

## **Development of Digital Module "Oral History Documentation of South Tapanuli People's Struggle During the PRRI Period: Mentoring Assistance for MA Students at Musthafawiyah Pesantren Purba Baru in Interview Techniques and Narrative Analysis"**

Burhanuddin<sup>1</sup>, Bincar Nasution<sup>2</sup>

<sup>1</sup>*Department of History Education, Faculty of Teacher Training and Education, Universitas Graha Nusantara, Indonesia*

*Department of English Language Education, Faculty of Teacher Training and Education, Universitas Graha Nusantara, Indonesia*

### **ABSTRACT**

This qualitative research investigates the development and implementation of a digital module designed to facilitate oral history documentation regarding the Revolutionary Government of the Republic of Indonesia (PRRI) struggle within South Tapanuli communities. The study focuses on mentoring assistance provided to Madrasah Aliyah (MA) students at Pondok Pesantren Musthafawiyah Purba Baru, emphasizing the acquisition of interview techniques and narrative analysis competencies. This research employed a qualitative methodology encompassing semi-structured interviews, classroom observations, and participant documentation analysis conducted over six months with 28 MA students and 5 faculty mentors. Through iterative coding and thematic analysis, three core emergent themes were identified: (1) scaffolded skill development in oral history methodology, (2) students' evolving understanding of historical agency and community memory preservation, and (3) institutional integration challenges within pesantren educational frameworks. The digital module demonstrated significant effectiveness in enhancing students' interview competencies, with 89.3% of participants demonstrating advanced capability in conducting biographical narrative interviews by the research conclusion. Findings revealed that mentoring relationships characterized by reciprocal feedback mechanisms and culturally responsive pedagogical approaches substantially facilitated student learning engagement. This research contributes to understanding how digital learning technologies can be meaningfully integrated within Islamic boarding school contexts to foster students' historical consciousness and community documentation skills while preserving traditional pedagogical values.

**Keywords:**

oral history, narrative analysis, qualitative research, mentoring, Islamic education, digital learning

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**PRELIMINARY**

The preservation and documentation of historical narratives constitute critical dimensions of educational practice, particularly within contexts where official historical narratives may inadvertently marginalize peripheral voices and localized perspectives. The Revolutionary Government of the Republic of Indonesia (PRRI), a historically significant yet often underrepresented movement that emerged in Sumatra during 1958, exemplifies a crucial historical phenomenon in which documentation through community oral histories remains substantially incomplete within formal educational curricula. Specifically, the experiences of ordinary citizens, rural populations, and community members during this turbulent period remain inadequately captured in traditional historical archives, creating significant gaps in the collective historical understanding and consciousness. South Tapanuli, a region encompassing the Mandailing Natal District and surrounding communities in North Sumatra, constitutes a particularly significant geographical area for PRRI historiography, as the region witnessed substantial social upheaval, military engagement, and profound disruptions to established social structures during the rebellion period from 1958 to 1961. Despite their historical significance, contemporary educational institutions, including secondary Islamic boarding schools, often lack structured pedagogical frameworks that enable students to engage substantively with local historical documentation processes and oral history methodologies.

Pondok Pesantren Musthafawiyah Purba Baru, established in 1912 and recognized as one of Indonesia's oldest and most prominent Islamic boarding schools, traditionally emphasizes classical Islamic education through the intensive study of classical Islamic texts and religious sciences. However, the institution increasingly recognizes the pedagogical value of integrating contemporary knowledge production methodologies, including qualitative research techniques and digital learning technologies, into its educational programming without compromising foundational religious educational commitments. This institutional recognition reflects broader movements within Islamic educational contexts to reconcile traditional pesantren pedagogical commitments with contemporary educational innovations and skill development requirements. The integration of digital module development within pesantren educational frameworks presents particular pedagogical challenges, as institutional actors must navigate tensions between traditional learning modalities emphasizing memorization and classical text exegesis and contemporary educational approaches prioritizing critical analysis, participatory engagement, and student-directed inquiry (Alshammari, 2022).

Oral history constitutes a qualitative research methodology with substantial scholarly legitimacy and increasing pedagogical prominence in educational contexts worldwide. Research demonstrates that oral history approaches to history education

significantly enhance student engagement with historical material, foster the development of critical thinking capacities, cultivate an empathetic understanding of diverse historical experiences, and facilitate the construction of historical narratives reflecting multiplicities of perspective rather than monolithic historical interpretations. Within educational settings, oral history projects engage students as active historical researchers rather than passive consumers of predetermined historical narratives, thereby transforming students' relationships in to historical knowledge and developing methodological competencies applicable across disciplinary domains. Importantly, contemporary scholarship emphasizes that oral history methodologies facilitate the documentation and preservation of historical experiences from marginalized communities and ordinary citizens, thereby addressing historical silences and expanding the evidentiary base constituting historical understanding. Narrative analysis, as a complementary qualitative analytical methodology, emphasizes the interpretation and deconstruction of individual narratives to identify the underlying patterns, structures, and meanings that characterize how research participants construct and communicate their lived experiences and historical consciousness (Flanagan & Einarson, 2017).

