

Fostering Religious Moderation through Learning English at Pesantren's Ma'had Aly

Abu Ali Al-Khusain

Email: alhussein1208@gmail.com

Pondok Pesantren Ali Maksum Krpyak Yogyakarta

ABSTRACT

This research was aimed at two progressive aspects namely improving the speaking and giving awareness towards moderation. The subjects were 21 students of the first semester students of Ma'had Aly Pondok Pesantren Krpyak Yogyakarta. The collected data was implemented by using questionnaire, observation, and tests then were analyzed descriptively and quantitatively. The topic of moderation in the students' real life and knowledge effectively improved the speaking learning process. It also triggers the students in expressing their idea about moderation. The findings shown that it improved learning process of speaking. Their activeness in group discussion improved in accordance with presenting their opinion and proposing solution. The students got increased their confidence to speak English that was proven by the increase of the test results. The students' average score in the pre-test was 65, while in cycle one was 71 and 82 in cycle two.

Keywords: *moderation, English learning process, ma'had aly.*

1. INTRODUCTION

Pesantren or Islamic Boarding School, the place where *santri* (student) learn and stay, has been recognized as important education Institution in the country since it has successfully equipped its students with good character and strong personality. In addition, it provides the students to understand their vision and mission of life.

Nowadays, *pesantren* gets challenge not only to inherit moral values to its students but also to equip them with skills and knowledge for life. Gradual changes in the mental attitude of *santri* have occurred as a result of the education they have received and as the influence of the changing socio-cultural environment in which they live (Effendi:2008) However, this orientation means to keep other aspects such as intellectuality and skills. Islam highly appreciates knowledge and encourages Muslims to seek knowledge, regardless of time and place. This concept is assumed to be one major factor contributing to the formation of the curriculum of *pesantren*.

In this context, *pesantren*, as a learning institution, owns a high-level education called *ma'had aly*. Kesuma (2017) stated that it is a university level in *pesantren* in which its

curriculum is integrated into formal education institution. This part institution finally has been legalized since 2015 by the Ministry of Religious Affairs with the decree No. 17/2015. By this recognition, *ma'had aly* strives to reform the curriculum from *salafiyah* into modern and scientific tradition in accordance with national education standards with the aim at ensuring the quality of national education. This institution is considered to be able to meet the need of society in solving problem not only in term of faith and jurisprudence but also the conflict occurring in the society today such as radicalism, terrorism, and moderation.

Based on the regulation of Indonesian Ministry of Religious Affairs about the establishment of *ma'had aly*, it is stated that the curriculum of *ma'had aly* is supposed to develop the modern method (scientific) without ignoring the classical one (2020:12). It includes the subjects conveying about nationalism such as *Pendidikan Kewarganegaraan* (Civic Education) and *Bahasa Indonesia* (Indonesian Language). Furthermore, English is considered as an important subject to learn since this international language is appropriate to be a vehicle for the students to open the world. In detailed information, mastering English becomes an urgent skill to broaden knowledge as there are many writing from many languages translated into English.

As to moderation and English, those two terms in *ma'had aly* bring the culture of tolerance. It inspires the students to spread moderation attitude. English, as the bridge to improve global knowledge, provides many ways to the students to get many references about the meaning of moderation. It has been campaigned by the government of Indonesia that the moderation attitudes must be disseminated in order to strengthen the unity of the nation. It is conducted in accordance with encountering radicalization. *Pesantren*, as an institutional education, has an important role in implementing this action. It is constructed towards religious moderation to create *pesantren* graduate with open-minded character to spread tolerance and open to other religious belief (Billah, 2018).

Unfortunately, problems rise in English learning process focusing speaking skill. The students feel so hard to express their idea orally since they are not used to practicing their English in spoken language. In particular, some students understand what people or interlocutors are saying but it is hard for them to respond even the idea has in their mind. Both less practicing and the unfamiliar topic of discussion are actually the causes of this appearing problem so that alternatively the students are encouraged to think of their own

topics based on the real experience. It is supposed to work in groups to create questions for other groups to discuss.

There are various papers have been written related to religious moderation and English teaching and learning such as a paper by Nirwana and Darmadali (2021). They wrote a research with the title *Instilling Religious Moderation Value in ELT through Cross-Cultural Understanding Course*. It focuses on how religious moderation and ELT (English language teaching) can be connected in studying cross cultural understanding and how those two topics build students' intercultural competence. Other paper is written by Thoriquttyas and Hanun (2020) with the title *Amplifying The Religious Moderation From Pesantren: A Sketch Of Pesantren's Experience In Kediri, East Java*. This paper concerned on how Islamic moderation has shaped and disseminated through the learning process in pesantren in accordance with its typologies and management.

