The Implementation of English Program at SMK Pesantren Bina Insan Mulia Cirebon

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Abstract

The spread of religion in Indonesia happens in various ways. One of them is that Islam entered Indonesia through many media in its spread, one of which is through education. In Islam, the spread through education is known as pesantren education, which plays a very large role in the spread of Islam in Indonesia. Pesantren itself is a traditional Islamic education where under the guidance of a teacher who is usually called a kyai with students who live together who are usually called dormitories. The purpose of this study was to know the implementation of the English Program at Bina Insan Mulia Islamic Boarding School Vocational School and how is teacher perception of the English Program at Bina Insan Mulia Islamic Boarding School Vocational School. This study uses checklist observations and interviews to find out the teachers planning documentation and implementation applied by the teacher in learning activities in class. The results of the research show it can be concluded it is known that the implementation of the English language program at the Bina Insan Mulia Islamic Boarding School has contributed to English lessons. From the research observations of teachers who have prepared observations of learning activity assessments for each teacher, in which the observation sheets contain opening activities, core activities, and closing activities which contain points that must be carried out by each teacher.

INTRODUCTION

The spread of religion in Indonesia happens in various ways. One of them is that Islam entered Indonesia through many media in its spread, one of which is through education. In Islam, the spread through education is known as pesantren education, which plays a very large role in the spread of Islam in Indonesia. Pesantren itself is a traditional Islamic education where under the guidance of a teacher who is usually called a kyai with students who live together who are usually called dormitories.

To realize the maximum generation, it is necessary education that includes two main elements, namely academic excellence and nonacademic excellence or attitude—including excellence spiritual. A formal school is an example of a focused educational institution on the factor of academic intelligence, and factually tends to be lacking pay attention to aspects of attitude and things that are spiritual in nature. System education in formal schools emphasizes achievement and intellectual intelligence of students. Meanwhile, Pondok Pesantren became one of the choices of educational institutions that prioritize attitudes and efforts spiritual or religious intelligence (tafaqquh fiddîn)

On this research, the author is going to focus on the implementation english program at the Bina Insan Mulia Islamic Boarding School Vocational School Curriculum in formal education is the essence of education play a very important role in education. This is because in the curriculum there is material that will become the core of the learning process, so it can achieve the expected goals. The curriculum it self departs from expectations society that is transformed into policies and from those policies converted into programs and materials and after that the program applied to the learning process in the classroom (Deng, 2017).

Therefore, knowledge and perceptions that students have will depend on curriculum used in the learning process. Complete components are a must in the curriculum are educators, students, learning objectives, content or learning materials, learning methods and approaches used, tools in the learning process, and evaluation. Of the many schools that face difficulties in learning English, one of which is the pesantren in one of the vocational high schools in Cirebon Regency, namely the Bina Insan Mulia Islamic boarding school. In this Islamic boarding school students are taught English and are expected to able to read text in English. However, based on information obtained by the current service team the initial survey from the teacher that this hope has not been realized. Still many once students who have difficulty understanding English text.

Some students or students may feel that a foreign language is not needed. Moreover, not a few who find it difficult to learn it. Even though foreign languages, especially English, have a myriad of benefits if successfully learned. The correlation between English and the motivation to learn English in the current era is relatively high. By implementing the English language program at Islamic boarding schools, it is expected that students will have skills in foreign languages which can be utilized in learning and activities or programs held by the school.

Literature Review
Definition of Boarding School

Pesantren means a place for students to (Dhofier, 2011). A place where students learn to study, especially religious knowledge. The pesantren was built because of the community's desire for further educational institutions. In general, Islamic boarding schools began to emerge and develop in rural areas due to the demands of the surrounding community who wished for Islamic boarding schools. Most people who choose Islamic boarding schools as educational institutions for their children are based on a sense of trust in the coaching or education carried out by these Islamic boarding schools so that their children can learn deeper religious knowledge.