The development of structured digital modules specifically designed to facilitate the integration of oral history methodologies into pesantren educational contexts represents a relatively unexplored pedagogical frontier. Digital learning modules, when thoughtfully designed and implemented through mentoring frameworks that emphasize interactive feedback mechanisms and culturally responsive pedagogical approaches, demonstrate the potential to enhance student learning engagement, facilitate the development of sophisticated qualitative research competencies, and enable the preservation of community historical narratives while remaining compatible with Islamic educational institutional missions and traditional pedagogical commitments. However, limited scholarly documentation exists regarding the optimal pedagogical practices for integrating oral history digital modules within Islamic boarding school educational contexts, particularly regarding mentoring approaches that facilitate students' acquisition of complex qualitative research competencies.

This research investigates the development, implementation, and pedagogical effectiveness of a specifically designed digital module—"Oral History Documentation of South Tapanuli People's Struggle During the PRRI Period" developed for implementation within Madrasah Aliyah (secondary Islamic school) programming at Pondok Pesantren Musthafawiyah Purba Baru. This research examines how mentoring relationships and pedagogical scaffolding frameworks support students' acquisition of oral history interview techniques, narrative analysis competencies, and historical consciousness while remaining culturally compatible with pesantren educational values and institutional missions. Through qualitative investigation employing semi-structured interviews, classroom observations, and documentary analysis, this research seeks to understand how digital learning technologies and mentoring relationships facilitate student engagement with historical documentation processes, develop students' understanding of qualitative research methodologies, and foster their recognition of community members as legitimate historical sources and knowledge producers (Huda et al., 2025).

This research addresses three interconnected research questions. First, how do mentoring relationships and pedagogical scaffolding within a structured digital module facilitate students' acquisition of oral history interview techniques and narrative analysis competencies? Second, how does students' understanding of historical agency, community knowledge production, and the significance of oral historical documentation shift throughout their engagement with the digital module and mentoring activities? Third, what institutional factors and pedagogical approaches characterize the effective integration of digital learning modules and qualitative research methodologies within Islamic boarding school educational contexts while preserving institutional educational missions and cultural values?

## METHOD

### Research Design and Philosophical Framework

This investigation employed a qualitative research methodology emphasizing the interpretive understanding of participants' lived experiences, subjective meanings, and evolving comprehension of oral history practices and community engagement. Qualitative methodology is particularly appropriate for this investigation because the research questions foreground participants' interpretations, the processes through which pedagogical interventions produce changes in understanding and practice, and the contextual factors that shape implementation effectiveness. Rather than seeking to quantify variables or establish causal mechanisms through experimental manipulation, qualitative methodology enables a sophisticated exploration of how mentoring relationships, digital module engagement, and community historical documentation activities produce shifts in students' conceptualizations of history, research methodology, and community knowledge production.

The research employed a phenomenological orientation emphasizing careful attention to participants' lived experiences and their interpretations of those experiences, combined with narrative analytical approaches attending to how research participants construct and communicate meaning through storytelling and biographical narration. Phenomenological orientation is particularly valuable given this research's concern with understanding how students experience and interpret their engagement with oral history activities, mentoring relationships, and community encounters. Narrative analytical approaches are complementary because the research simultaneously investigates how students' narratives regarding historical consciousness and research methodology evolve throughout their pedagogical engagement and how community members' oral historical narratives reflect historical experiences and social consciousness during the PRRI period.

### Participant Recruitment and Demographic Characteristics

The research participants included 28 Madrasah Aliyah students (16 female students, 12 male students) attending Pondok Pesantren Musthofawiyah Purba Baru from January through June 2024. Students ranged in age from 15 to 18 years, representing diverse geographic origins across North Sumatran communities and beyond, consistent with pesantren enrollment patterns that facilitate student mobility

across regions. Purposive sampling facilitated the recruitment of students enrolled in the institution's secondary Islamic studies program with demonstrated interest in historical documentation and community engagement. Additional research participants encompassed five faculty mentors (three female mentors and two male mentors) holding faculty positions in the pesantren ranging from 4 to 18 years of institutional tenure. Faculty mentors represented diverse educational backgrounds, with three holding masters degrees in Islamic education and two possessing bachelors degrees in Islamic studies, although none possessed specialized training in qualitative research methodologies or oral history practices before participation in this research initiative.

Interview participants from community settings encompassed 12 community members (six females and six male) ranging in age from 58 to 87 years residing in South Tapanuli communities and possessing direct memories or family transmitted narratives regarding PRRI experiences. Recruitment of community participants occurred through institutional connections and community leader recommendations, with informed consent emphasizing participants' voluntary engagement and right to withdraw from research activities without institutional or personal consequences. All participants provided explicit informed consent prior to participation, with research protocols explicitly addressing participant confidentiality, data protection, and secure storage of recorded interviews and transcribed materials.

### **Data Collection Procedures**

Data collection procedures encompassed four primary methodological components conducted throughout the six-month research period: (1) semi-structured interviews with student participants conducted at three temporal intervals (initial, mid-period, and conclusion) (2) semi-structured interviews with faculty mentors emphasizing their experiences implementing mentoring practices and their observations regarding student learning (3) classroom observations documenting pedagogical interactions during digital module instruction and mentoring sessions and (4) documentary analysis of student-generated materials, including interview transcripts, written reflections, and narrative analysis documents produced throughout the digital module engagement.

Semi-structured interviews with student participants were conducted through individual interviews at the research project's inception, mid-implementation (after approximately three months), and conclusion (after six months). Initial interviews explored students' prior historical knowledge, understanding of oral history methodologies, expectations regarding the digital module, and motivations for participation. Mid-period interviews investigated students' evolving understanding, challenges encountered during interview execution, insights gained through community interactions, and shifting perspectives on historical consciousness. Concluding interviews examined students' comprehensive reflections on learning outcomes, perceived competency development, personal transformations, and recommendations for programmatic enhancement.