After identifying the sources of the problems, it is inferred that either problems of speaking or problems of learning need to be solved. Indeed, it is important to find and use the best concept that can help the students to master speaking skill. In conducting this research, the author examines the topic of moderation attitudes in learning speaking at *ma'had aly pondok pesantren Krapyak Yogyakarta*. It helps the students improve their speaking skill. It is conducted to know how the students understand, implement, and then express their idea about moderation by spoken language in English. This research reveals about the students' improvement in English speaking skill as well.

2. RESEARCH METHOD

2.1 . The Definition of Religious Moderation

The word moderation in Arabic is known as *wasathiyah*. It has meaning as balancing. It is a comprehensive way in all aspects of life in accordance with the quality improvement such as economics, politics, education, and respect (Amar 2018). In other words, Moderation promotes tolerance, mutual appreciation without ignoring or disobeying the believed religion. Hilmy (2013) revealed that the use of religious moderation in Islam consists of the following concepts; 1) expressing ideology without violence, 2) adopting a modern way of life such as science and technology, democracy, human rights, 3) using a rational thinking, 4) understanding Islam in contextual meaning, 5) using *ijtihad* as legal decision by independent interpretation.

In the context of religious moderation in *pesantren*, it is known that this institution traditionally has taught *santris* on respecting differences since *santris* staying there come from different background of cultures, races, habits and other way of life. A step of conducting this term in order to create an output of *santri* with open-minded character namely teaching tolerance and open-minded point of view to other religion believers (Billah, 2018).

For detail information, Shihab (2019:183) explains that there are some steps in practicing religious moderation namely; 1) Having deep understanding towards detail text of *Qur'an* and *Sunnah* by concerning with *maqashid asy-syari'ah* (a purpose of religion presence), 2) making a harmony to other *muslims* and practicing a tolerance to other believers, 3) integrating science and belief, 4) upholding humanism, social justice, and human rights, 5) campaigning reformation in accordance with the demand of religion namely *ijtihad* in the right way, 6) having a huge concern on constructing national unity, 7) practicing usefully the way of rational thinking inherited by old *muslim* theologians, a piety of *muslim* philosophers.

2.2. The Process of Learning Speaking

Learning speaking means learning how to produce meaningful sounds in the target language. Learning language consists of learning on how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language (Shohamy, 2007, p.5).

In classroom spoken language skill activities, it is needed to engage the activities for the students by having an interesting topic . Harmer (2003, p.271) suggests some English speaking activities engage the students practicing the language in the forms of dialogues, monologues, discussions, games, or role plays. Widiati and Sugirin (2015, p. 5) state that the variaton of speaking activities can be done based on the characteristics of each language function. Students communicate each other not only a lesson material, but also language feature that can represent their idea by using it. A lesson material here focuses on the students' interest, knowledge, and is based on the real life condition because it is a stimulant to speak. The students' knowledge can help their comprehension by discusing familiar topics for them (Krashen, 2009, p. 66).

In addition, the students expose themselves in English learning activities in the class and get involved to understand the text. The activities should be presented in communicative ways that acquire students to communicate their idea with others during the speaking teaching and learning process. Then, the activity of communication creates interaction among students in which they are triggered to achieve the goal of learning objective by working together. This result in interactional modifications as the participants in the discourse engage in the negotiation meaning (Ellis, 1997, p. 46). Thus, this atmosphere brings them to the condition where they acquire comprehensible input since it is automatically attained when interlocutors succeed in making themselves understood in communication. It is achieved by using the situational context to make messages clear and through the kinds of input modifications. Krashen (2009, p. 21) claims that the input process needs a necessary condition to move from stage i to stage $i+1$. It means that the acquirer understand input that contains $i+1$, where the acquirer is focused on the meaning and not the form of the message.

The statements above represent the process of the students attain second language acquisition. It is acquired when the students get involved and expose themselves in the class through the understandable topic based on their prior knowledge. They are able to produce the sentence orally when the input they acquire is meaningful in social context and communication.

2.3. Diagnosis of the Problems

To identify the major problems regarding to the students' difficulties in speaking, this study collects data through observation and questionnaires. There are two problems diagnosed related to the focus of the study, namely the problem of speaking learning process and the students' understanding about an attitude of religious moderation.

