

**THE CONSTRUCTION OF ENGLISH LANGUAGE CURRICULUM OF
A MODERN *PESANTREN* IN INDONESIA**

A Thesis

Submitted in partial fulfillment of the requirements for the Master's degree in
English Education



Zahra Faula Sinan

1502455

**ENGLISH EDUCATION STUDY PROGRAM
SCHOOL OF POSTGRADUATE STUDIES
UNIVERSITAS PENDIDIKAN INDONESIA
2019**

The Construction of English Language Curriculum of a Modern *Pesantren* in Indonesia

Oleh
Zahra Faula Sinan
S.Pd Universitas Pendidikan Indonesia Bandung, 2014

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd.) pada Sekolah Pascasarjana

© Zahra Faula Sinan 2019
Universitas Pendidikan Indonesia
Agustus 2019

Hak Cipta dilindungi undang-undang.
Tesis ini tidak boleh diperbanyak seluruhnya atau sebagian,
dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis.

PAGE OF APPROVAL

ZAHRA FAULA SINAN

**THE CONSTRUCTION OF ENGLISH LANGUAGE CURRICULUM OF
A MODERN *PESANTREN* IN INDONESIA**

**Approved by
Main Supervisor,**




**Prof. Dr. Wachyu Sundayana, M.A.
NIP. 195802081986011001**

Co-Supervisor,



**Dr. Fazri Nur Yusuf, M.Pd.
NIP. 197308162003121002**

**Head of Department of English Education
Faculty of Language and Arts Education
Indonesia University of Education**



**Prof. Dr. H. Didi Suherdi, M.Ed.
NIP. 196211011987121001**

ABSTRACT

The uniqueness of teaching and learning processes of English in modern *pesantrens* leads to an investigation of the English curriculum construction of a modern *pesantren*. Most modern *pesantrens* develop their own English curriculum in order to integrate it into the *pesantren* curriculum that offers a 24-hour education system. This study is a case study research design. It investigates the curriculum profile of the modern *pesantren* and its alumni's perception of the curriculum. The curriculum developer, the English teachers, and alumni who are currently studying at English departments are involved in this study. In collecting the data, a semi structured-interview, documents, and observations are used in order to get a clear description of the curriculum. The interview schedules were prepared by adapting Raihani's work on the Curriculum Construction in the Indonesian *Pesantren* guided by Posner's and Porter's curriculum framework and the Kirkpatrick's Four Level of Training Evaluation for alumni. The data were analyzed by following Creswell's data analysis and interpretation process. This study reveals what, why, and how the English curriculum is developed, arranged and applied in the modern *pesantren*. The English curriculum in this modern *pesantren* integrates two different curricula, which is the result of the adjustments that were made by the *kyai* as the decision-maker in terms of policies. Moreover, English teaching and learning are not only conducted during formal education inside the classroom but also outside classroom activities. Recommendations in order to get more comprehensive data are also provided.

Keywords: alumni's perception, curriculum framework, English curriculum, modern *pesantren*

TABLE OF CONTENTS

PAGE OF APPROVAL	i
ACKNOWLEDGMENTS.....	ii
STATEMENT OF AUTHORIZATION	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	vii
LIST OF FIGURES.....	viii
LIST OF APPENDICES	ix
CHAPTER I INTRODUCTION	1
1.1 Background	1
1.2 Research Questions	6
1.3 Purposes of the Research	6
1.4 Scope of the Study	6
1.5 Significance of the Study	7
1.6 Clarification of the Key Terms	7
1.7 Organization of the Paper.....	8
1.8 Concluding Remarks.....	9
CHAPTER II LITERATURE REVIEW	10
2.1 Curriculum Profile.....	10
2.2 Curriculum in Language Teaching.....	11
2.2.1 Curriculum Design.....	13
2.2.2 Curriculum Development Models	16
2.3 Models of Curriculum	18
2.3.1 Tyler’s Rationale.....	18
2.3.2 Posner’s Curriculum Analysis Framework.....	19
2.3.3 Porter’s Curriculum Alignment	21
2.4 Cast of Characters.....	22
2.5 Concurrent Curricula.....	23
2.6 History of <i>Pesantren</i>	24
2.7 Curriculum of <i>Pondok Pesantren</i>	25

