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Ta'dib: Journal of Islamic Education (Jurnal Pendidikan Islam) provides a vital forum for exchanging ideas in order to enrich the theory, policy, and practices of Islamic education in Indonesia and around the world. **Ta'dib: Journal of Islamic Education** is a biannual, open access, peer-reviewed, and international e-journal, published in Indonesia. We accept unpublished, high quality, and original research manuscripts in English, resulting primarily from quantitative, qualitative, and mixed research methodology related to or associated with Islamic education. These issues include, but not limited to, practices, policies, and research in Islamic education from early childhood education to higher education which cover the areas of instruction, learning, teaching, curriculum development, educational policy, language education and policy, bilingual education, multicultural education, art education, teacher education, educational technology, educational developments, educational psychology, and international education in Indonesia and other parts of the world.

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Content

Editorial

The twenty-third volume (No. 1) of the Ta'dib: Journal of Islamic Education presents together eight articles that look at numerous topics on Islamic education in Indonesia and other countries. The twenty-third volume starts with the article "**The Policy of Single Sex Education for Female Students in *Pondok Pesantren*"** authored by *MUAZZA, NINGSIH, ARIE WIJAYANTI, IHSAN MAULANA PUTRA, AND SAMSUDIN*. Their qualitative study with the case study approach was employed to explore and describe what kind of policies and programs of women's education made by the leaders of As'ad Foundation in Jambi City with a single sex education (SSE) learning model, especially on the implementation of curriculum policy and the provision of women educational facilities.

For the second article, *AYSUN YAŞAR* authored *"***The Development of the School Trial Islamic Religious Instruction at Bavarian Public Schools.***"** His article analyzes the formation and development of the school trial Islamic religious instruction at public schools in Bavaria. It aims at finding out if the expectations – its nationwide introduction and transformation into a regular Islamic instruction – were fulfilled or not. Another thought-provoking article authored by HERIZAL, is entitled "**The Relationship among Learning Styles, Classroom Environment, and Academic Achievement of English Education Study Program Students in State Islamic University of Raden Fatah Palembang."** His study was to find out the correlation between learning styles and students' academic achievement, and the correlation between classroom environment and students' academic achievement.

The other interesting article "**Why Choose Volunteering in an Islamic Boarding School? Documenting the Undocumented Voluntary Teaching Motives"** was authored by *EDDY HARYANTO, HARLINA HARJA, DERY MULIA PUTRI, SUPAWAL, AND MAD AMIN*. Their sttudy was to find out the motives of the teachers of English to teach at pondok pesantren. The investigation focused on the concealed and explicit motives to teaching and the factors keeping the commitment of the teachers of English to teaching and to stay in the profession. The fifth article, "**Undergraduate Students' Reading Interest and Reading Comprehension Achievement in a State Islamic University"** was written by *RUMAINAH*. Her research was aimed at describing the relationship between reading interest and reading comprehension achievement of EFL students of State Islamic University of Raden Fatah Palembang. The sixth article, "**Different *Madrasah*, but the Same Stories: Academic and Non-Academic Challenges Encountered by Teachers in Teaching a Foreign Language"** was authored by *NUNUNG FAJARYANI, MASBIROROTNI, NURAINI, NAFRIAL, AND NOPIANTI*. Their article was to investigate English teachers' challenges in teaching English at Madrasah Tsanawiyah. It also aimed to find out the English teachers' effort to anticipate the challenges factors in teaching English. Other interesting article was authored by *SUKIRMAN, "***The Curriculum Evaluation of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah Palembang.***"** The last article for this issue, "***Mudir* Leadership in Improving Teachers' Discipline at One *Pondok Pesantren* in Jambi"** was written *MOHAMAD MUSPAWI*. His study aimed at determining the principals (*Mudir*) leadership in improving teachers' discipline at óne Islamic boarding school (*Pesantren*) in the city of Jambi, Indonesia.