The first problem is related to speaking learning process. It is closely related to how the way to learn this productive skill of learning language. In fact, the students might be nervous as they are not accustomed to speaking.

The second problem is related to the students' understanding about religious moderation. They seemed to be passive in teaching and have limited vocabularies in expressing their idea to speak. They preferred using mother tongue to English when they interacted each other. They felt ashamed to speak since they had no

confidence. They were afraid of getting mistake in producing sound in English such as mispronouncing.

Based on the background of the study, the problem of the study is formulated in this following question; how can the speaking learning process be improved by using the topic of religious moderation?

2.4. Research Formulation

In this study, the design of research used a classroom action research. According to Harmer (2003, p.344), action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures. McTaggart (1994, p.316) describes that action research is a group of activity and a piece of descriptive research carried out by the teacher in classroom, without the involvement of others, which aims at interesting our understanding rather than changing the phenomenon. His explanation is figured out as follows:

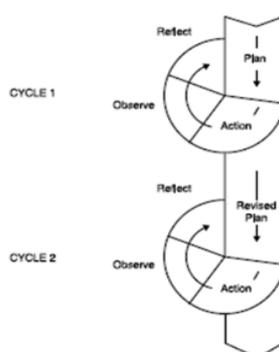


Figure 1. Kemmis and Mc Taggart's model

This figure illustrates that the process actually may not be as neat as the spiral of self-contained cycles of planning, acting and observing, and reflecting suggests. The stages, they maintain, overlap, and initial plans quickly become obsolete in the light of learning from experience.

Furthermore, it is useful model as it summarises clearly the essential phases. This model here is related to the opportunity of analysing the phenomenon in a higher depth each time, consequently resulting in higher level of understanding of the problem.

2.5. Research Schedule and Setting

The data of the research was taken on August 2020. It consists of eight meetings divided into two cycles. The setting of this research is at *Ma'had Aly Pondok Pesantren Krapyak Yogyakarta*. It is a high level degree (equivalent with college) located at KH Ali Maksum street, Krapyak Sewon Bantul Yogyakarta. The subject of this research is 21 *mahasantri* (students) in the first semester. In this research, it was conducted in two cycles. There were four steps in each cycle for doing classroom action research. They were: planning, action, observation, and reflection

2.6. Techniques of Collecting Data

In this research, data were gathered to support the investigation. They were sorted to be appropriate related to school environment. The techniques and methods used in this study to collect the data were presented in steps. First, observation that was intended to see and to know about the condition of class and students. It was also to know the students' obstacles and their understanding about the material given. Second, questionnaire was given to the students, as respondents, before the action research was conducted. Third, test called the teacher-made test since it was easy for teacher to know students' achievement but it was still appropriate. The test was given in three times. The scoring was done through assessing students' vocabulary, grammar, pronunciation, fluency and comprehension. The assessment can be done through listening the students' presentation and argument. The last is interview. It was conducted in two times after the cycle was completed. It was to know the obstacles experienced by them and their belief about teaching and learning process in every cycle.

2.7. Techniques of Data Analysis

This research implemented descriptive analysis. It aimed to explain the condition of class in the action research process to get indicator achievement on every cycle, and to describe the success of the speaking learning process that then affect to the improvement of the students' speaking skill.

Furthermore, the mean formula was used to know the students' score average and to check students' improvement in speaking. The students' scores were resulted from two cycles conducted in the research. Then, mean of score from first

cycle was compared with mean of second cycle. It was intended to know the progress of students in this research.

The percentage of score was used to know the improvement of teaching learning process as well. It was conducted to compare between the first cycle and the next cycle.

3. RESULTS AND ANALYSIS

3.1. Fostering Religious Moderation in Learning English

Related to learning English in Indonesia, it is needed to incorporate the cultural awareness since language is part of culture and this nation is regarded as multi-religions. This statement is strengthened by Hidayati (2016) states Indonesia is dynamic, tolerant and respects the multi-culturalism and religious diversity of its community. Furthermore, it has been known that most of English learners face the problem of communication related to the culture of targeted language (Umam: 2014). By those statements above, it can be restated that fostering religious moderation in learning English enables to reduce the disappointment towards the temptation of learning. Education concerning with religious moderation exhibits integration between mental and physical knowledge, the religious knowledge in terms of understanding diversity in the society (Hanapi, 2014: 60).

