

English Language Learning Management in Islamic Religious Activities at Central Course Tangerang

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Abstract

This study aims to analyze (1) the planning of English language learning and the facilitation of Islamic religious activities at the Central Course Tangerang, (2) the implementation of English language learning and the facilitation of Islamic religious activities at the Central Course Tangerang, and (3) the assessment of English language learning and the facilitation of Islamic religious activities at the Central Course Tangerang. The research utilized a descriptive qualitative method with a case study design. The main subjects in this study were the educational coordinator, teaching tutors, and course participants, while additional data was provided by the course director and administrative staff. Data collection techniques included observation, interviews, and documentation. The validity of the data was ensured through source triangulation and technique triangulation. The results indicated that the Central Course Tangerang applied learning management functions effectively. (1) Learning planning was developed by the educational coordinator in collaboration with tutors, and the analysis of lesson plans met the required standards, including objectives, strategies, teaching materials, media, and methods. (2) The learning process was conducted effectively, aligning with the goals outlined in the lesson plan. (3) The assessment, as the final stage of learning, was carried out appropriately, with assessment types adjusted to the teaching materials, including both written and non-written evaluations. Furthermore, the facilitation of Islamic religious activities was well-organized, with daily and weekly schedules, as well as during Islamic holidays (PHBI).

Keywords: English Language, Learning Management, Islam Religious

1. Introduction

The increasing intensity of competition in various aspects of life in recent times has had a significant impact on educational institutions, particularly higher education. Universities are institutions that provide educational services to the public. A. Halim, R. (2017). As such, they are expected to undergo changes, especially in terms of quality, to keep up with the rapid development of technology, which has made accessing information easier. This enables people to evaluate the quality of educational institutions, allowing them to choose the ones perceived as providing high-quality education.

Logically, all education service users (stakeholders) aim to receive quality education to secure their future. Zhang, H., Jin, S. J., & Du, S. Z. (2020). The quality of knowledge produced by educational institutions now also needs to be accessible through the internet, making it easy for the public to obtain information about the progress of each institution. As educational institutions, universities play a crucial role, particularly in the current era of globalization,

which demands the development of intelligent, superior, and high-quality human resources to meet the qualifications required in various sectors.

With global environmental changes, significant shifts are also occurring in Indonesia's higher education landscape. Aflahah, A. (2019). These changes are happening faster than the ability of national universities to respond. The higher education market and competition have become broader. This situation shows that the demands of the environment and the competition in Indonesia's higher education system are becoming increasingly complex and dynamic, while the resources available to national universities remain diverse and limited. Currently, and in the future, Indonesian universities face challenges related to the low feasibility of strategies due to a gap between the demands of the environment and competition and their internal resources. The competitiveness of several universities in Indonesia is declining, threatening their position and sustainability.

To address this gap, universities must redefine their strategies, focusing on reducing the disparity between environmental demands and their internal resources while simultaneously enhancing competitiveness. This can be achieved by continuously improving the quality of human resources, processes, and physical facilities through an adequate quality assurance system. Brown, D., & Bell, B. (2017). From a quality management perspective, universities must control the quality of activities at every stage, including input, process, output, and stakeholder satisfaction, by implementing good university governance, which includes transparency, accountability, responsibility, independence, and fairness.

The demand for quality assurance aligns with the stipulations of the National Education System Law No. 20 of 2003, Article 51, which states that the management of the higher education system must be based on the principles of autonomy, accountability, quality assurance, and transparent evaluation. Therefore, improving the quality of higher education is essential to optimize the management of available resources, ensuring academic quality and stakeholder satisfaction. As institutions that provide higher education, shape character, foster civilization, and contribute to the nation's intellectual development, universities must have a strong defense to overcome challenges and be responsive to changes, enabling them to grow and develop continuously.

2. Theoretical Framework

In an education system, the curriculum is dynamic and must continuously undergo revisions and development to keep pace with the evolving challenges of the times. Ahmad, J. (2018). These revisions and developments should be systematic and well-directed, with a clear vision and purpose. The development of the 2013 Curriculum is based on philosophical, legal, and conceptual foundations, as follows:

2.1. Philosophical Foundation

- a. The philosophy of Pancasila, which provides the fundamental principles for the development of education.
- b. An educational philosophy grounded in noble values, academic needs, as well as the needs of students and society.