Faculty mentor interviews encompassed two comprehensive semi-structured interviews one conducted mid-implementation and one conducted the research conclusion. These interviews investigated mentors' perceptions of student engagement

and learning progress, challenges encountered while implementing mentoring practices, their observations regarding students' developing interview competencies, their experiences integrating qualitative research methodologies within pesantren contexts, and factors identified as facilitating or hindering effective mentoring practices.

Classroom observations occurred throughout the research period during instructional sessions delivering the digital module content and during mentoring sessions where the faculty provided direct guidance to students. Observations have documented pedagogical interactions, mentors' questioning strategies, students' engagement levels, types of scaffolding mentors provided, classroom dynamics, and institutional factors affecting module implementation. Detailed field notes captured observational data with attention paid to both verbal and non verbal communicative dimensions.

Documentary analysis encompassed the examination of materials students generated throughout the module, including audio recordings and transcriptions of student-conducted interviews with community members, students' written reflections on interview experiences, students' narrative analysis documents wherein they analyzed community members' oral historical narratives, and students' written reflections on their evolving understanding of history and community knowledge production. These materials provided a rich documentation of student learning processes and the development of competencies throughout the research period.

### **Analytical Procedures**

Qualitative data analysis employed iterative coding procedures and thematic analysis frameworks to identify patterns, themes, and meanings that characterize research participants' experiences and understanding. Audio-recorded interview data underwent complete verbatim transcription with attention to preserving verbal and linguistic particularities including hesitations, emphatic utterances, and paralinguistic features potentially illuminating the affective or cognitive dimensions of participants' narratives. Transcribed interview data, observational field notes, and documentary materials were thoroughly examined to identify discrete meaningful units that constituted data fragments amenable to analytical coding.

Initial coding procedures employed *in vivo* coding approaches wherein researchers retained research participants' own linguistic formulations as preliminary coding categories, thereby maintaining fidelity to participants' conceptualizations and meanings rather than imposing predetermined analytical categories. Subsequent analytical stages involved axial coding wherein preliminary codes were related to one another, organized into broader conceptual categories, and synthesized into thematic clusters representing overarching patterns characterizing the data. Throughout these analytical stages, researchers maintained memos documenting emerging interpretations, analytical questions, and connections between coded data segments and broader research questions.

Thematic analysis specifically focusing on narrative analysis dimensions involved a careful examination of how research participants constructed narratives regarding historical events, their evolving understanding, and their positioning within narratives of research and community engagement. Narrative analytical procedures emphasize

maintaining the coherence and integrity of individual narratives rather than fragmenting narratives into decontextualized data snippets. Analysts attended to narrative structure, including how participants initiated narratives, organized chronological or causal sequences, identified turning points or transformative moments, and concluded narratives with implications for meaning and understanding.

Data saturation indicates the point at which additional data collection yields minimal new analytical insights and guided determination of interview completion. Interview data analysis concluded upon the identification of robust, repeating thematic patterns without the emergence of substantially novel conceptualizations. All analytical procedures employed a constant comparative methodology wherein newly identified codes and themes were systematically compared against previously coded data to ensure consistency and identify nuanced distinctions between apparently similar concepts.

### **Validity and Trustworthiness Procedures**

Qualitative research trustworthiness encompasses multiple dimensions including credibility, dependability, confirmability, and transferability. To enhance credibility, researchers engaged in member checking whereby preliminary analytical findings were shared with selected research participants for feedback regarding interpretive accuracy and resonance with their lived experiences. This procedure verifies that analytical interpretations remain grounded in participants' actual understanding rather than reflecting researchers' projections or misinterpretations. Additionally, prolonged engagement with research settings throughout the six-month research period facilitated researchers' familiarity with contextual factors, institutional dynamics, and subtleties of participant experiences.

Triangulation across multiple data sources—interviews, observations, and documentary materials—provided convergent evidence for the analytical conclusions. Where data sources suggested divergent interpretations or contradictory findings, researchers attended carefully to understand the sources of divergence rather than artificially homogenizing contradictory data. Analytical transparency through detailed documentation of coding decisions, analytical procedures, and interpretive reasoning enhances confirmability by enabling researchers to evaluate the logical coherence and evidentiary basis of analytical conclusions.

Reflexivity regarding researchers' positionalities, potential biases, and relationships with research participants and settings constitutes additional validity enhancement. Researchers engaged in ongoing reflexive practice acknowledging their roles as external researchers, their own historical understandings and educational assumptions, and the potential influences their backgrounds exerted on analytical interpretation. This reflexive stance acknowledges that qualitative researchers inevitably influence research contexts and interpretive processes while maintaining commitment to interpretive accuracy and fidelity to participants' experiences.

## **RESULTS AND DISCUSSION**

### **Emergent Thematic Structures**

Analysis of comprehensive qualitative data encompassing student interviews, faculty mentor interviews, classroom observations, and documentary materials revealed three overarching thematic domains characterizing research participants' experiences throughout the digital module implementation: (1) scaffolded skill development in oral history interview techniques and narrative analysis competencies, (2) transforming historical consciousness and understanding of community knowledge production, and (3) institutional integration challenges and faculty mentoring practices within pesantren educational contexts. These interconnected themes collectively illuminate how digital learning modules and mentoring relationships facilitate student learning while revealing contextual factors shaping implementation outcomes.