In learning English as a foreign language for speaking, the process of producing this productive skill by the students is actually inevitable to communicate with others. As a matter of fact, a topic about religious moderation as a material discussion actually becomes a trigger to the learners not only to produce sounds but also express opinion and idea. Bakir & Othman's (2017: 14-15) argued that Islamic moderation, as a religion of blessing to the universe, conveys the objectivity of Islam in which the principle of balance is characterized as a basic creed in shaping the Islamic way of life, knowledge paradigm, type of action, art of worship, and interaction that transforms the culture and the personal character in civilization development and nation building.

Meanwhile, in the process of learning speaking, the students do not only learn the way to produce the words orally, but also perform the attitude of respecting contrast arguments since there must be such different opinions from the students in relations with presenting the idea, sharing knowledge and experience.

This condition shows that learning language emphasizes an attitude of religious moderation for they both contain the meaning of respect and tolerance. It is stressed by Suharto (2014: 71) that moderate Islam consists of the following eight characteristics; performing moderate actions (tawassuth) in the implementation of Islamic teachings, upholding tolerance towards different opinions and thoughts, avoiding radical acts, emphasizing dialogic approach, accommodating modern concepts containing substantially positive effects, thinking rationally based on the guideline of divine revelation (wahyu), interpreting texts written in the Qur'an and Hadith contextually, and using independent reasoning (ijtihad).

Overall, understanding about the real meaning of Islam, particularly in religious moderation, can be implemented through learning English by having a group of discussion. It is appropriate way since its process requires communication atmosphere in which appreciates differences and respects diversity. English language teaching is well suited as a vehicle for religious moderation (Rizal, 2021).

3.2. Improving Speaking Skill through Moderation topic of Discussion

During the process of learning, the students were to be active, critical, and thought fast related to the topic to be advocated. They were also supposed to be confident since they should present their solution orally in front of the class. This condition brought a new atmosphere in the class. It made the class an active learning since the students did the task in two ways, namely self learning and discussion. In other words, communication skills, content and autonomous learning and problem-solving skills are obtained.

The process of both cycles of the research showed the good response. It can be seen from their enthusiasm. They felt enjoy and engage the process of learning. They discussed the case seriously in group even each of them seemingly had different argument. Furthermore, the activity showed the increase of their speaking ability as they pronounced the words better than before. Those appearances indicated that the goal of the method was gained. It was strengthened by Hmelo-Silver (2004, p.237) that gaining the goal occurs when learners work on a task motivated by their own interest, challenges, or sense of satisfaction. It gives a significant advantage over traditional methods in how the communicative skills of the students are improved.

In addition, there must be a discussion in this learning. In this research, the activity the students interacted with others indicated that the discussion ran well. They enthusiastically explored their knowledge concerning with the topic discussed. Furthermore, while students were focusing expressing the idea and opinion, they tried to overcome the linguistic problem as well. They retrieved prior knowledge of the language to be used, and finally become skillful language users. Good topic related to the students' interest fosters communication skill as students present their plans to the rest of their class (Hmelo-Silver, 2004, p.245). Hence, speaking competence can be accomplished by practicing it orally.

From the statement above, the implementation of learning in improving the students' speaking skill at *ma'had aly pondok pesantren Krapyak Yogyakarta* gained the goal. The intended improvement can be seen from the narration of each cycles. From the first cycle to the second cycle, the students experienced an advance of vocabularies and became more confident to speak. The charts below shows their improvement.

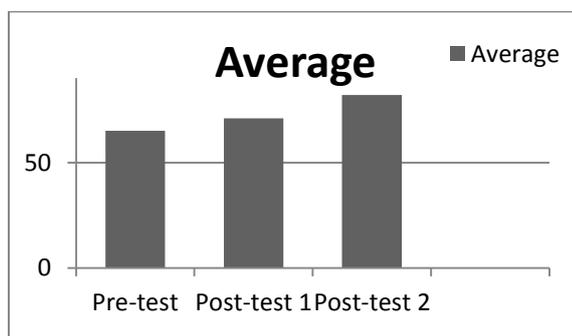


Figure 2. The students' speaking skill

The charts above show that the students' speaking skill continuously improves. It was proven by the result of the tests. In pre-test, the students' average score was 65, and 71 of post-test one, then 82 of post-two. This detail information indicates a positive progress in speaking skill. Furthermore, the students enjoy in the process of learning speaking.

The process of the research was done in two cycles with four meetings for each cycle. It was ended through the tests to know whether or not this affected on the students' speaking skill improvement. In addition, the research generally revealed the following findings.