2.2. Legal Foundation

- a. The 2010-2014 national medium-term development plan in the education sector, concerning changes in learning methodology and curriculum structuring.
- b. Government Regulation No. 19 of 2005 on National Education Standards.
- c. Presidential Instruction No. 1 of 2010, concerning the Acceleration of National Development Priorities, with a focus on curriculum improvement and active learning

methods based on national cultural values to build national competitiveness and character.

2.3. Conceptual Foundation

- a. The relevance of education.
- b. A competency and character-based curriculum.
- c. Contextual learning.
- d. Active learning.
- e. Comprehensive and holistic assessments.

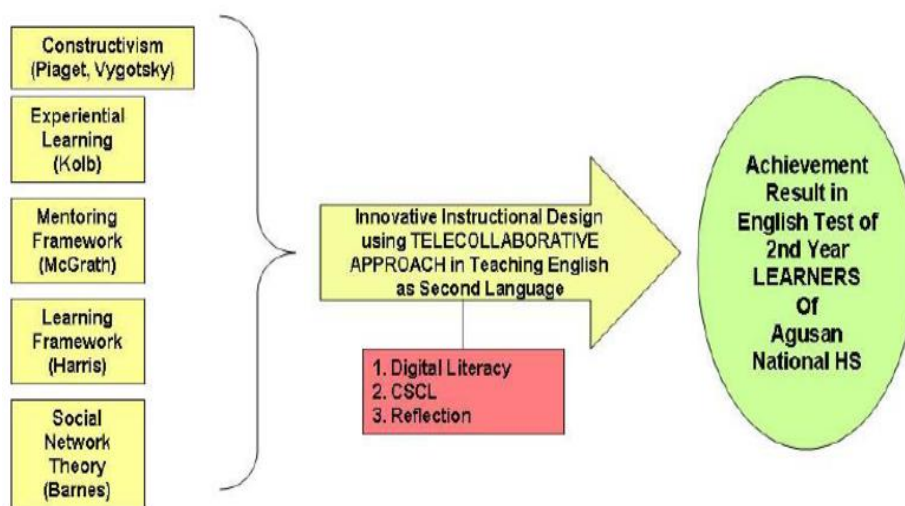


Figure 1. Theoretical Framework
(Source: Researchgate)

3. Research Methods

This research is a qualitative study. According to Strauss and Corbin, qualitative research is a type of research that generates findings not obtained by statistical procedures or other means of quantification. Moleong, (2018). states that qualitative research involves a natural setting, aiming to interpret phenomena as they occur, and it is conducted by employing various available methods.

3.1. Data Collection Techniques

- a. Observation the researcher employed observation as a data collection technique by directly observing learning activities both inside and outside the classroom. This was conducted with the research subjects (partners) in their daily environment to observe the educational processes at Ar-Raudlatul Hasanah Islamic Boarding School, specifically related to curriculum implementation for improving graduate quality. Information technology played a crucial role in these observations, utilizing tools such as tape recorders and handy cameras. Through this observation, the researcher gathered data related to curriculum implementation.
- b. Interview to obtain more reliable data, observations were supplemented with interviews. The interview technique involved direct conversations with key sources, including the Director of the Boarding School, the Head of the Education Department, the Principal of Madrasah Diniyah Awaliyah, the Principal of Madrasah Tsanawiyah,

the Principal of Madrasah Aliyah, and teachers from all three levels. The interviews were unstructured, allowing respondents to express their thoughts, views, and feelings freely and naturally. The interviews were documented in written form to enhance the validity of the collected data.

- c. Document study documents are records of past events and can take the form of written texts, images, or someone's monumental works. Written documents include diaries, life histories, stories, biographies, rules, and policies. Visual documents may include photographs, sketches, and films, while artistic works could involve sculptures, drawings, and other creative outputs. Document study complements observation and interview methods in qualitative research.