2.7.1 Modernization of <i>Pesantren</i> Curriculum.....	28
2.8 Kirkpatrick’s Four-Level of Program Evaluation	29
2.9 Related Research	30
2.10 Concluding Remarks	31
CHAPTER III RESEARCH METHODOLOGY	32
3.1 Research Design	32
3.2 Research Site	32
3.3 Research Subject	34
3.4 Data Collection.....	35
3.4.1 Interview	35
3.4.2 Documents	37
3.4.3 Observation.....	38
3.4.4 Procedure	39
3.5 Data analysis.....	39
3.6 Concluding Remarks	41
CHAPTER IV FINDINGS AND DISCUSSION	42
4.1 The English Curriculum Profile	42
4.2 The Purpose of the Modern <i>Pesantren</i> English Curriculum	43
4.3 The Contents of the English curriculum of a Modern <i>Pesantren</i>	47
4.4 The Teaching and Learning Processes of English Curriculum of a Modern <i>Pesantren</i>	53
4.5 The Evaluation of the English Curriculum of the Modern <i>Pesantren</i>	64
4.6 Curriculum Design	73
4.7 Concluding Remarks	77
CHAPTER V CONCLUSIONS AND RECOMMENDATIONS	78
5.1 Conclusions	78
5.2 Recommendations	79
REFERENCES.....	81
APPENDICES.....	86

REFERENCES

- Abdullah, A. (2013). Perkembangan *pesantren* dan madrasah di Indonesia dari masa kolonial sampai orde baru. *Paramita*, 23(2), 193-207
- Abdullah, H., Syahidin, & Abdussalam, A. (2016). Studi deskriptif profil kurikulum pendidikan agama Islam SMP Salman Alfarisi Bandung. *Tarbaway*, 3(2), 132-143
- Azra, A., & Afrianty, D. (2005). “*Pesantren and madrasa: Modernization of Indonesian muslim society*”. *Paper presented at Workshop on Madrasa, Modernity and Islamic Education*.
- Bahroni, I. (2018). Introduction to integrated education: Description of the nature of integrated education, from its basic principle, philosophical foundation, methodology and its curriculum. Ponorogo: UNIDA Gontor Press
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* – 2nd ed. New York: Addison Wesley Longman, Inc.
- Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development*. Boston: Heinle & Heinle Publishers
- Dhofier, Z. (1980). *The pesantren tradition: A study of the role of the kyai in the maintenance of the traditional ideology of Islam in Java*. (A Thesis). The Australian National University.
- Dhofier, Z. (1990). Traditional islamic education in the Malay Archipelago: Its contribution to the integration of the Malay World, Indonesia Circle. *School of Oriental & African Studies, Newslater*, 19(53), 19-34.
- Direktorat Jenderal Pendidikan Islam (2016). *Statistik pendidikan islam tahun pelajaran 2014/2015*.
- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (4th ed). Boston: Pearson Education, Inc.
- Fahrudin, D. (2012). “English language teaching in *pesantren* institutions in Indonesia: From colonial to global perspectives”. *Proceeding The 4th Interntional Conference on Indonesian Studies: “Unity, Diversity, and Future”*, 261-277