The Policy of Single Sex Education for Female Students
in *Pondok Pesantren*

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Abstract
The qualitative study with the case study approach was employed to explore and describe what kind of policies and programs of women's education made by the leaders of As'ad Foundation in Jambi City with a single sex education (SSE) learning model, especially on the implementation of curriculum policy and the provision of women educational facilities. Data were collected through interviews and documents. Participants in this study involved a leader of *Pesantren* and three teachers from different field of studies. Interview data were analyzed using 'within case and cross-case analyses' among participants. The findings showed that there were three major themes related to analysis of the educational policy of single sex educational (SSE) model in one of *Pesantren As'ad* in Jambi Seberang City including (1) the women's educational policy for single sex education (SSE) model in *Pesantren As'ad*, (2) the women's educational curriculum policy for single sex education (SSE) model in *Pesantren As'ad*, and (3) the women's educational facility policy for single sex education (SSE) model in *Pesantren As'ad.*

Keywords: Islamic *pesantren*, female education, single sex education, case study

Introduction

The discussion on the importance of education for women in the modern world has begun since the 1970's, in line with the birth of feminist criticism of development that harms women. It may be well that educating women will reduce the negative impact of economic development as education can increase women's access to the labor market and improve their skills (Prasojo, Mukminin, & Mahmudah, 2017). Thus, education is actually able to bridge the problems faced by women in the development period (Zakiyah, 2002). Along with the

development of the era, the education of women finally was deemed necessary, as a case in some areas people began to establish educational institutions, including the establishment of educational institutions such as *Pesantren*. Education for women held at *Pesantren* was started by *Pondok Pesantren* Mambaul Ma'arif Denanyar Jombang in 1921, where this *Pesantren* had previously organized education for men in 1917 (Muafiah, 2013). Majority of *Pesantren* at the beginning of its establishment were established specifically for men's education, after the *Pesantren* progressed only later to establish the education of women. When the *Pesantren* was first established, the virtues of the pasantren did not separate the male and woman studentson the grounds as the number of students is amounted small, while when the number of students increased, the class began to separate. The tradition of class separation based on sex is applied because *Pesantren* is an Islamic religious educational institution that holds firmly to the works of *fiqh*. It is not surprising that there is gender segregation or separation between men and women in learning in *Pesantren*. This is understandable because *Pesantren* is a stronghold for Islamic practice and is obliged to uphold the provisions of jurisprudence and realize it into daily life. Class segregation by sex in the world of education in the modern world is known as single sex education (SSE), i.e. separating education between men and women, both in separating institutions and within the same institution.What opposes to the SSE system is the Co learning system Education (CE), where this system does not separate men and women in the learning process (Muafiah, 2013).

In general, the establishment of single sex education (SSE) model learning is based on a deep understanding of medieval jurisprudence works which forbid many meetings between men and women in one place even forbid the emergence of women in the public sphere. If it should be in the public domain, it should be within the women's community only and if the men and women have to be in one place, then the position should be separated by a boundary curtain or usually men are in front rows and women are behind men. Today, we see many establishments of *Pesantren* managing two institutions at once; education for women and men with single sex education (SSE) learning model. Within the establishment of two board institutes at the same time, this is interesting to be studied, especially for policy in women education with single sex education (SSE) learning model. In addition, the researchers' interest is to focus on the analysis of women's educational policy with single sex education Model (SSE) in *Pondok Pesantren* located Jambi Seberang City. From the interview result arrived to one of teachers in this *Pesantren* held on September 14, 2017, the researchers found various challenges faced by the principal and teachers in facing the concept of single sex education (SSE) model especially for women students in education at *Pondok Pesantren* that manage two institutions at once from the application of curriculum. Hence, it is necessary to analyze what has been and will be undertaken by the leaders at the same time in the women's educational policy in the single sex education (SSE) model.

There may be many types of policies undertaken by principals in every *Pesantren* that implement with single sex education (SSE) models but have not yet been implemented as Fowler (2000), Birkland (2001) and Anderson (2006) stated that many policies are still on paper and have not been practiced significantly. Considering the large contribution of *Pesantren* education to the development of children's education in Indonesian and the steps of scientific information or prior study in the context of *Pesantren* with single sex education (SSE) model and to see when the role of foundation leader in facilitating women's education with single sex education (SSE) model. This study focuses on policy analysis of women's education single sex education (SSE) model in *Pondok Pesantren* located in Jambi Seberang City. Based on the latest data, there are 10 *Pesantren* in Jambi city. The choice of location in