According to (Fitri, 2022) Islamic boarding school is one of the educational institutions based Islam in Indonesia, which teaches various lessons religion regarding Islam and as one of the institutions that play a large role in noble moral and moral education for the students in it. Islamic boarding school in Indonesia has a unique history and has its own characteristics compared to Islamic boarding schools in other countries. Based on the explanation above, pesantren is an educational institution. Islam that spreads the religion of Islam to students who can be called santri in order to expand Islamic knowledge. Acoording to (Maruf, 2019) One of the known Islamic educational institutions long time implementing character education is the cottage boarding school. It is an education system that has been seen as having many advantages and special characteristics in the application of education character for their students (santri). Based on the explanation above, pesantren is considered more easy to shape the character of the students because implement a boarding system that allows for apply the values of the worldview they adhere to into the daily life of the students.

Islamic Boarding School Education System

Currently, there are two categories of pesantren in Indonesia: traditional pesantren and modern pesantren. Traditional Islamic boarding schools are Salafipesantren, pesantren of this category are tasked with providing only Islamic religious education to students (Fadhilah, 2011).

According to (Tahir, 2015)Modern Islamic boarding schools provide Islamic education and modern education in accordance with the times including foreign languages education such as Arabic and English. According to (Krisdiyanto et al., 2019) the education system in pesantren has an independent character. Matter we can see that from sorogan teaching. Sorogan teaching here means one person the kyai teaches his students in turn from one santri to another. When it arrives In turn, the santri repeats and interprets the exact word that is spoken the kyai or teacher to him. This translation method is made so that they can understand easy to understand and understand both in terms of the meaning and function of words in a series.

In that system, the students have to do it repeatedly and only may receive additional lessons if you have studied or mastered the lesson previously. Sorogan can be interpreted as the most difficult system of the entire system teaching in Islamic boarding schools, this is because in the sorogan the students are required to patient, diligent, obedient, and disciplined.

Apart from the sorogan in Islamic boarding schools, they are also very familiar with the name is weton recitation where the kyai crosses legs on the floor of the mosque or on the terrace of his house read or explain about matters of a religious nature and the students gathered around him while listening and taking notes on what the cleric said the sentences in English.

Definition Of Perception

Sugihartono, et al (2007: 8) suggests that perception is the brain's ability to translate stimuli or processes to translate incoming stimuli into human sensory organs. In human perception there are different points of view in sensing. There are those who perceive something as good or positive or negative perceptions that will affect visible or real human actions. Bimo Walgito (2004: 70) reveals that perception is a process of organizing, interpreting the stimulus received by the organism or individual so that it becomes something meaningful, and is an integrated activity within the individual. Responses as a result of perception can be taken by individuals with various kinds. Everyone has a tendency to see things that are the same in different ways. These differences can be influenced by many factors, including knowledge, experience and angle he looked. Perception is also related to one's perspective on a particular object in different ways by using senses that are owned, then try to interpret it. Perception both positive and negative are like files that have been neatly stored inside our subconscious mind. The file will appear immediately when it exists the stimulus that triggers it, there is an event that opens it. Perception is the result of the work of the brain in understanding or assessing something that is happening around him (Waidi, 2006: 118).

Jalaludin Rakhmat (2007: 51) states that perception is observations about objects, events or relationships obtained by inferring information and interpreting messages. Whereas, Suharman (2005: 23) states: "perception is a process interpret or interpret the information obtained through the system human senses". According to him there are three aspects in perception that are considered relevant to human cognition, namely sensory recording, pattern recognition, and attention. From the explanation above it can be drawn a common opinion that Perception is a process that starts from sight to Formed responses that occur within the individual so that the individual is aware about everything in its environment through its senses has.

English Program at Vocational Boarding School

English program is a program created by an institution to improve the quality of English. In this chapter, there are several types of English programs that have been found by previous researchers. These English programs aim to improve English education in private institutions (M.J Insan, 2020) claims that

there are several English language programs are able to improve the students' English ability, such as mufrodat or vocabulary, muhadasah or conversation, and muhadoroh or speech program. While (Nur et al., 2021) states that there are four important English language programs that must be carried out to improve students' English ability, those are vocabulary program, speech program,conversation program, and an

additional learning program (courses).