The first emergent theme encompasses how structured pedagogical scaffolding through digital module instruction and mentoring relationships facilitates students' progressive development of interview competencies and narrative analysis skills. Throughout the initial implementation phases, students displayed limited familiarity with qualitative research methodologies, interview techniques, and approaches to analyzing narrative data. Classroom observations during the initial instructional phases documented student uncertainty regarding appropriate interview questioning strategies, limited awareness of techniques for establishing rapport with interview participants, and minimal comprehension of how narrative analysis transforms oral historical data into interpretable historical knowledge. Students frequently asked questions reflecting their unfamiliarity with the research terminology and uncertainty regarding distinguishing between biographical interviews, oral histories, and casual conversational exchanges.

Faculty mentors described the necessity of providing explicit instruction regarding foundational oral history concepts and detailed models of appropriate interview techniques. One faculty mentor explained In the beginning, students asked many questions about basic things—like, what does it mean askin open-ended questions? Why did we record interviews? How do we prepare questions ahead of time but remain flexible during actual interviews? They had no prior exposure to this methodology." This observational documentation illustrates that the students entered the module without sophisticated research methodological frameworks.

Progressive skill development emerged as students engaged repeatedly in interview practice activities, received feedback from faculty mentors, and conducted interviews with community members. Mid-period interviews with students revealed growing confidence in interview execution and increasing sophistication in their strategic questioning approaches. Students reported that their initial anxiety regarding community interviews gradually diminished as they gained interview experience and received encouragement from mentors. One student reflected: "After the first practice interview, I was nervous about talking with real community members. However, my mentor helped me understand that people want to share their stories, and my job was to listen carefully and ask respectful questions. Through my third interview, I felt much more confident."

A documentary analysis of students' written reflections and recorded interviews revealed a quantifiable progression in students' interviewing techniques across the research period. The analysis of interview recordings identified specific competency

domains: (1) questioning strategies, including students' capacity to formulate open-ended questions, follow-up probing questions, and clarify inquiries; (2) active listening practices, encompassing students' abilities to attend carefully to interviewees' narratives, note important themes, and ask spontaneous questions naturally following the interviewees' responses; (3) interview management skills, including students' abilities to establish appropriate interview timing, create comfortable physical environments, explain research purposes, and address participant concerns; and (4) ethical interviewing practices, encompassing students' capacities to obtain informed consent, maintain confidentiality, respect participant autonomy, and handle sensitive topics.

Initial interview recordings (January to February) documented limited sophistication in these competency domains. Students frequently asked closed-ended questions permitting yes/no responses, failed to follow up on interesting narrative developments, read questions in astilted fashion from written scripts, and displayed difficulty in maintaining natural conversational flow while attending to research objectives. Mid-period interview recordings (April-May) revealed significant improvement: students increasingly formulated open-ended questions, asked spontaneous follow-up questions reflecting genuine interest in interviewees' narratives, engaged in more natural conversational exchanges, and demonstrated greater flexibility in modifying question sequences based on the interview flow.

Concluding interview recordings (June) illustrated continued progression: students demonstrated sophisticated interviewing capacities including careful attention to emotional dimensions of narratives, skillful transition between topics, sensitive handling of traumatic historical content, and the capacity to balance research objectives with responsiveness to interviewee needs and comfort levels. One student's concluding interview illustrates this sophistication: when an elderly community member became emotionally distressed recounting experiences of military conflict, the student demonstrated empathetic responsiveness, allowed time for the participant to compose themselves, explicitly asked whether the participant wished to continue, and eventually enabled the participant to continue narrating their experience while maintaining emotional safety.

The second emergent theme encompasses fundamental shifts in students' historical consciousness, understanding of how historical knowledge is produced, and recognition of community members as legitimate sources of historical knowledge and understanding. Initial student interviews revealed that the students possessed minimal familiarity with the PRRI historical period and understood history primarily through formal textbook narratives and teacher-delivered instruction. Students initially expressed uncertainty about why community members' personal memories constituted legitimate historical sources, questioning how individual recollections could contribute to historical understanding when formal historical records presumably provided authoritative accounts.

The students engagement with oral histories from community members directly challenged these epistemological assumptions. As students encountered community members' detailed narratives regarding their lived experiences during the PRRI period—including experiences of military conflict, displacement, family separation, and community disruption—students gradually recognized that individual historical

experiences constituted historically significant knowledge that was not captured in official historical narratives. One student reflected: "Before this project, I thought history was only what was written in textbooks and what the teachers told us. Now I understand that the people who lived through these events have knowledge that historians and textbooks do not fully capture. Their stories are real history."

Mid-period interviews documented emerging recognition among students that historical narratives represent particular perspectives rather than objective truth and that multiplicity of perspectives enriches historical understanding. Students began recognizing that their textbook accounts of the PRRI, while not inaccurate, reflected limited perspectives emphasizing the military and political dimensions of the rebellion while neglecting how the rebellion affected ordinary citizens' daily lives, families, and communities. One student explained: Our history book talks about the PRRI as a military event with dates and leaders. However, the community members we talked about told us about losing family members, having to hide, uncertainty about who would win, and how scared they were. That's also history—and it's not in our textbook."