Jambi Seberang city is due to the easy access because researchers already have good relationships with various leaders of *Pesantren*s and this is very important to get the data. Additionally, *Pesantren* in Jambi Seberang City is also unique because it has several different characteristics ranging from faculty, students and locations in the middle of the settlement and the opposite to *Batanghari* river and Jambi. In this study, researchers focus on the analysis of women's educational policy at *Pondok Pesantren* with single sex education (SSE) model in Jambi Seberang City, especially in the implementation of curriculum policy and facility provision. The purpose of qualitative study with the case-study approach was to explore and describe what kind of educational policy of women made by the leader of *Pesantren* Jambi Seberang City with single sex education (SSE) model. Two study questions guided in this study; (a) how is the implementation of women educational curriculum policy with a single sex education model in *Pondok Pesantren* in Jambi Seberang City?, and (b) how is a single sex education model facility provided for women's education in *Pondok Pesantren* in Jambi Seberang City?

Literature Review

Gender segregation with single sex education (SSE) model in the implementation of teaching in pondok pesantren

Pondok *Pesantren*s in Jambi apply some policies in implementing and applying of curriculum for men and women *santri*. However, the majority of *Pesantren*s applies the learning system with a Single Sex Education, or separated between men and women *santri*. With this separation model, there are many differences in teaching materials and educational programs between men and women *santri*. The opposite of the SSE system is the Co-education (CE) learning system, where it does not separate men and women *santri* in the learning process. The gender equality education that will be described here is the education system and policy applied by *Pesantren* to the educational service, the forms of involvement of the *Pesantren* component (teachers, tutors and *santri*) to the educational activities as well as the benefits derived from the system developed in *Pesantren* itself.

Learning model for women

Women *santri* as individuals and at the same time as social beings need a social community that can support their needs about education. Although traditionally it is said that women are the subject of non-monetary activities, such as giving birth, nurturing and educating children, and doing other domestic work, yet women still have an important role in their participation in determining the smoothness of various activities in society. Women are considered as a creature that can play a role, both in the family environment as housewives and workers, and to the community as part of the community itself, where they also have rights and obligations. For this reason, *Pesantren*s open education for woman as vehicle learn to be symbiotic with society wide.

In Indonesia, there are several kinds of educational system *Pesantren* in which each *Pesantren* has a different system in carrying out the learning, especially when associated with the learning policy for women *santri*. However, the majority of *Pesantren* apply a separate learning system between female and male *santri*. Class segregation by sex in the world of modern education is known as Single Sex Education (SSE), which is a separate education

between men and women, both in separate institutions and within the same institutions. The opposite of the SSE system is the co-education (CE) learning system, where it does not separate men and women in the learning process. Each of these learning models has advantages and disadvantages based on their application and the policy system that surrounds them. Each also raises pros and cons among education practitioners. The most heavily debated debate is the argument between profit application of SSE and CE for each student (Mael, 1998).

Additionally, secondary education in America, when it first opened schools for women after a half century after the revolutionary war, offers education with the CE model for the western and SSE in the more prosperous northeast region. However in the 1900s, 98% of high schools were using the CE model. In the 1960s was time when there were many high schools with SSE models (Pollard, 1999). This did not last long since the enactment of the Title IX legislation educational law, so in the 1970s many schools switched back to CE (Chamberlin & Eckes, 2003). The law contains a ban on sex discrimination and an uneven increase in human resources. Meanwhile, this does not discourage SSE propulsion to maintain this model. When compared, the existence of schools with the model of CE is more than the SSE model. This may be influenced by the assumption that the CE model is more natural, because in this life almost all sides are colored by the presence of women and men together. Single sex education (SSE) is more often applied to female students, although there is also SSE for boys. However, within the context of *Pesantren*, SSE is provided for both men and women for the main reasons based on Islamic teachings; the prohibition of men and women in one room. Th educational model like SSE and CE always reaps the debate to show which model is better. An example of this debate can be found in a study report by Chattopadhay (2007). In this study, it is reported about the efforts of the community to achieve gender equitable education, especially for women, because all children without distinction of gender are entitled to a proper education. On the other hand, this study was conducted in response to the information needs disclosed by education policy teams in Asian countries where women face more obstacles than boys in access to education. The exploration is carried to see women' access to education and the quality and relevance of the education in life. The education policy-making team used this research framework to determine the best model for education, especially for women.

Single-sex education: What does research tell us?