According to (Setiawati, 2018), an institution has various programs for the advancement of foreign languages. There are two dominant foreign languages provided by the institution to students, namely English and Arabic. The two foreign languages are run in the same program but at different times, such as mufradat in the morning, muhadatsah in the afternoon, and muhadharah in the evening. All of these programs also required supporting activities such as an English language club, delivering mufrodat placards in strategic places, and implementing foreign language discipline.

METHOD
Research Design

The type used in this research is analytical descriptive which is understood as one of the studies aimed at describing various phenomena that exist both natural and non-natural because the instruments used are observations and interviews that will be described and described through the sentence that has been assembled in the previously arranged. According to Sugiyono (2013), descriptive analysis is a method that functions to describe or provide an overview of an object under study through data or samples that have been collected as they are without conducting analysis to make general conclusions. Meanwhile, according to Arikunto (2019), descriptive research is research that is intended to investigate the circumstances, conditions or other things that have been mentioned, the results of which are presented in the form of a research report.

Object And Subject of The Research

This research was conducted at Bina Insan Mulia Islamic Boarding School Vocational School. The location of this research was chosen because it is based on Islamic boarding schools and also based on a survey of researchers that Vocational School in Cirebon Regency apply English programs in the learning process of their students. Participants in this study were 4 teachers who had experience in their field. Interviewing four teachers and observing teachers who are teaching by applying problem based learning strategies how to implement English language programs for students in Islamic boarding schools. The participants are teachers who teaching at Bina Insan Mulia Islamic Boarding School Vocational School year academic 2022-2023. With teachers data as follows:

Data Collecting Procedures

The main data collection techniques in this study were interviews, observation and documentation. Data collection is done naturally at the data source. Data collection techniques in qualitative research at Bina Insan Mulia Islamic Boarding School Vocational School :

1. Interview
   The interview is a means of re-checking or proving information or information previously obtained. The interview technique used in qualitative research is in-depth interviews. In-depth interviews are the process of obtaining information for research purposes by way of question and answer while face to face between the interviewer and the informant or interviewee, with or without using an interview guide, where the interviewer and informant are involved in social life relatively long.
2. Observation
   Data collection techniques by direct observation of the object under study. This technique is carried out at an early stage before conducting the actual research, to ensure that the author or prospective

researcher introduces himself and asks permission to conduct research from the respondent or the party concerned.

3. Documentation

    Documentation is one method of collecting qualitative data by viewing or analyzing documents made by the subject himself or by other people about the subject. A large number of facts and data are stored in materials in the form of documentation.

4. Questionnaire

    In this study, researchers also used a questionnaire research instrument to obtain complete data as a result obtained from observations of the English program implemented by English teachers.

Instruments

In the research process, research uses questionnaire and interview. The purpose of the questionnaire and interviews as data collection instruments.

1. Document Analysis

    Document analysis is a form of qualitative research in which documents are interpreted by the researcher to provide voice and meaning around the topic of assessment. The document analyzed in this study is the lesson plan on formal invitation letter materials for XI grade.

2. Interview

    Interview of the researcher have did in 24 July 2023. And the technique of interview is the teacher in school by one of teacher can answer the interview best on they own opinion. There is some questions that research prepare to teachers.

    In the research the researcher used 2 instruments, namely interviews and questionnaires in collecting data. Which will be shown to English teachers at SMA 1 Cikarang Utara, the interview that the author uses uses a semi-structured interview type with 7 questions.

3. Questionnaire

    In strengthening research data collection, the writer besides using interviews as a research instrument, the writer alsousing the Observations checklist as the second instrument in the research that the writer will do, the purpose of this obervation checklist is to obtain additional data from the data obtained through interviews.

Data Analysis Technique

Data analysis in qualitative research at Bina Insan Mulia Islamic Boarding School Vocational School was carried out before going into the field, observing, during the implementation of research in the field and after completing research in the field. The research data was obtained from interviews, observation and documentation. Data analysis was carried out by organizing the data obtained into a category, describing the data into units, analyzing important data, compiling or presenting data according to the research problem in the form of a report and making conclusions so that it is easy to understand. The data analysis technique used was found in this study, essentially using analytical techniques.

