversation in Arabic takes place at 11.00 - 12.00. For conversations in English, this activity is carried out on Sundays at 20.00 - 21.00. The following is the documentation data of Arabic conversation activities at Dinah Al-Dadina for Modern Islamic Education.



Figure 5. Conversation Exercise

Based on the data above, this conversation exercise is an effective activity to demonstrate students' skills. In this activity, students are exposed to listening and speaking environments simultaneously. Students are expected to be able to make speeches so that other participants can listen and understand the material presented, as well as record the essence of the speech or its important points.

When students are appointed as speakers, they are also asked to deliver a summary of what has been delivered by the orator or public speaking officer. In this context, the role of the supervisor is honorarium, which is limited to reprimanding and correcting if mistakes occur during the delivery of the speech. This activity not only practiced speaking skills, but also listening and note-taking skills which are important in effective communication.

In constructivism, this activity serves to help students build knowledge and experience in using Arabic. Before and during the activity, students actively participate by reading books or books as speakers, so as to deepen the topics discussed.

The approach in the cooperative learning model is in line with constructivist principles, where students construct simple sentences from the provided sentences and reconstruct ideas from predetermined topics in an Arabic dialog.

Problem-Based Learning Model

The problem-solving-based learning model is an approach that guides learners to become independent learners and actively participate in solving problems collaboratively (Hsia et al., 2021). At Pondok Modern Madinah, this learning model is implemented through discussion activities that use Arabic, English and Indonesian. This approach not only improves students' language skills, but also encourages them to think critically and work together in groups.



Picture 6. Discussion in Three Languages

The sixth picture shows a discussion conducted by the fifth grade in Arabic, English and Indonesian. The teaching department assigns a chairperson and two secretaries as discussion leaders. The chairperson is responsible for dividing the participants' roles as debaters, presenters, or readers.

Participants who act as debaters will formulate a problem. The topic is then corrected by the secretary. Next, the chairman invites one of the ustadz to supervise the discussion. This activity aims to improve students' language skills and critical thinking ability.

The application of the Problem-Based Learning Model in Arabic language learning is a method recommended in the constructivist approach. Discussion activities encourage students to express their opinions and ask questions based on their knowledge and experience.

When students interact, debate or respond to problems, they reconstruct ideas constructively. This activity not only improves language skills, but also critical thinking skills in students.

Part Two: Supporting Factors in the Learning Model of Speaking Skills at Pondok Modern Madinah Based on Constructivism Theory Requiring Arabic as a Means of Communication

The learning model at Pondok Modern Madinah uses Arabic as the main communication tool. In the Pondok Modern Madinah environment, where language skills are very important, all activities, including teaching and learning activities, sports, night study, scouts, to bathing, are required to use the official language, namely Arabic and English.

In addition to the important role of Arabic in daily communication, there are various activities that support students in communicating with Arabic. These include rhyming, competitions, drama in Arabic and English, and debates in both languages. By organizing these activities on a regular basis, students are encouraged to practice their language skills independently.

Establishment of Language Court

Students in grades 1-5 at Pondok Modern Madinah are managed by a language group which is part of the pesantren language system and guided by the language section administrator. The Language Court aims to improve students' communication skills and form linguistic discipline that supports a healthy and effective learning process. This linguistic discipline is important to create a language environment that can encourage the development of students' language skills. The implementation of the discipline is in line with the principle of constructivist learning, which aims to foster students' awareness of the importance of using Arabic in everyday life. However, at Pondok Modern Madinah, many students do not fully understand the importance of this discipline, especially students in the third grade and above who oppose its application more than students in the lower grades. To enforce linguistic discipline, educational sanctions are given, such as the task of memorizing material, researching new vocabulary, or making Arabic constructions, which are adjusted to the grade level of the students. Students in grades 1 to 2 receive light sanctions, such as memorizing journals or being given a reprimand, while students in grades 3 and above are subject to heavier sanctions, such as explaining the subject matter or memorizing morphological conjugations. The purpose of these sanctions is not only to discipline, but also to improve students' language awareness and skills naturally, in the hope of creating a positive environment for students.

Language Environment Creation

The main strategy in creating a linguistic environment in Pondok Modern Madinah is to build a good language environment. The purpose of this language environment is to create a communication environment that supports the use of Arabic, connects vocabulary and sentences in the language, and forms a language department that can handle various linguistic problems. In addition, this environment is filled with various linguistic activities that support the learning process. According to the interviews

conducted, the first step taken is to build a language environment for the students, followed by the development of other aspects such as the provision of qualified teaching staff, the establishment of a communication environment, the arrangement of the listening environment, the management of the language department, the organization of Arabic Week, and the establishment of a language office that supports language learning activities. Although Arabic is compulsory in the pesantren, there are still many students who use Indonesian in classroom learning, while outside the classroom, most students already use Arabic. This strategy aims to create an informal language environment that supports the application of Arabic more intensively in pesantren.

Therefore, from the discussion above, language plays a very important role in society, so that every individual who interacts in society must be able to speak, both orally and in writing. Language becomes an important means in learning and developing skills, especially for students in various activities, such as classroom learning, sports, extracurricular activities, scouts, even in daily activities (Erçakır Kozan, 2024). At Al-Dadina Islamic Boarding School, the use of the school's official language, Arabic, is required in every interaction, both inside and outside the classroom. With the discipline in formal language, santri are encouraged to use Arabic consistently, anytime and anywhere, as part of their daily interactions. The Arabic language environment in this pesantren serves as a means to develop basic skills in Arabic, and the success of language learning is highly dependent on the creation of a supportive linguistic environment. This linguistic environment is formed through various linguistic activities carried out by the students, which facilitate more effective language acquisition.

Conclusion

The maharah kalam learning model applied in the modern madrasah includes in-class and outside the classroom, learning in the classroom still uses traditional learning which is very dominated by the teacher during learning, while in learning outside the classroom applying contextual learning models, quantum, cooperative and problem-based learning models. The learning model is in accordance with the characteristics of constructivism learning based on orientation, elicitation, reconstruction of ideas and review.

In improving maharah kalam skills in modern madrasah huts by forming a system, activities and strategies, namely by requiring Arabic as a language of communication

where students and teachers communicate and interact using Arabic in everyday life, forming a language court which functions to monitor the language development of students if there is an error and implementing language discipline, and strategies in creating a language environment.

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