In other countries, such as the United States and Britain, there has been a growing promotion of single-sex schools, or more usually of single-sex classes. However, debates concerning the relative value of single-sex schools have rarely engaged the attention of educators, politicians, social reformers, and parents in North America, particularly in Canada. Given the fact that single-sex schooling has yet to receive any significant attention in educational research, it is appropriate to highlight how my study about the gender and education of Muslim women could provide information about the policy and its implementation, especially in *Pesantren*. The following outlines some of the findings from research on single-sex education conducted in English-speaking countries.

The perceived gap in achievement between men and women, the media's attention to the subject, and positive results such as those found by the Young Women's Leadership created in 1996 by Ann Rubenstein Tisch to provide an opportunity otherwise unavailable to inner-city girls. School in East Harlem has renewed interest and experimentation with

single-sex classrooms and schools. Thus, single-sex education has become a desirable alternative for many students and is offered by an increasing number of school districts. Furthermore, supporters of single-sex schooling would agree that single-sex education in private or religious schools has promoted students' achievements more than hindered them, but the question is whether students at these schools have succeeded because of the specific structure of single-sex schooling or because of other factors, like the socioeconomic status of the students. Educators, especially those in struggling inner-city schools, wonder if separating the sexes is right for their school, and for their students.

In parts of Canada, single-sex classes were introduced in the 1980s and 1990s to address low take-up of – and achievement in – mathematics and science among girls. Research indicates that single-sex schooling does not necessarily result in learning gains (Demers & Bennett 2007). Teachers and students were found to be positive about the safe and secure climate in single-sex classrooms, but challenges remained in bringing about a fully inclusive climate and in actively promoting gender equity (Sanford & Blair 2002). In Indonesia, there are several kinds of educational system of pesantren in which each pesantren has a different system in carrying out the learning, especially when associated with the learning policy for women *santri*. However, the majority of *Pesantren* apply a separate learning system between female students and male students (Muafiah, 2013). However, most pesantrens in Indonesia apply education with a system of gender segregation, which is separated between female and male students. This separation is not without causing problems, but it is all applied in order not to happen things that violate religious rules. It would be wise if the separation does not mean giving them a different chance.

From explanation to examples of single-sex education applications for women students, it can be seen that in fact among *single-sex education, co-education* and *mix-education*, all have the potential to provide a sense of security and comfort when learning for men or women *(santri).* It all depends on how the management and curriculum are implemented in each of these schools, as well as efforts to have the same standards among men or women *(santri).*

Methodology

The purpose of this study was to find out in more detailed and get a complete picture of women's education policy conducted by *Pesantren* leaders in single sex education (SSE) learning model in *Pesantren* specifically in Jambi Kota Seberang as well as supporting factors and obstacles in it. This study used a qualitative method with a case study with the historical background to explore, to explain, and to describe the phenomenon of interest about analysis of education policy of women in *PondokPesantren* in Jambi Kota Seberang. According to Merriam (1998), qualitative study methods are methods that prioritize processes, meanings and understandings. Therefore the product of qualitative study is "richly description" (p.8) and case study is one type of skin study (Creswell, 1998). According to Merriam (1998, p. 27), qualitative method with case study approach is 'intensive and holistic description, explanation, and analysis of a bounded system or phenomenon.' The case study is also based on what is Merriam (1998) said that case or bounded can be a child, a program, or a school (Mukminin, Kamil, Muazza, & Haryanto, 2017; Mukminin, Ali, & Fadloan, 2015; Mukminin & McMahon, 2013). In this study, the case is analysis of women's education policy in *Pondok Pesantren* in Jambi Kota Seberang with a single sex education (SSE) model.

This study was carried out in Jambi Kota Seberang. Access is very important in qualitative study because it will affect how data will be obtained and with whom will provide data. For access to study opportunities, researchers used various networks and relationships that had been established. In contrast to quantitative study, qualitative study does not recognize the term population. Instead qualitative study put more emphasis on so-called "purposeful sampling". Creswell (2000) says that the purposeful sampling concept is used in qualitative study in which the researcher chooses individuals and study locations for a study because the choice can provide information to answer the researcher's problem. "The concept of purposeful sampling is used in qualitative study. This means that the inquirer selects individuals and sites for the study because they can purposefully inform an understanding of the study problems (Mukminin, Kamil, Muazza, & Haryanto, 2017; Mukminin, Ali, & Fadloan, 2015; Mukminin & McMahon, 2013). In this study, 16 participants or informants as selection strategy proposed by Creswell (2007) were involved, researchers chose 'snow ball' in which according to Creswell (2011) and Johnson and Christensen (2008), this strategy is very commonly used in qualitative study in which the aim is to study participants who have provided data to recommend someone else to be a study participant. This strategy is very suitable for this study because it will give researchers freedom or flexibility in finding participants who are able to provide valid information to help answer the study questions for the achievement of study objectives. In this study, samples and participants were planned to cover the various parties involved in the analysis of women's education policy in *Pondok Pesantren* with single sex education (SSE) model in Jambi Kota Seberang. Specifically, participants were planned in the *Pesantren* (Islamic *Pesantren*) in Jambi Kota Seberang.