Concluding interviews revealed that students fundamentally reconceptualized their understanding of what constitutes historical knowledge and how historical understanding is produced. Students increasingly articulated sophisticated epistemological positions recognizing that historical knowledge encompasses diverse sources, perspectives, and interpretations rather than singular objective truths. Students recognized that historians, archivists, and textbook authors make selections regarding which aspects of history to emphasize and that community oral histories provide access to perspectives and experiences that formal historical documentation may neglect or minimize.

Students' recognition extended to understanding community members as intellectual agents and knowledge producers rather than as passive bearers of historical experience. This shift represented a significant transformation from the initial positioning of community members as subjects providing data for students' research toward the recognition of community members as knowledgeable participants possessing sophisticated understandings of their own experiences and historical contexts. Students began soliciting community members' analytical perspectives on how historical events shaped their communities, asking community members to reflect upon the meanings they attributed to historical experiences, and requesting community members' interpretations of contemporary political and social conditions as extensions of historical processes. One student noted We learned to ask people not just about what happened, but what they think it means, how it affected their understanding of Indonesia, and what lessons they drew from those experiences. They are not just providing us with information—they're sharing their understanding and wisdom.

Narrative analysis activities, wherein students examined interview transcripts to identify recurring themes, narrative structures, turning points, and meanings community members attributed to their experiences, further developed their sophisticated historical consciousness. Documentary analysis of students' narrative analysis documents revealed that students increasingly recognized how narrative structures communicate meanings, how community members emphasized particular

dimensions of their experiences as particularly significant, and how individual narratives connect to broader historical and social processes.

The third emergent theme encompasses how the digital module became integrated within the pesantren institutional context, the mentoring practices employed by the faculty, challenges encountered by the faculty and students, and institutional factors affecting implementation success. The pesantren institutional context presented particular pedagogical particularities that required deliberate attention throughout module implementation. Unlike conventional secondary schools where oral history projects might integrate relatively seamlessly into history curricula, integrating oral history methodologies within the pesantren requires explicit institutional legitimization, faculty familiarization with unfamiliar pedagogical approaches, and negotiation between traditional pesantren educational emphases and contemporary qualitative research methodologies.

Table 1 presents faculty mentors' characterizations of the mentoring approaches employed throughout the module implementation, including the frequencies with which mentors reported employing specific mentoring practices during their interactions with students

Table 1. Faculty mentors' characterizations

Mentoring Practice	Frequency Reported	Percentage of Mentors Reporting	Representative Description
Explicit instruction regarding research terminology and concepts	5/5	100%	Direct teaching of qualitative research concepts, interview methodology, narrative analysis frameworks
Modeling of appropriate interview techniques	5/5	100%	Demonstration of exemplary interview questioning, active listening, and conversational management
Feedback on students' draft interview questions	5/5	100%	Written or verbal critique of students' preliminary interview guides with suggestions for improvement
Practice interviews with faculty as mock participants	4/5	80%	Opportunities for students to practice interview techniques with faculty before community interviews
Feedback on	4/5	80%	Review and critique of audio-

Mentoring Practice	Frequency Reported	Percentage of Mentors Reporting	Representative Description
recorded student interviews			recorded student interviews with specific recommendations
Guided reflection on interview experiences	5/5	100%	Facilitated discussion encouraging students to reflect upon interview process, challenges, and learnings
Scaffolded narrative analysis instruction	5/5	100%	Step-by-step guidance in analyzing interview transcripts, identifying themes, and constructing interpretations
Explicit attention to ethical research practices	5/5	100%	Instruction regarding informed consent, confidentiality, respectful engagement, and researcher responsibilities
Troubleshooting specific student challenges	5/5	100%	Problem-solving regarding interview anxieties, difficulty accessing community members, or analytical uncertainties
Integration with pesantren curricula and values	4/5	80%	Explicit connection of oral history project to Islamic educational values and pesantren missions

Faculty mentors described their mentoring approaches by combining directive instruction regarding unfamiliar methodologies with increasing opportunities for student autonomy and self-directed problem solving. One mentor explained: "At first, I had to teach students the basics—what is an open-ended question, how do you record an interview, and how do you transcribe. Gradually, students developed competence, and I shifted toward asking them reflective questions to help them analyze their own experiences and improve their practice." This description reflects mentors' deliberate progression from scaffolding to the gradual release of responsibility, a pedagogical approach that research demonstrates enhances student learning and develops learner autonomy.

Classroom observations documented mentoring interactions characterized by genuine curiosity regarding students' experiences, encouragement of students'

emerging competencies, and explicit validation of students' contributions to community historical documentation. Mentors frequently offered specific praise regarding students' interview accomplishments, such as commenting, I noticed how you asked a follow-up question that helped the interviewee elaborate on an important point—that's excellent interview technique. Such feedback provided concrete evidence of students developing competencies while reinforcing specific behaviors that mentors sought to encourage.

However, faculty mentors also described the substantial challenges accompanying module implementation. All five mentors reported feeling initially overwhelmed by the responsibility for teaching unfamiliar methodologies. One mentor reflected: "I had never conducted oral history interviews or analyzed narratives before. I was nervous about teaching students something I had not studied deeply. I had to invest considerable time in learning the methodology before I could effectively teach students." This comment illustrates that faculty development requirements constitute significant institutional costs associated with module implementation.

Mentors also identified challenges arising from students' variable levels of prior educational preparation and engagement. While most students displayed enthusiastic engagement with the module, some struggled with components requiring sustained attention to detail, careful reading of complex research concepts, or independent problem-solving. One mentor noted Some students found the written components of narrative analysis challenging. They understood the interviews well, but analyzing transcripts and writing reflections required different skills. I had to provide additional scaffolding for those students."

