

ENGLISH LEARNING STRATEGY IN ISLAMIC BOARDING SCHOOL

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui integrasi pembelajaran bahasa Inggris dalam konteks pendidikan Islam di Pesantren Daaruttaqwa. Penelitian ini menggunakan metode kualitatif dengan fokus pada analisis dokumen. Sumber data utama berasal dari berbagai dokumen terkait, seperti kebijakan sekolah, materi pembelajaran, atau publikasi terkait. Hasil dari penelitian ini menunjukkan bahwa pesantren telah berhasil mengintegrasikan pembelajaran bahasa Inggris dengan pendidikan Islam melalui berbagai cara, termasuk penggunaan bahasa Arab untuk konten agama dan bahasa Inggris untuk mata pelajaran umum dan menjadi salah satu Bahasa pengantar serta komunikasi sehari-hari. Pendekatan komprehensif ini memastikan bahwa para siswa tidak hanya memperoleh kemahiran linguistik tetapi juga menyerap ajaran agama, menumbuhkan pengalaman pendidikan yang menyeluruh.

Kata kunci: Strategi, Pesantren, Integrasi

Abstract

The purpose of this study is to investigate the integration of English language learning in the context of Islamic education at Pesantren Daaruttaqwa. The study uses a qualitative method with a focus on document analysis. The main data sources came from various related documents, such as school policies, learning materials, or related publications. The results of this study show that pesantren have successfully integrated English language learning with Islamic education through various means, including the use of Arabic for religious content and English for general subjects and being one of the languages of instruction and daily communication. This comprehensive approach ensures that students not only gain linguistic proficiency but also imbibe religious teachings, fostering a well-rounded educational experience.

Keywords: Strategy, Pesantren, Integration

Introduction

In the current era of globalisation, English proficiency has become increasingly important as a means of cross-cultural communication and a key to accessing global resources (Rifiyanti et al., 2023). Amidst this demand for proficiency, Islamic boarding schools as traditional educational institutions in Indonesia face unique challenges in integrating English language learning into their curriculum. In other words, Indonesian Islamic boarding schools not only focus on cultivating Islamic values but have also adopted the importance of equipping students with the ability to compete globally, one of which is through learning English. Thus, the Indonesian Islamic boarding schools or known as Pesantren specifically emphasises Islamic religious education, responding the needs of English learning with Islamic values and teachings without compromising the essence of both (Woodward, 2009). Some of the challenges in English language learning in Islamic boarding schools include developing English language learning strategies that are in line with Islamic values and teachings without compromising the quality or effectiveness of learning. Another issue is how to integrate English language learning into the pesantren curriculum which may be more focused on teaching religion and Islamic sciences and Islamic boarding schools may face limited resources in terms of textbooks, facilities, or funds to support English language teaching and learning (Hudriati et al., 2021).

The integration of English language teaching into Islamic education in pesantren in Indonesia involves significant challenges, but can be overcome through the implementation of appropriate strategies. Such challenges include limited resources, curriculum suitability, and parental and community involvement. The strategies found, such as the development of learning materials that are in line with Islamic values, comprehensive teacher training, wise utilisation of technology, and learning approaches that actively involve students, show that this integration can be effective with appropriate approaches. Thus, the results of this study provide valuable insights for further developments in English language teaching in pesantren, including improved teacher training, more integrated curriculum development, and more active involvement of parents and communities. This research confirms the importance of understanding the unique context of Islamic boarding schools in developing effective English learning strategies, while maintaining Islamic values and teachings in the educational process (Rohman & Muhtamiroh, 2022). The strategies used by students to learn English, such as independent learning, engagement in discussion, media utilisation, use of technology, and repeated practice, can provide insights into effective approaches in the pesantren context. By utilising these strategies, pesantren can develop English learning approaches that suit the needs of their students, enable wider access to learning materials and improve the effectiveness of English learning in the pesantren environment (Mukri, 2016). The research investigated various aspects related to English language teaching and learning in Islamic educational institutions, including pesantren. The results highlight the challenges and opportunities in integrating English language learning with Islamic values and teachings, effective strategies in English language teaching, as well as practical implications for curriculum development and better teaching methods in the context of Islamic education. This review provides valuable insights for educational practitioners and researchers to understand more about the dynamics of English language teaching in Islamic educational institutions, as well as identify potential research directions for the future (Djamdjuri et al., 2023). A holistic and sustainable approach where it is important to develop learning materials that include English content relevant to Islamic values and teachings. This can include learning English related to Quranic verses, hadith, or other content related to Islam (Umar, 2022). A student-centred learning approach can be used, where students are encouraged to actively participate in English learning by relating the material to their experiences and understanding of Islam. In addition, the use of technology