3.2. Data Analysis Techniques

- a. Data reduction is a sensitive thinking process that requires intelligence, broad knowledge, and deep insight. The amount of data collected in the field can be substantial, and therefore it needs to be carefully and thoroughly recorded. The longer the researcher is in the field, the more data will accumulate, becoming increasingly complex and intricate. Thus, data analysis must begin with data reduction. Reducing data means summarizing, selecting the essential aspects, focusing on important points, identifying themes and patterns, and discarding unnecessary information. Reduced data provides a clearer picture and makes it easier for the researcher to collect further data and retrieve it when needed. Data reduction can be aided by electronic tools, such as a mini-computer, by assigning codes to certain aspects.
- b. Data displaying the data obtained from the field, it becomes easier to understand what is happening and plan the next steps based on that understanding. Hendryadi. (2017). The data collected by the researcher is categorized according to key issues and organized into matrices, allowing the researcher to easily identify patterns and relationships between different data sets.
- c. Data analysis was carried out before, during, and after the researcher's time at Ar-Raudlatul Hasanah Islamic Boarding School. During interviews, data was analyzed as the responses were given. If the analyzed responses were found to be unsatisfactory, the researcher would ask follow-up questions until credible data was obtained.
- d. Miles and Huberman suggest that activities in qualitative data analysis are interactive and conducted continuously until the process is complete, reaching a point of data saturation.

4. Results and Discussion

4.1. Planning Management in English Language Learning and Islamic Religious Activities at Central Course Tangerang

The planning of the learning process at Central Course plays a crucial role in ensuring the effective delivery of education. Chesebro, J. W., & Bertelsen, D. A. (2019). Based on the findings, the course's learning plan is structured using the Common European Framework of Reference (CEFR) as its foundational framework, developed through curriculum advancement. The planning begins systematically by providing guidance to the tutors over a specific period. Once approved by Central Course, these guidelines are implemented to align the tutors' capabilities with the institution's established procedures.

The steps in the planning process at Central Course align with Sudjana's (2000, p. 15) perspective, which states that planning serves as a systematic effort to outline a series of actions

aimed at achieving the institution's goals, taking into account the available or obtainable resources. These resources include both human and non-human assets. Human resources encompass learning facilitators, tutors, students, institutional leaders, and the community. Subsequently, the planning process continues with the development of an academic calendar that covers the entire year's learning program.

The academic calendar is created to ensure that actions are well-directed and accurately determined. This research finding supports Arifin, A. N., & Ristadi, F. A. (2017). Which explains that planning provides direction regarding how and when actions will be taken and identifies the parties involved. It also involves anticipating all activities to be undertaken, including the needs, potential success, resources, supporting and hindering factors, and the potential risks of the planned actions.

Central Course's learning plan then moves forward with the preparation of a lesson plan for participants. All course participants are required to take a placement test before enrolling in a class level. The purpose of this test is to assess the participants' abilities. The placement test ensures that the delivery of materials is tailored to the students' proficiency level, allowing for more effective instruction. The final stage in planning involves tutors developing lesson plans for each class session. Tutors elaborate on the materials, methods, and media to be used, following the institution's procedures.

The learning plan is designed to anticipate potential opportunities and priorities in the learning process, as well as the resources to be utilized, supporting and hindering factors, and the risks tutors may face. This approach is in line with Sudjana's (2000, p. 7) assertion that planning involves determining priorities and the sequence of actions to be taken. These priorities are set based on importance, relevance to needs, goals to be achieved, available resources, and potential obstacles. Setting learning objectives is the initial step taken by Central Course. The general objective of Central Course's English learning program is for participants to master four core competencies: writing, reading, speaking, and listening. Based on interviews conducted, the general learning objectives are then adapted to each specific Central Course program, aligning them with the abilities and goals of each course subject chosen by the participants.

The regular program is divided into several levels, starting from the basic level, followed by intermediate, and finally, advanced. This ensures that participants can comprehend the material according to their own capabilities, making the learning process both effective and efficient. This finding is consistent with theoretical studies, which emphasize that learning objectives are clear statements outlining the specific student performances or skills expected to be achieved as a result of the learning process.



Figure 2. Management English Language Learning System
(Source: Neverskip)

4.2. Implementation Management in English Language Learning and Islamic Religious Activities at Central Course Tangerang

The learning implementation process at Central Course is aligned with the training provided to tutors by the education coordinator. The material is delivered interactively, involving all activities, and adjusted to the targeted outcomes. Ghufron, M. A. (2018). The initial stage begins with greetings and introductions, followed by a review of the previously covered material. The lesson then focuses on new content, which is delivered in an interactive manner, such as through presentations, games, and cultural stories. Participants are encouraged to be active and communicative. The session concludes with a summary of the material covered and a closing greeting. This approach aligns with Hamid Darmadi's (2009:14) theory, which explains that the learning or tutoring process is the core of classroom activities in a school setting.