Institutional factors affecting implementation include pesantren scheduling constraints, limited access to technology infrastructure, and occasional skepticism regarding the module's relevance to traditional pesantren educational missions. The pesantren maintained rigorous daily schedules encompassing morning Islamic studies, afternoon secular academic instruction, evening Quranic memorization, and regular prayer observation. Integrating the oral history module requires accommodation within this demanding schedule, sometimes necessitating the replacement of other curricular components or integration during limited discretionary time. Limited technology infrastructure including inconsistent internet connectivity, limited access to recording equipment, and restricted availability of computer laboratories for transcription and analysis occasionally constrained implementation activities.

Documentary analysis of students' interview recordings, narrative analysis documents, and written reflections enabled the characterization of students' developing competencies across three competency domains: interview technique competency, narrative analysis competency, and historical consciousness/epistemological sophistication. These competencies were assessed through asystematic analysis of the recorded interviews and documentary materials using a rubric-guided approach.

Table 2 presents students' mean competency ratings across four assessment occasions (initial, early mid-period, late mid-period, and concluding), with ratings

reflecting 4-point rating scales (1=limited capability, 2=developing capability, 3=proficient capability, 4=advanced capability).

Table 2. Students' Mean Competency Ratings Across Four Assessment Occasions

Competency Domain	Initial Assessment	Early Mid-Period	Late Mid-Period	Concluding Assessment	Mean Growth
Open-ended questioning	1.32	1.89	2.71	3.46	+2.14
Active listening and responsive questioning	1.18	1.93	2.68	3.29	+2.11
Interview management and rapport building	1.57	2.18	2.82	3.54	+1.97
Ethical interview practices	1.68	2.32	2.96	3.61	+1.93
Thematic identification in narrative data	1.14	1.89	2.57	3.18	+2.04
Narrative structure analysis	1.11	1.75	2.39	3.04	+1.93
Evidence-based interpretation	1.07	1.68	2.36	3.00	+1.93
Historical consciousness sophistication	1.39	2.04	2.71	3.32	+1.93

Table 2 data illustrate substantial development across all competency domains, with mean growth ranging from 1.93 to 2.14 rating points. Interview technique competencies demonstrated particularly robust development, with open-ended questioning competency improving from mean of 1.32 initially to 3.46 at conclusion, representing 260% improvement. Active listening and responsive questioning similarly demonstrated substantial improvement from 1.18 to 3.29, representing 279% improvement. Narrative analysis competencies developed progressively across the research period, though with slightly less dramatic improvement trajectories than

interview technique competencies. Historical consciousness and epistemological sophistication demonstrated consistent improvement, though the more fundamental nature of these shifts renders them somewhat less amenable to numeric quantification than technical interview competencies.

Students' responses to the interview questions regarding their perceived competency development were closely aligned with the documentary evidence of development. When asked How much would you say you have developed your ability to conduct interviews during this project? Of the 28 students 25 (89.3%) responded that they had developed "substantial" or "significant" competencies, while three students indicated "moderate" development. Similarly, when asked How has your understanding of what counts as historical knowledge changed? Of the 28 students 22 (78.6%) articulated sophisticated epistemological positions recognizing the multiplicity of historical perspectives and legitimacy of community oral histories, compared to only three students (10.7%) articulating such perspectives during initial interviews.

While the primary research focus was on students' learning experiences, community members who participated in interviews with students provided relevant perspectives on the quality of student interview work and community perspectives on the value of oral history documentation. Faculty mentors conducted brief concluding interviews with 11 of 12 community interview participants, inquiring about their experiences participating in student-conducted interviews and their perspectives on the significance of oral history documentation.

Community participants consistently provided positive evaluations of student interviewing competencies, particularly emphasizing students' respectfulness, genuine interest in community members' narratives, and careful attention to the emotional dimensions of their accounts. One community participant reflected: "These students were respectful and serious about their work. Participants listened carefully and asked thoughtful questions. I felt honored that they wanted to hear our stories." Another community member noted Young people today do not often take interest in our experiences. It was meaningful that these students wanted to document our experiences and understand what we lived through."

Notably, community participants frequently articulated the significance of oral history documentation in their communities' historical consciousness. One community member explained: "Nobody asks us about these events anymore. History books do not include our experiences. It is important for our children and grandchildren to understand their ancestors lives. These students' projects help preserve this history. This reflection illustrates that community members recognized the inherent value of oral history documentation regardless of its immediate educational purposes.

## **Discussion**

### **Pedagogical Effectiveness of Digital Modules and Mentoring Within Islamic Educational Contexts**

The research findings demonstrate that carefully designed digital modules incorporating oral history methodologies, when combined with intensive mentoring relationships emphasizing scaffolded instruction and the gradual release of responsibility, are substantially effective in facilitating students' acquisition of

sophisticated qualitative research competencies within Islamic boarding school educational contexts. The comprehensive competency development documented across all assessed domains—with mean improvements ranging from 1.93 to 2.14 rating points on 4-point scales—indicates that students progressed from minimal baseline competencies to proficient or advanced capability levels in nearly all assessed domains over the six-month implementation period. This progression occurred within a population of secondary students without prior research methodology training, suggesting that age-appropriate qualitative research methodologies are accessible and engaging for adolescent learners when presented through scaffolded instructional approaches and are supported by consistent mentoring relationships.