Learning speaking through the interesting topic is regarded as an appropriate one in English language learning. It uses the particular topic that encourages the students to be “active-learning students”. They need to observe, analyze the issues. The issue here is the religious moderation which is strongly from the students’ knowledge and life. In other words, it is absolute to be linked to the real world as it appears from the real condition of their life.

In this research, the steps in learning speaking as follow: first, it is needed to introduce the topic discussed, vocabulary needed, and to provide pre-reading exercises about the topic. The use of English is also important in this step. Second, two aims to observe and analyse the topic in order to arrange opinion. Group discussion is emphasized to make the students interact and share their knowledge and opinion. The next step relates to the encouragement for the students and provide feedback on student participation and language use. The last step is to develop creativity in communication skill in term of making dialogue then to provide the chance to present their work orally in front of the class.

It is found that group discussion gives an advantage in improving speaking-learning process. It creates the condition where the students actively learn the target language through the problem. The group of discussion of the students is meaningful to make an agreed solution from different assumption. This method brought a new situation to the class. It made the class an active learning since the students did the task in two ways, namely self learning and discussion. The experience of speaking in front of their colleagues for a sustained turn is excellent preparation for real-life speaking (Thornbury, p.94)

The implementation of discussion and presentation also affects the improvement of students’ speaking skill. By having an interesting atmosphere in the class, the students enjoy the process of learning. The opportunities given make them practice the target language more than traditional method. They are absolute to be active to get involved in integrating information to solve the problem.

4. CONCLUSION

There are two objectives of this research, namely improving speaking skill and fostering religious moderation attitude to the students in the first semester at *ma’had aly Pondok Pesantren Krapyak Yogyakarta*. It was conducted by implementing action research to know the progress of both aspects.

The topic discussed about moderation in learning speaking proves that the students were so enthusiastic since it is based on the students' knowledge and experience. The class activity creates an interaction among the students to develop their speaking skill. It provides opportunities to the students to practice speaking not only in group discussion, but also in presenting their work, having questions and answers orally. It also makes them motivated for they work on task with their own interest, challenge, and sense of satisfaction. In other words, it includes questions that are likely to generate diverse opinions and triggers the students in expressing their idea about moderation as well.

Based on the score of the tests given, this activity of the research actually improves the students's speaking skill. The proof of the activity done revealed the increase of the results of pre-test, post-test one, and post-test two. The students' average score in pre-test was 65, while post-test one was 71 and 82 was the increase of students' average score in post-test two.

For further research, it is suggested that there should be next research in different level of students related to the topic in order to provide varied sources in different skills of English language learning. Additionally, learning English through the topic of religious moderation can be implemented not only in Islamic institution, but also in public school.

REFERENCES

- Amar, A. (2018). Pendidikan Islam Wasathiyah ke-Indonesia-an. *Al-Insiroh: Jurnal Studi Keislaman* 2(1): 18–37.
- Arikunto, S., et. Al. (2008). *Penelitian tindakan kelas*. Jakarta: PT Bumi Aksara.
- Billah, A.M. (2018). Formulasi Konsep Masalahah ‘Ammah Menurut Perspektif Nahdhotul Ulama dalam Konteks Kehidupan Berbangsa dan Bernegara. *Wasathiyah* 2(1): 83-96.
- Bakir, M., & Othman, K. (2017). A Conceptual Analysis of Wasatiyyah (Islamic Moderation-IM) from Islamic Knowledge Management (IKM) Perspective. *Revelation and Science*, 7(1), 21-31.
- Effendi, Djohan. (2008). *Renewal without Breaking Tradition*. DIA/ Interfidei Institute. Yogyakarta.
- Ellis, R. (1997). *Second Language Acquisition*. Oxford University Press.
- Hanapi, M. S. (2014). The Wasatiyyah (Moderation) Concept in Islamic Epistemology: A Case Study of its Implementation in Malaysia. *International Journal of Humanities and Social Science*, 4(9), 1.

