Developing an English Textbook for Islamic Boarding School

Sirajul Munir
Universitas Islam Negeri Mahmud Yunus Batusangkar
sirajulmunir@uinmybatusangkar.ac.id
Hendra Putra
Universitas Negeri Semarang
mrhendraputra6@gmail.com
Febby Rizky Gemilang
Universitas Islam Negeri Mahmud Yunus Batusangkar
febbyrizkygemilang@gmail.com
corresponding email: sirajulmunir@uinmybatusangkar.ac.id

Abstract

The dearth of English textbooks used as teaching resources for junior high school students at Islamic Boarding Schools (IBS) in West Sumatera, Indonesia, is the driving force behind the current study. The goal of this research is to develop an IBS English textbook. Using Sukmadinata's theory, research and development were used in this study. The phases are divided into three phases: need analysis, design, and validation. Interviews and document analysis were used to gather data. Teachers require an English textbook for instruction, according to the results of the need analysis. The textbook is meticulously created during the design phase to satisfy the demands of both teachers and students. Topics including greeting, school activities, dorm activities, sports, scout extracurricular activities, minimarket, mosque activities, and before bed are covered in the textbook along with Islamic principles and local culture. On the other hand, the activities are cheerfully and easily designed. For instance, completing crossword puzzles, matching words, and responding to simple inquiries. Additionally, the textbook made use of vibrant pictures to grab students' interest and expand their understanding. The textbook was accepted as true. The English textbook could be utilized to teach English for IBS in West Sumatera in light of these findings.

Keywords: English textbook, teaching English, Islamic boarding school

Introduction

Nobody can dispute that over the past ten years, Islamic Boarding Schools (IBS) have grown in tandem with Indonesian communities' rising rates of Islamic literacy. The profound concern that many parents have for the religious and morally upright living may have an impact on this. As of April 2024, the Ministry of Religious Affairs (MORA) asserts that 39.551 Islamic boarding schools exist in Indonesia. There are currently 4.9 million children and adults enrolled in IBS. One of the provinces where the number of IBS is rising is West Sumatera. West Sumatera has 335 IBS and 70.054 pupils, making it one of Indonesia's Muslim majorities (97.6%).

IBS first emphasizes the solid basis of faith. Pupils are growing more certain that God exists (Fitriyani et al., 2023). Furthermore, IBS highlights the importance of moral principles as the primary objective of education. Noble morals such as civility, honesty, empathy, fairness, compassion, tolerance, self-awareness, and other virtues are instilled in students (Utsmani, 2021). Additionally, IBS emphasizes the significance of local cultures by teaching students how to act appropriately, form harmonious relationships, accept ethical aspects of diversity, disregard animosity, and uphold the values of local cultures through religious moderation (Burga & Damopolii, (2022).

More recent studies have addressed general learning English for IBS. Hadianti (2020), for example, investigated English learning at IBS Darunnajah Jakarta. Similarly, Sari (2023) researched Teaching English in Pesantren, Likewise, Umar (2022) described the learning English in Islamic Boarding school. Furthermore, Umar et al (2021) discussed Pesantren readiness for the English programs. Research on the use of English textbook in IBS gets less attention.

IBS needs a specific English textbook. The use of textbooks is essential when learning English (Munir, S., Warmansyah, 2023). According to Rambe et al., (2020) English textbooks are designed to help pupils learn the language in preparation for speaking it as a second language. The intercultural communication competency of students is only partially guided by the

textbooks.(Munir, S., Warmansyah, 2017) also discovered that the content and settings of the textbooks utilized for IBS students did not align with Islamic principles. The results of our earlier study also helped to explain why many IBS textbooks only concentrate on teaching students how to speak in English, with little emphasis on Islamic culture and values. There aren't many English textbooks available for IBS, based on observations and conversations with educators and learners. Despite the existence of a few comparable works, they are not typical. Many pupils then believed that the textbooks did not give the context of a student's everyday life. It is also supported by (Knecht & Najvarová, 2010), the textbook's contents should ideally be contextual. Moreover, (Munir & Hartono, 2016), when teaching materials align with students' everyday experiences, learning becomes easier for them. Additionally, there is little incentive for students to read the textbook. It's possible that the themes offered are uninteresting. Finally,(Munir & Hartono, 2016), giving students engaging and captivating subjects can help them succeed in reading.