The effectiveness of faculty mentoring practices in facilitating student learning aligns with extensive educational research documenting the significance of mentoring in supporting student learning, developing metacognitive awareness, and fostering positive affective dimensions of learning including motivation and engagement. The mentoring practices documented in this research encompassing explicit instruction regarding unfamiliar concepts, modeling of desired practices, provision of specific corrective feedback, facilitation of guided reflection, and progressive scaffolding release reflect well-established principles of effective instruction and mentoring documented in educational research literature. The consistency with which all five faculty mentors employed these practices despite their initial unfamiliarity with oral history methodologies suggests that experienced educators can effectively support student learning of novel methodologies when provided with adequate preparation time and institutional support (Art R. Napoles, 2022).

The capacity of the pesantren institutional context to accommodate digital module implementation and oral history methodologies is particularly significant given the potential tensions between traditional Islamic educational approaches emphasizing classical text study and contemporary pedagogies prioritizing student-directed inquiry and methodological innovation. Rather than conceptualizing these educational approaches as inevitably contradictory, the research suggests their compatibility through deliberate curricular integration emphasizing alignment with pesantren educational missions. Specifically, mentors successfully framed oral history documentation and community engagement as consistent with Islamic educational values emphasizing respect for elders, preservation of community knowledge, and social responsibility toward preserving cultural heritage. This pedagogical framing facilitated institutional acceptance of novel methodologies while maintaining fidelity to foundational Islamic educational commitments.

### **Transformations in Historical Consciousness and Epistemological Understanding**

The research documents fundamental shifts in students' historical consciousness and epistemological understanding of how historical knowledge is produced and constituted. These conceptual shifts, although perhaps less readily quantifiable than technical skill improvements, may represent the research's most pedagogically significant findings regarding student learning. Students' progression from understanding history as primarily factual content delivered through textbooks and teacher instruction toward recognizing history as constructed interpretations incorporating multiple perspectives and epistemically legitimating community

knowledge production represents a profound transformation in students' understanding of knowledge production, authority, and meaningful participation in scholarly inquiry (Mubuuke et al., 2021).

This epistemological transformation aligns with scholarship in critical pedagogy and constructivist education theory, which emphasizes that meaningful learning encompasses fundamental shifts in learners' conceptualizations of knowledge domains rather than the mere accumulation of factual information or technical skills. When students reconceptualize what constitutes historical knowledge and recognize community members as legitimate knowledge producers, they simultaneously reconceptualize their potential roles as knowledge producers capable of generating historically significant contributions through oral history documentation and qualitative analysis. This reconceptualization potentially extends beyond the specific oral history domain to influence students' broader understanding of knowledge production, research, and intellectual agency (Silaban et al., 2024).

The research findings align with the extensive literature on oral history's pedagogical effectiveness in enhancing historical learning and understanding, although this study extends the literature by documenting oral history's effectiveness within the specific context of Islamic secondary education in Indonesia. Research on oral history pedagogy has consistently documented enhanced student engagement, improved historical understanding, and the development of critical thinking capacities. The findings of this research parallel these documented benefits while contributing specific knowledge regarding how these benefits manifest within particular institutional and cultural contexts.

### **Mentoring as Mechanism for Pedagogical Innovation Within Traditional Educational Institutions**

This research provides evidence that intensive mentoring relationships constitute effective mechanisms through which educational innovations can be introduced into established educational institutions without requiring a wholesale institutional transformation. Despite their initial unfamiliarity with qualitative research methodologies, faculty mentors successfully supported student learning through commitment to ongoing learning, deliberate pedagogical scaffolding, and the explicit connection of novel methodologies to institutional missions and values. This finding suggests practical implications for educational institutions seeking to introduce innovative pedagogies: rather than requiring faculty members to possess prior expertise in novel methodologies, institutions can support pedagogical innovation through provision of mentoring frameworks, professional development opportunities, and reasonable timelines for faculty learning alongside student learning (Toreid et al., 2025).

The effectiveness of this approach reflects the recognition that teaching and learning are intertwined. learning processes of faculty mentors regarding oral history methodologies did not undermine their instructional effectiveness; rather, their continued learning demonstrated to students that knowledge acquisition constitutes an ongoing process extending throughout life, including for experienced educators. Furthermore, faculty mentors' transparency regarding their own learning processes—acknowledging areas of uncertainty, soliciting student input regarding interpretations,

and modeling how experienced learners approach unfamiliar material—provided valuable modeling of sophisticated learning and intellectual humility that likely benefited students' development as learners (Tarigan et al., 2021).

### **Institutional Constraints and Practical Implementation Challenges**

Despite the research's overall findings regarding the effectiveness of digital modules and mentoring in facilitating student learning, it also documents substantial practical challenges accompanying implementation within the pesantren institutional context. These challenges warrant careful consideration of the institutions that contemplate similar initiatives. The pesantren's rigorous daily schedule, limited technology infrastructure, initial skepticism regarding pedagogical innovation, and faculty development requirements constituted genuine constraints affecting implementation. Recognition of these constraints does not diminish the research findings regarding pedagogical effectiveness; rather, acknowledgment of implementation challenges provides a realistic foundation for designing subsequent initiatives with adequate resource allocation and institutional preparation (Tika & Dewi, 2022).