- Fraenkel, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education* (7th ed). New York: McGraw-Hill Companies, Inc.
- Ghonoodi, A., & Salimi, L. (2011). The study of elements of curriculum in smart schools. *Procedia – Social and Behavioral Sciences*, 28, 68-71.
- Ismail, N. M., & Fata, I. A. (2016). “Posner’s analysis on Indonesian curriculum 2013”. *Proceeding of English Education International Conference*, [S.l.], v. 1, n. 2, p. 341-345, nov. 2016. ISSN 2527-8037. Retrieved from: <http://capeu.unsyiah.ac.id/proceedings/index.php/eeic/article/view/69>
- Karabulut, A., & Fodrey, B. (2010). “A curriculum analysis of the online master of education in curriculum and instructional technology program”. *Paper presented at the annual meeting of AECT*, California, 153-163. Retrieved on April 20, 2016 from www.aect.org/pdf/proceedings10/2010I/10_24.pdf
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs: The four levels – 3rd ed*. San Francisco: Berrett-Koehler Publishers, Inc.
- Korotchenko, T.V., Matveenko, I. A., Strelnikova, A. B., & Philips, C. (2015). Backward design method in foreign language curriculum development. *Procedia – Social and Behavioral Sciences*, 215, 213-217
- Koskei, K., K. (2015). Assessment of stakeholders’ influence on curriculum development process in secondary schools in Kericho County. *IOSR Journal of Humanities and Social Science*, 20(3), 79-87
- Kumar, R. (2011). *Research methodology: A step-by-step guide for beginners – 3rd ed*. New Delhi: SAGE Publications India Pvt Ltd
- Lau, D. C. (2001). Analysing the curriculum development process: Three models. *Pedagogy, Culture & Society*, 9 (1), 29-44. doi: 10.1080/14681360100200107
- Lee, K. (2007). Who are the stakeholders? *Journal of Technology Studies*, 33(1), 2-8.
- Lukens-Bull, R. A. (2001). Two sides of the same coin: Modernity and tradition in Islamic education in Indonesia. *Anthropology & Education Quarterly*, 32(3), 350-372
- Malik, R. S., & Hamied, F. A. (2016). *Research methods: A guide for first time researchers*. Bandung: Upi Press

- Masqon, D. (2011). Dynamic of *pondok pesantren* as indigenous Islamic education centre in Indonesia. *Jurnal TSAQAFAH*, 7(1), 155-168.
- McCartney, C. F. (2018). University of North Carolina at Chapel Hill School of Medicine Curriculum Profile Report 2005-2006 Academic Year (pp. 1-51, Rep.). Chapel Hill, North Carolina: Office of Medical Education. Retrieved November 3, 2018, from <https://www.med.unc.edu/ome/academicaffairs/files/2018/05/2005-2006CurriculumProfile.pdf>.
- Nation, I. S. P., & Macalister, J. (2010). *Language curriculum design*. New York: Routledge
- Nilan, P. (2009). The ‘spirit of education’ in Indonesian *pesantren*. *British Journal of Sociology of Education*, 30 (2), 219-232
- Park, J., & Niyozov, S. (2008). Madrasa education in South Asia and Southeast Asia: current issues and debates. *Asia Pacific Journal of Education*, 28 (4), 323-351.
- Pembukaan Kulliyatu-l-Mu'allimin Al-Islamiyyah, 1936. (2017). Retrieved from <https://www.gontor.ac.id/pembukaan-kulliyatu-l-muallimin-al-islamiyyah-1936>
- Porter, A. C. (2002). Measuring the content of instruction: Uses in research and practice. *Educational Research*, 31(7), 3-14
- Porter, A. C., & Smithson, J. L. (2001). Defining, developing, and using curriculum indicators. *Consortium for Policy Research in Education*. Retrieved from http://repository.upenn.edu/cpre_researchreports/69
- Posner, G. J. (1992). *Analyzing the curriculum*. New York: McGraw- Hill, Inc.
- Print, M. (1993). *Curriculum development and design* (2nd ed). New South Wales: Allen & Unwin.
- Radic-Bojanic, B., & Topalov, J. P. (2016). Textbooks in the EFL classroom: Defining, assessing and analysing. *Collection of paper of the faculty of philosophy XLVI* (3), 137-153. doi:10.5937/ZRFFP46-12094
- Raihani. (2001). *Curriculum construction in the Indonesian Pesantren: A comparative case study of curriculum development in two pesantren in*