such as specially developed English language apps with Islamic content can enrich students' learning experience (Yanda, 2023). English may not always be considered a top priority in pesantren, especially if students are more focused on teaching religion and Islamic sciences. Hence, creating students' motivation and interest in learning English can be a challenge (Sari, 2023). Pesantren needs to develop a comprehensive English curriculum that suits their educational objectives and is integrated with the existing Islamic education curriculum. This involves selecting appropriate textbooks, designing lesson plans, and incorporating relevant content that reflects Islamic values and principles (Nur et al., 2021).

Therefore, this study will investigate the integration of English language learning in Islamic education for junior high school level in Pesantren Daaruttagwa, a modern pesantren located in Bogor area. In the context of this modern pesantren, the challenges and strategies associated with teaching English will be studied in depth. The research focus will cover various aspects, ranging from the challenges in combining these two educational approaches, to the effective learning strategies implemented by the pesantren. By choosing Pesantren Daaruttagwa as the research location, it is hoped that this research can provide a more specific understanding of the implementation of English language learning in modern pesantren. The results of this study are expected to provide valuable insights for the development of education in similar pesantren in the future, as well as contributing to a broader understanding of the integration of Islamic education with formal school curriculum in the context of modern education in Indonesia. Therefore, this study aims to explore English learning strategies in Islamic boarding schools, highlighting the challenges faced as well as the opportunities that exist. With a deeper understanding of the unique context and needs of Islamic boarding schools, it is hoped that effective and sustainable learning strategies can be developed to enrich students' educational experience in mastering English, while strengthening the Islamic values that are the cornerstone of this institution.

Research Method

In this research, the method used is qualitative with a focus on document analysis. The main data sources came from various related documents, such as school policies, learning materials, meeting notes, or related publications. The data collection technique involves collecting these documents from various sources, such as educational institutions, libraries, or official publications. Once the documents were collected, content analysis was used as the main data analysis technique. The documents were examined in detail to identify key information, themes or emerging patterns. The results of the analyses were reviewed in depth to identify key findings and relevant implications. Interpretations of these findings were then communicated in a systematic research report, providing a deep insight into the integration of English language learning in the context of Islamic education at Pesantren Daaruttagwa. Thus, the methods, data sources, and data collection and analysis techniques used in this study are an integral part of the overall research process to gain a comprehensive understanding of the research topic.

Findings and Discussion

a. Direction and Goal of Education

The direction and target of education in Pesantren Daaruttagwa is directed to orientate students to the values of society, by upholding Islamic solidarity as the main adhesive and worship as the main foundation. In addition, education in this pesantren also aims to smooth the process of transformation of knowledge with a multi-disciplinary approach, which requires santri to live on campus during their education period. This is so that they can be educated and nurtured as a whole, integrally, and continuously for 24 hours, so as to

anticipate negative behaviour, immoral acts, and anarchism. In addition, pesantren also aims to develop the talents and interests of santri in various fields, such as arts, sports, skills, leadership, and life skills. In addition, the pesantren also emphasises the importance of the ability to communicate with international languages, namely Arabic and English, actively, intensively, and rhetorically. Thus, the pesantren also aims to help students reduce the cost of living and education more efficiently, so that they can achieve maximum potential in their personal and academic development.

b. Integration of English Language Learning in the context of Islamic Education

Pesantren Daaruttagwa has integrated English language learning with Islamic education through various measures, including curriculum development that reflects Islamic values, selection of relevant learning materials, and comprehensive teacher training in appropriate teaching methods. The document analysis also revealed challenges faced, such as limited resources and the need for further support in curriculum development and teacher training. The use of Arabic and English in learning and daily conversation at Pesantren Daaruttagwa reflects a holistic approach to education. In the context of Islamic learning, Arabic is used to study the Quran, hadith, and other religious studies. Arabic is also used in various religious rituals such as prayers, dhikr, and Friday sermons. On the other hand, English is used in general subjects and as part of the secular curriculum. In addition, in an effort to improve students' English proficiency, this language is also used in daily conversations in the pesantren environment, especially in interactions with teachers and fellow students. The use of these two languages not only helps students acquire religious and academic knowledge, but also prepares them to communicate in an increasingly integrated global context. Thus, the use of Arabic and English in daily learning and conversation at Pesantren Daaruttagwa reflects their commitment to providing a comprehensive education that is relevant to the demands of the times (Pesantren Daaruttagwa, n.d.).