In general in qualitative study, there are four main tools of data collection, namely interview, observation, document, and audio visual (Creswell, 2007). In this study, researchers used interviews and documents as data gathering tools and also used demographic questionnaires of the participants to record their backgrounds.According to Merriam (1998), interview is the data collecting method most often used by the study to study something that has happened in the past because it is not possible to repeat again (interviewing is a preferred data collection method). Guided by interview protocols in this study, the participants were interviewed on the analysis of women's education policy in single sex education model (SSE). The type of interview selected in this data collection is semi-structured interview focusing on analysis of women's education policy in one *Pesantren* in Jambi Kota Seberang. To obtain the primary data, in-depth interview technique with semi-structured interview guide was used. Taylor and Bogdaan (1993) explain that in-depth interviews were repeated face-to-face between researchers and informant about their perspective on their lives, experiences or situations as expressed in their own words, in order to understand their views on his life, his experiences or the social situation as expressed in his own language.

In-depth interviews were conducted through a two-way conversation in an atmosphere of familiarity and informality to explore the information the studyer wanted to know about the topic under study. The interview was conducted by asking directly to the speakers to see the responses and opinions related to the problem under study. Questions were developed in accordance with the responses and answers given by the speakers, while the length and location of the study was dependent on the condition of the studyer. The semi-structured interview guidelines that have been determined by researchers related to topics, themes and informants/ sources in *Pondok Pesantren* in Jambi Kota Seberang with single sex education (SSE) model. In this study, the document was also used as a gathering method. According to Merriam (1998), documents are matters related to various written, visual, and physical

materials. In this study, the study collects documents related to the analysis of women's educational policy in *Pondok Pesantren* in Jambi Kota Seberang with single sex education (SSE) model.

Furthermore, in terms of validity, which is better known in quantitative study, whereas in qualitative study it is better known as trustworthiness (Hadiyanto et al., 2017; Mukminin, 2012; Prasojo et al., 2017), say trustworthiness is the most crucial to build the credibility of the study. According to Creswell (2007), the credibility of data in qualitative study is very important so that there is no bias by entering data of the researcher's personal data. In this study, to maintain the credibility of the data or the validity of the data, the researchers took; first, long interview with various parties involved in the study with time between 30 to 40 minutes. Second, data stimulation using interviews and documents were used as a method of data collection. Third, member checking, where the interview data transcribed were returned to the participants to ask their opinion whether they were appropriate or not with what they said in the interview. The final date of all the data collected was requested to the participants this study. Regarding the ethics of study, as this study involved humans as participants, all the place names are pseudonym. With the aim of keeping the data confidential of the participants, all the names and locations of the study were not written according to the original. In addition, all participants were required for availability letter to be a participant. Miles and Huberman (1994 cited in Mukminin, 2012, p. 66) wrote, "Qualitative data ... is a source of well-grounded, rich descriptions and explanations of processes in identifiable local contexts ... (p.1)." All the data collected, which are interview data, data documents and demographic questionnaire data were entered into the computer database form files to be analyzed. This database is to facilitate the researchers in analyzing the various data that have been collected so that the data are easily eccessed whenever needed. Further, Johnson and Christensen (2008, cited in Mukminin, 2012, p.67) suggests that "coding is a process of marking segments of data (usually text data) with symbols, descriptive words, or categories (p, 534)." Briefly, coding is the process of analysis by marking certain pieces of data with symbols, descriptive words and categories. In this study, interview data is analyzed by way of individualized distranscription. Interview data after transcribed were coded. Moreover, all interview data were read repeatedly with the aims in the following; (a) to seek and register any significant statements of any participant in relation to the study problem, (b) to create a substantial group of data from each participant, (c) to remove and subtract the same data which appear repeatedly and, (d) themes were made and categorized based on study questions. The data of the documents were discripted in the document by following the pattern of data analytical results interview.