The research question of this present research is: What is the need for developing an English textbook for IBS?; What is the design of an English textbook for IBS? What is the validity of an English textbook for IBS?

Research Methodology

Research and development were employed in this study. The phase implemented by Sukmadinata, (2008) theory. It is divided into three stages: need analysis, prototype development, and validation. The researchers did require analysis during the investigation phase to provide English resources for IBS. Teachers and students were questioned about their opinions on the necessity of English textbooks for IBS students in order to gather data. The researchers created the IBS textbook model during the prototype phase.

Ultimately, three validators were included in the validation phase by the researchers to evaluate the textbook's quality. It consists of language, presentation, and content.

Data and Source of data

During the exploratory phase, two types of data were collected. First, English classes for IBS students were taught using the current textbooks. The second is the teachers' assessment of the necessity of creating an English textbook for IBS students. The current textbooks used to teach English to IBS students served as the source of the first data. In the meantime, seven English teachers at IBS Qurrata A'yun Tanah Datar provided the second set of data.

Instrument of the Research

Interviews and document analysis were the instruments used to gather data. The current English textbooks for IBS students are included in the document analysis. In the meantime, seven English instructors at IBS Lima Kaum Batusangkar in West Sumatera were interviewed to get deeply understanding on the existing textbook and their need on IBF textbook.

Findings and Discussion

Need Analysis

The researchers first spoke with teachers to find out what the students needed about learning English. The questions that were captured from interviews include a variety of themes related to learning English, such as selecting materials, coming up with integrating Islamic values, injecting local cultures, designing different exercises with real-world context, and inserting lively pictures in the English textbook. The researchers used the earlier textbooks as a model for creating learning activities.

Based on the results of need analysis, the English teachers explicitly suggest that students need an English textbook integrating Islamic context

based. Consider the following statements "We need to use Islamic content-based materials. Currently, the main obstacle identified is the insufficient English textbook on Islamic content-based materials. But please note that in designing the textbook, you would better not to ignore the substance of English teaching." Another English teacher commented "So far, I did not see such a textbook. At least students will get the benefit with knowing the Islamic terms such as ablution, Jumat prayer, and pilgrimage." Others said "Referring to the vision of IBS, we strongly agree to develop the textbook. Our students not only good at speaking English but also able to integrate Islamic values".

According to the findings, the previous English textbooks cannot accommodate students' need at IBS. Some claim that there were limited resources of English textbook, particularly for Islamic schools. According to a different educator, while the earlier books align with learners' needs, they also require additional resources to incorporate Islamic beliefs and fit into students' everyday routines. Stated differently, the context presented in textbooks lacks real-world context. Others complained that there were not enough engaging exercises or quality sequence materials in the earlier books. Interestingly, teachers need a textbook that contain lively and interesting pictures to grab students' interest in learning English. These factors make it necessary to create English textbooks for IBS that incorporate Islamic principles, consider the context of the students' everyday lives, and include demanding exercises.

Design of The Textbook

The three primary sections of the textbook are the beginning, middle, and end sections. The textbook cover, table of contents, introduction, acknowledgement, and preface are the first sections.

There are eight (eight) units in the fundamental sections. Every unit started with the learning objective, covered a few topics, and concluded with a range of tasks that required students to apply what they had just learned. Greeting is introduced in Unit 1. The goal of this section is to educate the students how to properly greet everyone around them. Pupils practice giving

cordial welcomes to friends both inside and outside of the classroom. This part teaches a number of expressions, including hello, good morning, how are you, and lovely to meet you. There are multiple activities in this unit that have matching picture appearances.

