

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter concludes the overall research. It presents the conclusions of the research and recommendations.

5.1 Conclusions

This study has already discussed the profile or the construction of the English curriculum in a modern *pesantren* and their alumni's perception of the curriculum itself based on the components of the curriculum. This study was conducted in order to get a better understanding of the English curriculum in this modern *pesantren*. There were two research questions in this study; (1) What English language curriculum profile of a modern *pesantren* (an Islamic boarding school) in Indonesia is; and (2) What the alumni's perspective on the English curriculum of the modern *pesantren* is.

The English curriculum of the modern *pesantren* where this study took place offers a unique curriculum of English that different from other English curricula. Even it is different from the original curriculum where it is adapted from. This development of the English curriculum is influenced by many factors such as situation, needs, and policies.

This English curriculum adapted another *pesantren* curriculum of English because they have the same setting, both are a school with a dormitory for their students. However, the original curriculum could not be employed fully in the modern *pesantren* under investigation since it has a different situation. The original curriculum was used in an independent modern *pesantren*, in which there is no intervention from other parties; but the modern *pesantren* where this study took place has a madrasah that is under the Ministry of Religious Affairs' supervision. Therefore, the English language curriculum of this modern *pesantren* is an integrated curriculum, in which it integrated the national curriculum of English and the curriculum of the *pesantren* itself. It is conducted in a 24-hour education system of *pesantren*.

Another factor that shapes the curriculum is the needs of the *pesantren* itself. The needs are in line with the school vision and mission, or long term plans.

Every school has their own purposes that make it distinguished from others. The needs also relate to efforts that the school made in order to deal with the rapid change of the world. Every school tries to provide a better curriculum to be offered to their students. The needs are reflected in the graduate portrait that the *Kyai* stated.

In terms of policies, since this modern *pesantren* employs two different curricula, adjustments that the school made lead them to an integration of the two curricula. It is strongly related to the *kyai* who is the leader and also the decision-maker of any things related to the *pesantren* he leads. In this case, the *kyai* tried to maintain the purpose of the modern *pesantren* while trying to cope up with the policies from other parties.

However, the alumni of the *pesantren* gave a good perception on this modern *pesantren* curriculum of English. They mostly gave positive responses regarding the teaching materials or the contents of the curriculum, the teaching and learning processes, evaluations and teachers. The alumni agreed that the English curriculum of the modern *pesantren* helped them a lot in dealing with their higher education. In addition, Grammar was one subject that everyone agreed it was useful in their current study.

5.2 Recommendations

This present study is an attempt to investigate the constructions of the English curriculum in one of the biggest *pesantrens* in Subang, Indonesia. The researcher admits that this is not flawless research; it has several limitations. The researcher bias cannot be avoided since the researcher spent some time in the research site. There are many drawbacks that can be enriched by more comprehensive research in the future on the focus of the study, the participants and instruments.

This study only investigated the components of the English curriculum, the purpose or graduates competency standards, the content, the process, and the evaluation, that can actually be linked into the remaining of the eight national standards of education, standards educators and education personnel, facilities and infrastructure standards, management standards, and standards of education funding; in order to gain a more comprehensive data of the curriculum profile.

The participants of this study were the *kyai*, four English teachers out of five subjects in English, and five alumni. In order to get more comprehensive data, involving the head of the educational institution is needed. These four English teachers are from year 1 and year 2. It is recommended to involve all teachers from the available subjects and more teachers from higher classes. In terms of alumni as participants, it is recommended to get more than five alumni in order to get a wide range of perspectives that can enrich the data.

Furthermore, it is recommended to educational practitioners who have a similar background with the research site to take a look at this study so they can reflect and even compare what they have done or get inspired by the present study. In terms of curriculum design, this present study recommends other modern *pasantrens* to either follow forward design or backward design, or the combination of these two designs. Knowing what kind of design that a school curriculum uses can help teachers to decide the roles they would like to take in the classroom and focus on the goal of the curriculum itself.