Additionally, the results from the demographic questionnaire were discerned individually. The themes of the analysis followed by significant questions from the participants were used to narrate the results of the study. According to Marriam (1998), qualitative method is a method that prioritizes the process, meaning, and understanding therefore the product of qualitative study or called as 'rich and thick' desciption. In other words, the product or the result of data analysis in this study from the coding and thematic process was presented in the form, words, statements and descriptions of the study participants (Abrar et al., 2018; Azkiyah, & Mukminin, 2017; Habibi et al., 2018; Mukminin et al., 2017; Mukminin, Muazza, Hustarna, & Sari, 2015). The participants narrated the results of the study with an urged presentation of sample statements from participants on women's educational policy in *Pondok Pesantren* in Jambi Kota Seberang with single sex education (SSE) model.

Findings

The findings of this study were generated from the data obtained through interviews given to the vice principals of the *Pesantren*s, teachers, and a school administrator. This was a study on Policy Analysis of Women Education in *Pondok Pesantren* named Madrasah Aliyah As'ad located in Jambi Kota Seberang with single sex education (SSE) learning model. The analysis of interview data guided by interview protocol focused on analysis of women's educational policy of single sex education (SSE) model. To obtain the primary data of this study activity, the researchers used in-depth-interview technique with semi-structured interview guidelines and policy stages. According to findings of the study, they showed that there were three major themes related to the analysis of the educational policy in Madrasah AliyaAs'ad in Jambi Kota Seberang with single sex education (SSE) model; (1) the women's educational policy for single sex education (SSE) model in *Pesantren As'ad*, (2) the women's educational curriculum policy for single sex education (SSE) model in *Pesantren As'ad*, and (3) the women's educational facility policy for single sex education (SSE) model in *Pesantren As'ad.*

The women's educational policy with single sex education (SSE) model in madrasah Aliyah As'ad

The majority of Pondok *Pesantren* (boarding schools) in Indonesia, especially in Java, provide education with a separate system between female students and male students, in the learning process and in administrative terms. Some *Pesantren*s provide equal treatment among them, but there are still impressed limiting the space for women *santri* movement. The same treatment that is given to students is about the same learning hour, the same subject matter, the same teacher, the same learning activities and the same rules (Muafiah, 2013). Similar to the implementation of Policy in *Pesantren* As'ad, some *Pesantren*s have also stated that their institutions have provided equal opportunities, access, participation and control between female and male *santri*, such as Pondok *Pesantren* Abu Huroiroh Jombang, Pondok *Pesantren* Mataliul Anwar Lamongan, and Pondok *Pesantren* Nurul Hidayah Garut. In line with the above statement, when the researchers asked about the particular educational policy for female *santri*, the leader of *Pesantren* claimed not to know sex discrimination in education. He commented,

> In this *Pesantren*, the most basic policy we apply is that we do not recognize sex discrimination in education. This is evidenced by the same treatment for the *santri* especially in the discipline field, where in general a lot of *Pesantren*s impose stricter rules for female students. In this *Pesantren*, female students receive equal opportunities in various activities, both in committees and activities.

However, in terms of educational system, this *Pesantren* applies educational system with single sex education, that is to separate between men *santri* and women *santri*, he added,

> In teaching the students, the study room is separated, meanwhile male and female teachers are allowed to teach students in accordance with their capacity and their competence.

Regarding to the question addressed on the women's educational policy, a teacher (T1) expressed,

> We assume that equality of men and women is an inseparable part of the basic principle of *musawah wa 'al-adalah* (equality and justice) in *maqasid asy-syari'ah* (shari'ah's purpose). The gender equality of education described here is the educational system and policy implemented by *Pesantren* on educational services, the forms of involvement of the *Pesantren* components (teachers, tutors, and students) of educational activities as well as the benefits derived from the system developed by this *Pesantren*.

Next, another teacher mentioned that this *Pesantren* is more accepting of female students. Uniquely, one of the missions of *Pesantren* is as an effort to eliminate the injustice caused by imbalance of gender relation. Related to this she (T2) expressed,

> This *Pesantren* eliminates the stigma that women can only cook, but women should be able to perform in the public sphere because women and men are basically the same. Together all students are required to follow both formal and extracurricular activities, such as *Pengajian Kitab Kuning*.