RESULTS AND DISCUSSION

Implementation Refers to the stage of Learning Activities

The results of observation on subject an English teacher implementation english program at pesantren was accumulated. This Problem-Based was obtained from observational research at Pesantren

Bina Insan Mulia, especially in class X with Report Text material. In this observation the teacher has prepared assessments and pesantren English program for and student worksheets for each group, there is one meeting that followed by the description related to details of the activities. From the result of the teachers learning activities in implementing the English program, the results are obtained which concluded with charts as follows:
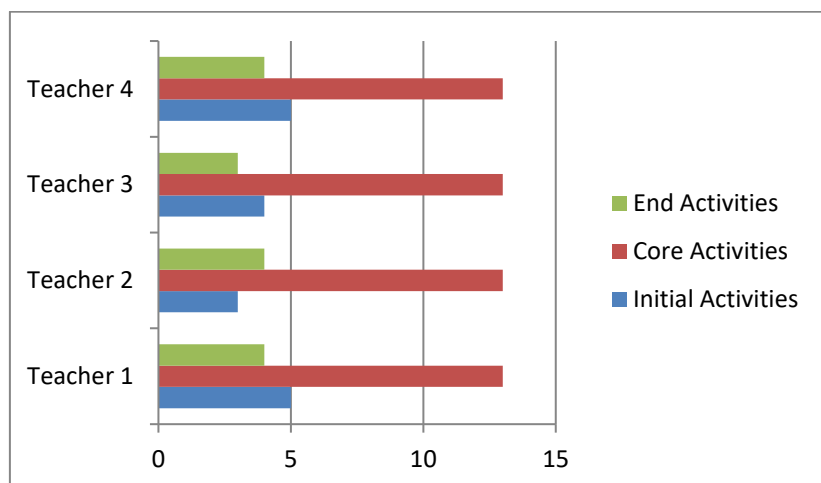

Figure 1. Description Related to Details of The Activities

The observation checklist contains learning activities which the teacher must carry out and provide to students during class.

From initial activities, core activities to closing activities. On the observation checklist sheet, the researcher observes what is given to students, whether it is in accordance with the observation checklist or not appropriate or even inappropriate. In the observations that have been made, the teacher has carried out the steps of learning activities properly and in accordance with what is stated in the observation checklist. Where in the initial activities the teacher has greeted, prayed before starting learning activities, checked student attendance and repeated the previous material and told the material to be discussed next.

In the core activities the teacher is in accordance with the observations of the researcher's checklist, namely dividing students into several groups and giving the material that has been prepared to each group. After the work was completed, each group was asked to come to the front of the class to report the results of the work that had been completed. In the core activity, the teacher has given questions to each group.

Then in the closing activity the teacher explains and concludes the material that has been discussed together with the students, gives homework, gives material to be discussed next, and prays after learning is over.

Observation of Teacher Perception of English Program at Pesantren Bina Mulia

The following is an explanation of the results of teacher perceptions through checklist observations which have been summarized using a chart. The following data were obtained from the results of the questionnaire scores that had been observed by the researcher with the following results:
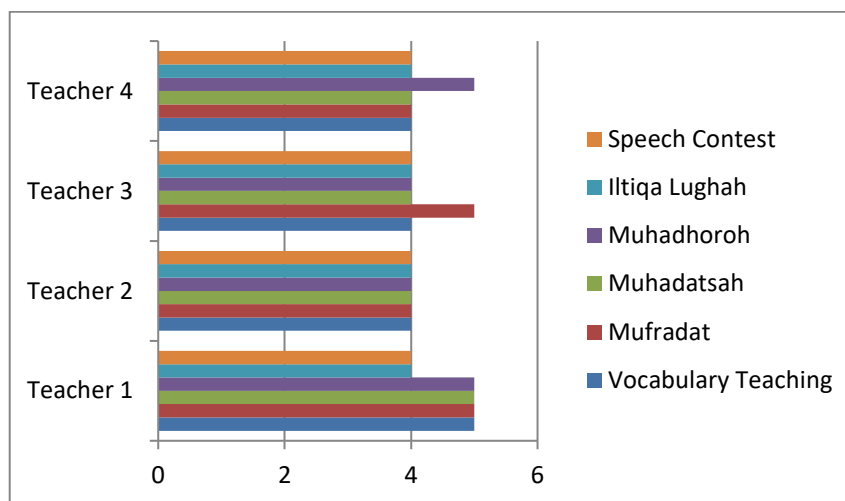
Figure 2. Results of the Questionnaire Scores