- South Kalimantan*. (Master Thesis). Learning and Educational Development (LED), The University of Melbourne, Melbourne.
- Raihani. (2012). Report on multicultural education in *pesantren*. *Compare*, 42(4), 585-605
- Rasyid, R. (2012). The integration of the national curriculum into *pesantren* education system. *JICSA*, 1(2), 1-16
- Refnaldi, Novianti, S., & Adnan, A. Alumni's perception on program specification of ELT program at UNP (based on AUN-QA criteria. *Advances in Social Science, Education and Humanities Research*, volume 276. DOI:10.2991/icoelt-18.2019.27
- Reisser, R. A. & Dick, W. (1996). *Instructional planning: A guide for teachers – 2nd ed.* Boston: Allyn and Bacon
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press
- Richards, J. C. (2013). Curriculum approaches in language teaching: Forward, central, and backward design. *RELC Journal*, 44(1), 5-33.
- Rowley, J. (2002). Using case studies in research. *Management Research News*, 25(1), 16-27
- Roy, M. (2015). Examination system & curriculum framework at secondary level schools in West Bengal: A study. *International Journal of Applied Research*, 1(9), 693-696
- Sanusi, M. H., Imam, K., & Suud, W. (2016). *Trimurti: Menelusuri jejak, sintesa, dan genealogi berdirinya pondok modern Darussalam Gontor*. Bantul: Etifaq Production
- Sirry, M. (2010). The public expression of traditional Islam: The *pesantren* and civil society in post-Suharto Indonesia. *The Muslim World*, 100, 60-77
- Spring, J. (2009). *Globalization of education: An introduction*. New York: Routledge
- Sundayana, W. (2016). *Telaah kurikulum dan perencanaan pembelajaran*. Bandung: Balai Bahasa UPI
- Tahir, S. Z. (2011). English teaching methods at *Pesantren IMMIM* of Makassar. *Jurnal JUPITER Universitas Hasanuddin Makassar*, 9(6), 34-43

- Tahir, S. Z. (2015). The attitude of *santri* and *ustadz* toward multilingual education at *pesantren*. *International Journal of Language and Linguistics*, 3(4), 210-216.
- Tan, C. (2014). Educative tradition and Islamic school in Indonesia. *Journal of Arabic and Islamic Studies*, 14, 47-62
- Twum-Ampomah, M. K., & Danso, H. (2013). Alumni perceptions of their alma mater of a public university in Ghana. *Journal of Education and Practice*, 4(6), 33-41.
- Ulum, O., G. (2015). Program evaluation through Kirkpatrick's framework. *Pacific Business Review International*, 8(1), 105-111
- van Bruinessen, M. (2006). Divergent paths from Gontor: Muslim educational reform and the travails of pluralism in Indonesia. In Bakker, F. L. & Aritonang, J. S. (eds), *On the Edge of Many Worlds [Festschrift Karel A. Steenbrink]*, Zoetermeer: Meinema, 152-162.
- Wekke, I. S., & Hamid, S. (2013). Technology on language teaching and learning: A research on Indonesian *pesantren*. *Procedia – Social and Behavioral Sciences*, 83, 585-589
- Yin, R. K. (2009). *Case study research: Design and methods* (4th ed). California: SAGE Inc.
- Yusop, F. D. (2013). Curriculum and design analysis of a mathematic-based educational television program: A case study of Cyberchase animated television series. *The Malaysian Online Journal of Education Technology*, 1(2), 8-18
- Zakaria, G. A. N. (2010). *Pondok pesantren: Changes and its future*. *Journal of Islamic and Arabic Education*, 2(2), 45-52.
- Zarkasyi, H. F. (2015). Modern *pondok pesantren*: Maintaining tradition in modern system. *Jurnal TSAQAFAH*, 11(2), 223-248
- Zuhdi, M. (2006). Modernization of Indonesian Islamic schools' curricula, 1945-2003. *International Journal of Inclusive Education*, 10(4), 415-427