The challenges documented in this research prove particularly significant for understanding implementation requirements in educational contexts characterized by limited infrastructure resources, constrained funding, and competing institutional priorities. Many Islamic boarding schools throughout Indonesia and comparable regions face resource constraints, similar to those documented in this research. The successful implementation of pedagogical innovations within such contexts requires explicit attention to resource requirements, incremental implementation approaches, and realistic expectations regarding the timeline and pace of institutional change. Initiatives are designed without accounting for these contextual realities risk failure despite the pedagogical merit of intended innovations (Lim et al., 2022).

### **Limitations and Contextual Specificity**

The research findings must be understood within specific contextual parameters which limits their generalizability. This research focused on a single pesantren institution in a particular geographic region, encompassing a relatively small sample of student and faculty participants, and examined its implementation within a specific historical and institutional context. Findings regarding pedagogical effectiveness within Pondok Pesantren Musthafawiyah Purba Baru may not necessarily apply to substantially different institutional settings, geographic regions, or student populations. Replication of similar research within diverse pesantren settings would provide valuable comparison data enabling amore nuanced understanding of the contextual factors affecting implementation effectiveness.

Additionally, the research's six-month timeframe, while permitting observation of substantial learning development, represents a relatively limited longitudinal perspective. Long-term follow-up research investigating whether students' developed competencies persist over extended periods, whether epistemological transformations remain stable, and whether students apply oral history methodologies and develop research competencies in subsequent educational and professional contexts would

provide valuable longitudinal data to complement this research's cross-sectional findings.

The research focused specifically on pedagogical outcomes in the form of student learning and competency development, with limited systematic attention paid to broader institutional outcomes, community impacts beyond individual interviewees, or long-term consequences for the pesantren institution's educational mission and practice. A comprehensive understanding of educational innovations requires attention to multiple outcome domains encompassing student learning, institutional change, community engagement, and long-term sustainability outcomes not fully addressed in this research's scope.

### **Implications for Educational Policy and Practice**

The research findings suggest several implications for educational policy and practice in Islamic educational contexts and more broadly. First, oral history methodologies and community-based learning approaches prove pedagogically valuable within secondary Islamic educational settings and merit consideration for broader integration into pesantren curricula. Rather than being confined to specialized research initiatives, oral history documentation approaches could be incorporated into standard history curricula, enabling larger student populations to benefit from documented advantages.

Second, the effectiveness of faculty mentoring in supporting pedagogical innovation suggests that educational institutions should prioritize mentoring frameworks and professional development structures that support faculty engagement with emerging pedagogies. Rather than expecting individual faculty members to become expert practitioners of novel pedagogies without institutional support, institutions should allocate resources to collaborative learning communities, peer mentoring, professional development sessions, and structures that enable faculty to learn alongside their students.

Third, the successful integration of digital learning modules within traditional pesantren settings demonstrates that perceived tensions between traditional Islamic educational approaches and contemporary pedagogical innovations prove resolvable through deliberate pedagogical design emphasizing alignment with institutional missions and values. Educational policy discouraging educational innovation within religious educational contexts based on assumptions of fundamental incompatibility merits reconsideration in light of the evidence that innovation and tradition are compatible when pursued through culturally responsive pedagogical approaches.

Fourth, the successful implementation of educational innovations in resource-constrained contexts requires realistic resource allocation, extended implementation timelines, and expectations of incremental rather than transformative institutional change. Policy frameworks promoting educational innovation should include provisions that ensure realistic resource allocation proportionate to innovation complexity and the institutional context.

## CONCLUSION

This qualitative research investigated the development and implementation of a digital module facilitating students' engagement with oral history documentation regarding South Tapanuli communities' experiences during the PRRI period, with a particular focus on how mentoring relationships and pedagogical scaffolding supported students' development of interview techniques, narrative analysis competencies, and transformed historical consciousness. Over a six-month implementation period encompassing 28 secondary Islamic school students and five faculty mentors at Pondok Pesantren Musthafawiyah Purba Baru, comprehensive qualitative data collection and analysis revealed the substantial pedagogical effectiveness of the digital module in facilitating student learning across multiple competency domains. The research documented that students developed sophisticated interview competencies including open-ended questioning, active listening, rapport building, and ethical interview practices; progressed in narrative analysis competencies encompassing thematic identification, narrative structure analysis, and evidence-based interpretation; and underwent fundamental transformations in historical consciousness recognizing community oral histories as legitimate historical sources and community members as knowledge producers. Faculty mentors successfully supported student learning through pedagogical practices encompassing explicit instruction, modeling, scaffolded practice, and guided reflection, despite their initial unfamiliarity with qualitative research methodologies. This research demonstrates that pedagogical innovations can be successfully integrated within traditional Islamic educational settings through deliberate alignment with institutional missions and values, although implementation requires substantial resource allocation, extended timelines, and sustained faculty development. The findings suggest that oral history methodologies merit broader integration into secondary Islamic education curricula, mentoring frameworks should be prioritized as mechanisms supporting pedagogical innovation, and collaborative partnerships between educational institutions and communities are mutually beneficial for advancing both educational and community documentary objectives. Future research should examine the long-term sustainability of pedagogical innovations, investigate the transferability of findings across diverse pesantren settings, and assess broader institutional and community impacts beyond individual student learning outcomes. This research contributes to the growing evidence that qualitative research methodologies and contemporary pedagogical approaches prove accessible and valuable within secondary education contexts when implemented through structured mentoring and culturally responsive pedagogical design.

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