According to the statements expressed by leader and teachers working in this *Pesantren*, *Pesantren* As'ad which was formerly still firmly adhered to this conservative mindset, was later colored by formal education. Gradually this *Pesantren* began to establish junior and senior high school with an integral system. All elements of *Pesantren* management overhaul the mindset that once placed women as a marginalized group in education. Now, they are increasingly open opportunities for women to study as men. In case of single sex education (SSE), it is a form of learning that is intended to address the problem of gaps in achieving segregated education by sex. Regarding to women's educational policy, things such materials, teaching materials, learning strategies and language that appreciate all aspects of life experience both men and women in this *Pesantren* are applied equally, while for educational system regarding to teaching and learning process in form of formal education, this *Pesantren* separates between men room and women room. Thus, it is expected that teachers can foster motivation to learn the *santri* by appreciating their knowledge and experience as men and women.

The women's educational curriculum policy for single sex education (SSE) model

Along with the dynamics and currents of gender mainstreaming, *Pesantren* is required to re-desaign the teaching curriculum. Even the demand for the improvement of this curriculum has evolved into GSI (Gender Social Inclusion) learning discourse, which is learning recognizes and considers the different needs, interests, experiences and ways of learning of learners caused by social construction in their environment. In addition, the curriculum of 2013 applied in this *Pesantren* has also included gender equality as one of the key aspects of the curriculum development. This means that from the formal legal side, the main gender mainstream is no doubt to be applied in educational institutions. So, this dimension is the study focus of researchers that not many studies conducted on this matter, which highlights how far the *Pesantren* responses to gender discourse in the form of

curriculum change or educational system. How *Pesantren* attitude is with the dynamics of education in it to respond the development of gender educational discourse in teaching materials or curriculum and teaching patterns in it. As mentioned by a teacher connected to the curriculum policy, he (T3) confirmed,

> In this *Pesantren*, there is no difference between the curriculum applied in the men's and women's cottages (*Pondok*), such as intracurricular program, extracurricular program, and diniyyah are equated.

Responding to the statement of T3, a leader of *Pesantren* added that this *Pesantren* is developing two lines in terms of curriculum named formal curriculum based on the Ministry of Religious Affairs of Indonesia and *Pesantren* curriculum. He emphasized,

> This *Pesantren* combines the two between the traditional (*salafiyah*) and the modern (*khlafi*) *Pesantren*. Certainly by entering the general curriculum but this *Pesantren* still prioritizes the curriculum of *Pesantren*.

Further, he underlined that *first*, formal education is organized in accordance with the government curriculum policy and is added and adapted to the curriculum derived from the management policies at each level. He said,

> The material development policy or curriculum for the madrasah level is in accordance with the official madrasah curriculum, derived from governmental curriculum policies, and the curricula adapted from policies at the management and internal levels of educational managers in this *Pesantren*.

However, responding to the statement mentioned by ET3, a leader of *Pesantren* stated that *second*, *Pesantren* also runs its education outside of formal education policy, where the curriculum is purely derived from internal policy of *Pesantren*. This internal curriculum policy is also integrated with the flagship programs of *Pesantren*. In this case, he pointed that within the *Pesantren* curriculum, there is a different treatment in holding programs offered by *Pesantren*, he affirmed,

> The mplementation of educational system with this second model held in *santri* dormitory with a separate model, so this *Pesantren* has two dormitories; special dormitory for men *santri*, hereafter named *santri*wan and women *santri*, named *santri*wati. With these two models, the management as well as a separate stewardship structure. Each level has different stewardship and policies.

Similar with a leader's statement, a teacher (T1) reflected,

> Each dormitory is managed by different tutor, but still within the scope of *ahl al-bait*.

Therefore, she (T1) revealed that some curriculum or teaching policies undertaken outside the teaching materials of the madrasah include communication language and materials and teaching methods. She reflected,

> For communication languages, internal-level policies for communication as well as instructional language of instruction in dormitories as well as in schools use Arabic and English. All students are required to use both languages in communication at a certain time, both in the dormitory and school environment. On the other hand, references or sources of learning *santri* are classical books such as *Tajwid, Tauhid, Fiqh, Akhlak, Nahu, Shorof, and Tarikh,* adapted to the age and level of education students. The provisions of the reference books are based on the approval of the boarding school leader that are implemented by tutor, both *ustadz* and *ustadzah*.