The research findings support expert opinions, suggesting that the learning process consists of a series of stages aimed at fostering and guiding learners to understand the teaching material. This process enables learners to acquire knowledge, master skills, and apply them in their lives. As Widiaty, I. (2017). Explains, learning is an instructional activity designed to achieve educational goals.

Learning implementation is an educational activity that shapes the interaction between teachers and students. Observations revealed that English course interactions at Central Course begin with the tutor delivering the material (one-way communication), followed by students responding to the tutor or engaging with other participants. Marlina. (2016). This creates an active and communicative learning environment. In both in-class and out-of-class settings, English is required as the primary means of communication, encouraging students to become accustomed to the language and enhancing the effectiveness of learning outcomes.

Motivation for course participants is provided by both the tutors and the education coordinator. Tutors are instructed to build rapport with participants, and the close age range between tutors and students helps ease communication while maintaining respect for the educators. Tutors are expected to guide and motivate students. The general purpose of taking the English course is for academic, career, or personal development. Therefore, motivation is consistently provided to help students prepare to excel in their pursuits after mastering English.

Basic concepts related to classroom management, communication, and interaction within the classroom, definition of classroom management, different aspects and features of classroom management in maintaining discipline in the class, in-class and out-of-class factors affecting classroom atmosphere, models of classroom management, development and administration of rules in the classroom, physical arrangement of the classroom, management of disruptive behavior, timing, classroom organization, and establishment of a positive classroom atmosphere

4.3. Assessment Management in English Language Learning and Islamic Religious Activities at Central Course Tangerang

The assessment at Central Course is carried out by tutors every two weeks. It includes not only test scores but also observations of students' attendance and participation in class. This aligns with Hikmawan, R., & Fauzi, A. (2019). Statement that assessments involve evaluating students in areas such as management, placement in appropriate educational levels, guidance and counseling, and selection for further education.

To advance to the next level, students must have no more than one C grade in any subject. For instance, they can receive one C in grammar but must score B or A in the other five subjects.

If a student's performance is unsatisfactory, they are advised to retake the course, as no grade improvements are allowed. Hermawan, L. (2019). This supports Chittenden's explanation (in Arifin, 2009:24), that "summing-up" assesses students' mastery of the established competencies. The results can be used by educators to compile progress reports for relevant stakeholders.

Measuring English Learning Outcomes:

- a. Evaluation of Teaching Effectiveness:** By measuring learning outcomes, educators can assess whether their teaching methods and materials are effective or need adjustment.
- b. Identification of Student Needs: Learning evaluations help identify areas where students struggle, allowing for targeted support.
- c. Curriculum Planning: Data from learning assessments can be used to develop a more relevant and effective curriculum that aligns with students' needs.
- d. Student Motivation: Providing feedback on students' progress through assessments can boost their motivation to work harder.

Methods of Measuring Learning Outcomes

- a. Tests and Exams: Written or oral tests are the most common methods used to measure students' understanding and skills in English. These tests typically assess grammar, vocabulary, reading comprehension, and writing abilities.
- b. Performance Assessment: This method includes practical tasks like presentations, group discussions, and projects, which evaluate students' ability to apply English skills in real-world situations.
- c. Portfolio: A portfolio is a collection of students' work that demonstrates their progress and achievements over a specific period. It may include essays, reports, projects, and audio or video recordings.
- d. Observation: Teachers can observe students' participation in class activities and their interactions with peers to evaluate their communication skills.
- e. Self-Assessment and Peer-Assessment: Students can be involved in assessing themselves and their classmates. This approach encourages self-reflection and helps students recognize their strengths and areas for improvement.

Aspects Measured in English Language Learning

- a. Listening Skills: Evaluating how well students can understand conversations, lectures, or other audio materials in English.
- b. Speaking Skills: Assessing students' ability to speak fluently and effectively in English, including pronunciation, intonation, and fluency.
- c. Reading Skills: Measuring students' comprehension of written texts, both fiction and non-fiction, and their ability to analyze and interpret information.
- d. **Writing Skills: Evaluating students' ability to write clearly and effectively, including grammar, vocabulary, sentence structure, and coherence.

4.4. Advancement Criteria Management in English Language Learning and Islamic Religious Activities at Central Course Tangerang

To advance to the next level, participants are allowed a maximum of one C grade in any subject. For example, they may receive a C in grammar, but must achieve a B or A in the other five subjects. If their grades are unsatisfactory, participants are advised to retake the course, as grade improvement is not permitted. This approach aligns with Chittenden's statement Abdillah, W. (2019). which emphasizes the concept of "summing-up" to assess students'

mastery of the required competencies. The results of this assessment can be used by teachers to prepare progress reports for relevant stakeholders.