Unit II provides educational activities. This part provides instruction on how to practice several tasks in the settings of the music room, library, canteen, and classroom. Throughout this unit, there are multiple dialogue-based exercises. The activities in the dorm are the subject of the next lesson in Unit III. This section goes into detail on how to practice certain tasks in your dorm in fluent English. Here, the exercises consist of matching photos to dorm room goods. Sport activities are explained in Unit IV. In this part, students can converse in English about a variety of sports, including volleyball, football, badminton, running, and cycling. Games are used as workouts in this unit. The subject of Unit V is Scout Extracurricular. The concept of reading about the scouting movement in Indonesia is introduced to the students in this subject. In this part, students can also practice using the scouts' equipment for fitness. Activities at Minimarkets are covered in Unit VI. With the help of this course, students can explicitly practice using a minimarket to make purchases, make payments, and handle little sums of cash. The idea that they can discuss prices in English is also introduced to the students in this segment. This section presents several exercises.

Unit VII provides an overview of mosque activities. This section introduces the learners to the concept of explaining the Friday sermon, ablution, adzan, and other associated actions that are part of the daily routine in the mosque. It is expected of learners to be able to communicate clearly in mosque activities. Not to mention, Unit VIII is all about Things to Do Before Sleep. Students can express self-care activities, write a plan for tomorrow, and organize tasks for tomorrow. There are exercises at the end of this unit.

Every unit begins with the learning outcome, as was previously mentioned. It was followed by an expression. After that, there are several

exercises with questions for learners to respond to. Examples include word matching, filling in the blanks, putting words in the right order in sentences, crossword puzzles, having students record their own conversations, and more. Fun activities were offered so that learning wouldn't become tedious. For instance, playing games, language games, and singing songs. Topic selection is based on the daily schedules of the pupils. The researchers set a maximum duration of 45 minutes for each encounter. Additionally, the textbook offers illustrations in the form of vibrant photos and graphics. The researchers include a teacher's guide and answer key in the textbook's latter sections. Additionally, a succinct biography of the writers is provided. The textbook sections that serve as examples are listed below.

The following are the sample parts of the textbooks.
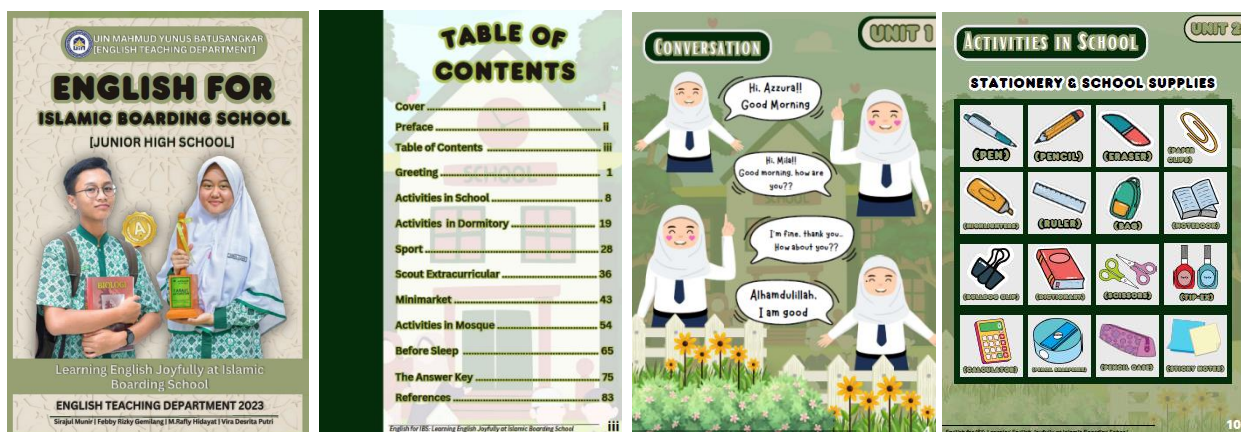
Picture 1: Samples of The English Textbook

Validation of the Textbook

Three validators were engaged by the researchers to evaluate the textbook's quality in order to do this. The following table displays the validity results.

Table 1. Results of Validation

No	Evaluation Aspects	Evaluation	
		Average	Category
1	Content	0.832	Very valid
2	Presentation	0.842	Very valid
3	Language	0.827	Very valid
		0.834	**Very valid**

Table 1 unequivocally demonstrates that this textbook was judged to have a very high validity score of 0,848. Utilizing Kuntoro's theory to classify validation findings, data processing is done using the Aiken V index, with values < 0,200 (very low), 0,2-0,0399 (low), 0,4-0,599 (average), 0,6-0,799 (valid), and 0,8-1,00 (very valid) serving as the categories.