- Harmer, J. (2003). *The practice of English language teaching*. England : Longman.
- Hidayati, T. (2016). English Language Teaching in Islamic Education in Indonesia; Challenges and Opportunities. *Englisia Journal*, 3(2), 65–82.
- Hilmy, M. (2013). Whither Indonesia's Islamic Moderatism? A Reexamination on the Moderate Vision of Muhammadiyah and NU. *Journal of Indonesian Islam* 7(1):24–48.
- Hmelo-Silver, C. E. (2004). Problem-based learning: What and how do students learn? In educational psychology review. *The Interdisciplinary Journal of Problem-based Learning*. Vol.16 no.3, 235-266. Retrieved on 30 November 2020 from: <http://www.seattleimplementation.org/wp-content/uploads/2011/12/Hmelo-Silver-problem-based-learning-2004.pdf>
- Irham. (2015) Pesantren dan Perkembangan Politik Pendidikan Agama di Indonesia. *Jurnal Pendidikan Islam-Ta'lim*, 13(1), 93-118.
- Kesuma,Guntur Cahya. (2017). Refleksi Model Pendidikan Pesantren dan Tantanganya Masa Kini. *Tadris: Jurnal Keguruan dan Ilmu Tarbiyah* 2 (1), 71. Retrieved on October 29, 2020 from: http://ejournal.radenintan.ac.id/index.php/tadris/article/view/1740/pdf_1
- Krashen, S. (2009). *Principles and Practice in Second Language Acquisition*. Pergamon Press Inc.
- Littlewood, W. (1991). *Communicative Language Teaching: an Introduction*. Cambridge: Cambridge University Press.
- McTaggart, R. (1994). Participatory action research: Issues in theory and practice. *Educational Action Research*. Vol. 2. No. 3. Retrieved on November, 20 2020 from <http://www.tandfonline.com/doi/pdf/10.1080/0965079940020302>
- Nirwana, & Darmadali, Waode Surya. (2021). Instilling Religious Moderation Value in ELT through Cross-Cultural Understanding Course. *Elsya: Journal of English Language Studies*. Vol. 3, No. 2, June 2021, pp. 117-125. Retrieved on 29 November 2021 from: <http://ojs.journal.unilak.ac.id/index.php/elsya>
- Republik Indonesia. (2020) Peraturan Menteri Agama Republik Indonesia Nomor 32 Tahun 2020 tentang Ma'had Aly. Kementerian Agama. Jakarta.
- Rizal, D. (2021). Islamic Moderation Values within ELT in a Higher Education Context. Retrieved October 13, 2020 from <https://doi.org/10.4108/eai.14-10-2020.2303850>
- Shihab, M. Quraisy. (2019). *Wasathiyyah: Wawasan Islam tentang Moderasi Beragama*. Tangerang :Lentera Hati

- Suharto, T. (2014). Gagasan Pendidikan Muhammadiyah dan NU sebagai Potret Pendidikan Islam Moderat di Indonesia. *ISLAMICA: Jurnal Studi Keislaman*, 9(1), 81–109.
- Shohamy, E. (2007). *Language policy: Hidden agendas and new approaches*. Routledge, London. In Scarino, Angela, and Liddicoat, J. Anthony. 2009. *Teaching and Learning Language: A Guide*. Australian Government, Department of Education, Employment and Workplace Relations. Victoria, Australia. Retrieved on 25 October 2020 from www.tllg.unisa.edu.au/lib_guide/gllt.pdf
- Thoriquttyas, Titis., & Hanun, Farida. (2020). Amplifying the Religious Moderation from Pesantren: A Sketch of Pesantren's Experience in Kediri, East Java. *Analisa: Journal of Social Science and Religion* Vol. 05, No. 02. Retrieved on 10 October 2021 from: <http://blasemarang.kemenag.go.id/journal/index.php/analisa>
- Thornbury, Scott. (2005). *How to Teach Speaking*. New York: Pearson Education Limited.
- Umam, C. (2014). Maintaining Islamic Values in English Language Teaching in Indonesian Pesantrens. *Journal of Didaktika Religia*, 2(1).
- Widiati, S., & Sugirin, S. (2015). Pengembangan Bahan Ajar Keterampilan Berbicara Bahasa Jepang Beorientasi Budaya Mata Kuliah Kaiwa Tingkat Menengah. *Journal of LingTera*, 2(2), 222-232. Retrieved October 29, 2020 from <http://journal.uny.ac.id/index.php/ljtp/article/view/7383>

BIOGRAPHIES OF AUTHOR

Abu Ali Al-Khusain completed his undergraduate study from Ahmad Dahlan University Yogyakarta majoring in English Literature in 2007. In 2013, he got a scholarship from Indonesian Ministry of Religious Affairs to continue his study to get Master's degree in Applied Linguistics (teaching English) at Yogyakarta State University. Now, Al-Khusain is a language director at Pondok Pesantren Ali Maksum Krapyak Yogyakarta and an English lecturer of Akademi Analisis Kesehatan Manggala Yogyakarta.