The importance of parental involvement in language courses. Parental involvement is a crucial aspect that should not be overlooked in English language courses. When parents engage in their child's learning process, it reinforces the use of English beyond the classroom environment. This involvement can take various forms, such as reading books together, playing English language games, or supporting homework assignments given by teachers. Additionally, transparent communication between teachers and parents is another key factor in promoting effective learning.

Teachers who provide regular updates on a child's progress in English can help parents stay actively engaged in the learning process. Bahri, S. (2017). A strong collaboration between teachers and parents creates a supportive and consistent educational environment. Another important factor to consider is the cost of the course. While cost is not the sole indicator of quality, it is essential to ensure that the fees charged align with the benefits and quality of learning provided.

Some English courses for children may offer scholarships or discounts to make them more accessible to different communities. It is important to consider whether the course offers opportunities for children to develop English skills in real-world contexts. For instance, courses that involve simulations of everyday situations, real-life conversations, or project-based activities can help children apply their English knowledge in a broader context. Finally, involving children in the process of selecting a course is equally important.

Discussing their interests in English courses with them can ensure that they feel engaged and motivated to learn. Daeng Pawero, A. M. V. (2018). This approach fosters intrinsic motivation, which is essential for long-term success in language learning. By carefully considering these criteria, parents can make informed decisions that support their child's English language development. Choosing the right English course not only provides a solid foundation for language skills but also opens doors for success in an increasingly connected global world.

5. Conclusion and Suggestion

5.1. Conclusion

Based on the discussion and research findings, several specific conclusions can be drawn:

- a. Curriculum planning, aligned with the vision and mission of both English study programs, has been oriented towards improving graduate quality and professionalism, focusing on learning outcomes. The study highlights the need for both English study programs to address certain critical factors. For example, the competitiveness of the English Education program at the geographical level remains unclear and needs enhancement. To be more challenging, motivating, and inspiring, it is necessary to optimize the formulation of the program's vision. Furthermore, to improve graduate professionalism, the program's vision needs to be updated so that learning outcomes are clearly defined and measurable.
- b. The implementation of the curriculum, based on the Indonesian National Qualifications Framework (KKNI), is supported by a well-designed management system within the English Education Study Program. This system is comprehensive, systematic, and measurable, grounded in the evaluation of program implementation and the ongoing development of a high-quality, competitive English study program.
- c. The evaluation of curriculum implementation has positively impacted graduate quality, as evidenced by the achievements of English Education graduates. This contributes to the ongoing development and enhancement of the quality of each

university's study program. Furthermore, the commitment of faculty leaders in promoting and supporting the implementation of the KKNI-based curriculum plays a crucial role in improving the quality of graduates from the English Education Study Program.

5.2. Suggestion

Based on the discussion and conclusions, several recommendations are made regarding the planning, implementation, and evaluation of the curriculum for both programs:

- a. For lecturers, when creating the Semester Learning Plan (RPS), it is important to include indicators for character-building material and methods in the English Education program to ensure that the plan is easy to read, understand, and operational. Utilizing ICT as a tool to enhance student learning, alongside fostering attitudes, skills, and experience from lecturers, is crucial. Lecturers should also serve as role models for students.
- b. For the English Education Study Program, it is important to provide guidance and clear instructions to lecturers in preparing detailed and operational Semester Learning Plans (RPS) for the English program. Facilities and services should be provided for both lecturers and students to support the achievement of learning outcomes at the university level.
- c. In implementing the curriculum to improve graduate quality, it is important to maintain the English-speaking culture both in and outside of the classroom within the English program, ensuring it remains a key reflection of English education. Lecturers should enhance their ability to facilitate students, respond flexibly to emerging ideas, and adapt to the implementation of the English study program.
- d. For the management of the English study program:
 1. University leaders should ensure that the education program is continuously improved, benefiting students.
 2. The faculties developing the English study program should:
 - a. Carefully review all curriculum development documents for the English program in both universities.
 - b. Conduct comparative studies with other universities' English programs to align their own curriculum more closely.
 - c. Formally establish collaborations through a Memorandum of Understanding (MoU), involving both the study program and faculty, to ensure the quality and accountability of the English study program.

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