Discussion

The results of this study unequivocally demonstrate that English teachers require an English textbook for IBS students because earlier textbooks did not adequately address their needs. This is consistent with the assertion made by Suryani & Dalimunte (2023); Habiburrahim et al (2021); Wafiroh & Indah (2022); and Hidayati (2016) that certain IBS English textbooks are tedious. Consequently, learning becomes less difficult. Moreover, there is no Islamic substance in the items that are being given.

Islamic content was used in this textbook. According to Habirrahim et al. (2022), including English course content into IBS textbooks is essential to realizing IBS's mission. In a similar, Suryani & Dalimunte, (2023) contend that giving Islamic meaning and content to IBS will encourage students to study English. Habiburrahim et al (2022) highlight that inadequacy of Islamic content-

based knowledge and subject is one of the most common challenge teachers face in teaching English at IBS. Besides, according to Cahyo et al (2019), creating Islamic-integrated materials in English textbooks is necessary for Islamic schools to build students' awareness of Islamic values in their daily lives in Muslim communities. Moreover, Irawan (2020) emphasizes that addressing Islamic content-based textbook needs to pay attention to contextual aspects of learners and teachers.

Injecting local culture is one of the features of the textbook. This is to strengthen the idea of Ariyanto (2018) and Faridi (2016). They assert that many teaching materials were inappropriate in terms of local culture. Similarly, Haerazi et al (2018) clearly suggest that by inserting local culture into English teaching materials, it can help learners get rid of various inappropriate culture. Furthermore, Darmayeti et al (2021) advocate that integrating cultural values in teaching English can promote better learning outcome. Additionally, Liu (2021) explains that culturally situated awareness plays a key role in instructional design. Therefore, instructional designers as well as material developers need to insert the features in designing English teaching textbook.

The textbook's material is organized around subjects that are relevant to the lives of the students. This supports the claim made by Dewi & Priyana, 2021) that students prefer to learn English when the subjects covered in class are relevant to their everyday lives, religions, and educational pursuits. Additionally, Rohmana, (2020) makes the case that Muslim kids might benefit from learning English if the subjects were carefully chosen.

This textbook made use of eye-catching illustrations to get students interested in learning English. Munir (2016) demonstrates that good textbook provides illustration such as photos, lively pictures, and diagrams. According to Muhayyang, (2023)Students can become more actively involved in their education with the use of interactive and dynamic images. Similarly, Munir & Hartono, (2016) point out that images in English language textbooks help put the content in perspective. Furthermore, picture books aid readers in

understanding the semiotic function of a text, as noted Damayanti et al., (2021)

The role of learners in learning English plays the pivotal one to succeed the learning. Therefore, as Habok (20200; Hardianti (2020; Umar (2021) claim that teachers must be able to make students active, creative, and innovative and use English as their language of everyday life. Cahyo et al (2019) emphasize that developing students' creativity will give big opportunities to apply their English. Dewi et al (2021) also highlight to empower the teacher's role in teaching English, such as active, creative, and moderate to make the English classroom more challenging.

Conclusion

This study concludes that an English textbook is necessary for IBS for a number of reasons. The lack of a prior textbook that matched the needs of the pupils is the cause. The prior textbook's failure to incorporate Islamic ideals into students' daily routines is the second cause. The textbook contextualized the meaning with vibrant images. Three different validators have determined that this textbook is legitimate. It is true to say that the IBS English textbook might be used in place of other materials in a modern classroom.

This research reported two limitations. Firstly, the IBS textbook is not implemented in the classroom due to the limitation of time. As a result, the researchers cannot claim the shortcomings of IBS textbook. Therefore, further research needs to be done to measure the effectiveness of the designed textbook. Secondly, the number of English teachers at IBS is limited. In consequence, it is suggested to the researchers to take large samples to get deep understanding on the teachers' need for IBS textbook.

Acknowledgment

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