From the data chart above:

- Teacher 1 gets a score of 5 on vocabulary teaching, mufradat, and muhadatsah and a score of 4 on iltiqa ulghah and speech contest.
- Teacher 2 gets a score of 4 in all categories of vocabulary teaching, mufradat, muhadatsah, iltiqa ulghah and speech contests.
- Teacher 3 gets a score of 4 in vocabulary teaching, a score of 5 in mufradat, and a score of 4 in muhadatsah, muhadhoroh, iltiqa ulghah and speech contests.
- Teacher 4 gets a score of 4 in vocabulary teaching, mufradat, muhadatsah, and a score of 5 in muhadhoroh and a score of 4 in iltiqa ulghah and speech contest.

Teacher Perception of English Program at Pesantren Bina Mulia

On the perceptions of English teachers towards the English language program at Islamic boarding schools by distributing questionnaires by researchers, the following results were obtained:

Teacher #1

On the perceptions of English teachers towards the English language program at Islamic boarding schools by distributing questionnaires by researchers, the following results were obtained: Where is teacher #1 with the highest score. Teacher # 1 runs the English program well according to the method or program set by the pesantren. For example, Q1 got a score of 5 by applying mufradat to English in their learning activities, Q2 got a score of 5, namely muhadatsah, Q3 got a score of 5 muhadhoroh, Q4 got a score of 4, and Q5 got a score of 4.

Teacher #2

Regarding the perceptions of English teachers towards the English language program at Islamic boarding schools by distributing questionnaires by researchers, the following results were obtained: Where teacher #2 has the highest score. Teacher #2 runs the English program well according to the method or program set by the pesantren. For example, Q1 gets a score of 4 by applying mufradat to English in its learning activities, Q2 gets a score of 4 namely muhadatsah, Q3 gets a score of 4 muhadhoroh, Q4 gets a score of 3, and Q5 gets a score of 4.

#Teacher 3

Regarding the perceptions of English teachers towards the English language program at Islamic boarding schools by distributing questionnaires by researchers, the following results were obtained: Where teacher #3 has the highest score. Teacher #3 runs the English program well according to the

method or program set by the pesantren. For example, Q1 gets a score of 5 by applying mufradat to English in its learning activities, Q2 gets a score of 4 namely muhadatsah, Q3 gets a score of 4 muhadhoroh, Q4 gets a score of 4, and Q5 gets a score of 4.

#Teacher 4

Regarding the perceptions of English teachers towards the English language program at Islamic boarding schools by distributing questionnaires by researchers, the following results were obtained: Where teacher #4 has the highest score. Teacher #4 runs the English program well according to the method or program set by the pesantren. For example, Q1 gets a score of 4 by applying mufradat to English in its learning activities, Q2 gets a score of 4 namely muhadatsah, Q3 gets a score of 4 muhadhoroh, Q4 gets a score of 3, and Q5 gets a score of 3.

CONCLUSION

From the results of the research analysis, it is known that the implementation of the English language program at the Bina Insan Mulia Islamic Boarding School has contributed to English lessons. From the research observations of teachers who have prepared observations of learning activity assessments for each teacher, in which the observation sheets contain opening activities, core activities, and closing activities which contain points that must be carried out by each teacher. By implementing the Islamic boarding school program in English subjects, students learn to speak actively and directly like learning Arabic at Islamic boarding schools.

The main research question, namely learning in the English program at the Bina Insan Mulia Islamic Boarding School helps students improve their speaking skills in terms of accent, vocabulary, comprehension, fluency, and grammar. English programs implemented at the Bina Insan Mulia Islamic Boarding School such as Mufradat, Muhadatsah, Muhadhoroh, Iltiqa Lughah, and speech contests. In the interviews that were conducted with each teacher, almost all teachers implemented the program.

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