The provision of Information and Technology (IT) skills in relation to English language learning is an important endeavour at Pesantren Daaruttagwa. In today's digital era, technology integration is an integral part of the English learning process. The pesantren recognises the importance of IT skills in helping students access English learning resources more widely and effectively. Therefore, apart from conventional English learning, students are also equipped with technological skills such as the use of language learning software, online learning applications, or e-learning platforms. In addition, they may also be introduced to modern techniques such as e-books, learning videos, or online forums to enhance their practice of speaking, listening, reading, and writing in English. By providing IT skills in relation to English learning, Pesantren Daaruttagwa helps students to be better prepared to face global challenges as well as improve their English skills in today's digital era.

c. A balanced lesson syllabus

A balanced lesson syllabus for English language learning at Pesantren Daaruttagwa could include various components that reflect a holistic approach to education. Here is an example of a balanced lesson syllabus: Language Materials: This includes learning vocabulary, grammar, and sentence structure in English. This material helps students understand the basics of English and acquire basic skills such as speaking, listening, reading and writing. Speaking Skills: Focuses on developing students' ability to speak in English fluently and clearly. It involves conversational exercises, role plays, presentations, and group discussions. Listening Skills: Develops students' ability to understand conversations and audio material in English. This could involve listening to audio recordings, watching videos, or participating in group discussions. Reading Skills: Focuses

on developing the ability to read and understand texts in English. This could involve reading stories, articles, or teaching materials relevant to a particular topic. Writing Skills: Teaches students to express thoughts and ideas in English in writing. This could involve writing essays, letters, journals, or reports. Cultural Content: Introduces students to cultural aspects of English-speaking countries, including traditions, festivals, food, and social customs. This helps students to understand the culture of the country.

From the implementation of English learning strategies in this pesantren, it can be concluded that the integration of English subjects with Islamic education shows that a holistic approach to learning can provide great benefits. It helps students develop a deeper understanding of their religious values while acquiring essential English language skills in a global context. Pesantren Daaruttagwa shows flexibility in language use. They use Arabic for religious purposes and English for secular content and daily communication. This approach helps students become more comfortable and competent in multiple languages, which is a valuable asset in an increasingly integrated global environment. The emphasis on information technology skills in English language learning shows that the pesantren recognises the importance of technology in modern education. It enables students to access learning resources more effectively and prepares them for global challenges in the digital age. The balanced design of the syllabus ensures that various aspects of learning, from basic language skills to cultural understanding, are well addressed. This approach ensures that students not only master the language technically, but also understand the cultural context in which the language is used. Thus, Pesantren Daaruttagwa demonstrates its commitment to providing education that is comprehensive and relevant to the demands of the times,

Conclusion

In order to achieve the goal of holistic education, Pesantren Daaruttagwa has taken important steps in integrating English language learning with Islamic education. One of the key aspects of this integration is the emphasis on using Arabic for religious content and English for secular subjects and daily communication. Thus, the pesantren provides a learning environment that allows students to gain a deep understanding of Islamic teachings while also acquiring English language skills that are essential in global communication. In addition, the importance of information technology (IT) skills is also emphasised as an integral part of the English learning process. Pesantren Daaruttagwa recognises that in today's digital era, the use of technology can increase students' access to English learning resources more widely and effectively. As such, students are equipped with IT skills such as the use of language learning software, online learning applications, and e-learning platforms. This not only assists students in improving their English proficiency, but also prepares them to face global challenges in today's digital era. Furthermore, Pesantren Daaruttagwa has developed a balanced learning syllabus, which covers various aspects of English learning. This syllabus does not only focus on the technical aspects of English language learning.

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