Additionally, a teacher (T2) contributed additional statement related to teaching and language development. He mentioned,

> There are several types of teaching and language development that are routinely performed in *Pesantren* such as; *hiwar* practice (Arabic conversation), *Imla'*, Arabic text writing practice, aimed at improving writing skills, writing *maqolah*, writing essays or opinions in Arabic. For this section, students are selected to enter in the *maqolah* class category. In addition, language development here is carried out through *muhadharah* activities and Arabic speaking exercises are conducted twice a week.

Based on the responses of the leader and teachers in this *Pesantren*, activities related to the *Pesantren* curriculum held in madrasah as well as *Pesantren* education are applied or taught outside of hours as well as formal educational materials. *Pesantren* educational system applied refers to the model and system of modern boarding school with the *salaf* approach, because men and women *santri* are placed in different dormitories as well as separate locations. In brief, there are two curriculum references that serve as the reference in this *Pesantren*, the curriculum of the Ministry of Religious Affairs and the curriculum of *Pesantren*. In its journey, the curriculum at *Pesantren* always follow and adapt to the development of the national curriculum, as has been implemented the 2013 curriculum which until now has been running for 3 years of learning.

The women's educational facility policy for single sex education (SSE) model

After the government qualifies standardization on educational operation by bestowing systems applied in school to guide. The government assumes that the educational system of traditional *Pesantren* has its shortages in some aspects; curriculum, teachers, teaching method, and facilities. Therefore, innovation must be needed by integrating school system as a model. Responding to this, a leader of *Pesantren* underlined,

> *Pesantren* is considered as an institution to fulfill minimum aspects, facilities for example, mosques, cottages/ dormitories (*Pondok*), rooms, and land for various purposes, and also software facilities such as vision-mission,

curriculum, learning sources like holy qur'an, textbooks, classical books, and many others. We are lucky because we complete all those aspects that I mentioned before eventhough there are some buildings that are wood-based, but they deserve to be occupied.

In line with what the leader of *Pesantren* expressed, a teacher (T4) explained more about the rules in utilizing existed facilities in *Pesantren*. She expressed,

> Facilities and infrastructure that can be accessed by *santriwati* only in the environment around the dorms and madrasah, as well as other daily needs, such clinics, cooperatives, kitchens, canteen, library, mosque, and reception room. Beyond these needs, *santri*wati must go through the process licensing from tutors.

Besides, other teacher (T3) stressed on prohibition of carriying electronic devices within the facility's policy, he remarked,

> To support the guidance of discipline and character of *santri*, this *Pesantren* apply some rules and discipline which must be obeyed by *santri* woman in terms of facilities. Some provisions on access to information, for example, are prohibited from carrying electronic devices, books or readings that result in moral damage to students.

Additionally, this study found the challange facing the woman's school in terms of facility outlined by a teacher (T4). She claimed,

> Single-sex school systems require more funds for land, school construction and maintenance. This eats into the amount of the education budget that can flow into the classroom to the learners.

> Separate facilities for woman will be safe if the local community and educational system of this *Pesantren* invest consistently in ensuring security foe women santri. As you know that, sometimes women dormitories are as the target of male predators.

The finding mentioned above showed that critical issues such women's safety and comfort living in dormitories should be considered in access of women to education. Therefore, with those statements conveyed by participants, there are limits to some sources information, such as television, internet, and other communications media. If the *santri* commits a violation of the rule provisions, then there are sanctions for the violations committed. In the application, the leader and teachers in this *Pesantren* agree that women and men must be in an equal position. The policy of men *santri* (*santriwan)* and women *santri* (*santriwati)* should have the same access to the facilities to the development of their own potential with limitations that should not be violated. Those limitations that are meant by them as already taught in the *Qur'an* and *Hadith.*

Discussion

Responding to the first theme of this study focused on the women's educational policy with single sex education (SSE) model in *Pesantren As'ad (Madrasah Aliyah As'ad)*, from the findings of the study, the gender policy of mainstreaming (single sex education) in the *Pesantren*, is directly proportional to the reality of the implementation of curriculum of *Pesantren* in general. Gender equality in case of single sex education has become an applicative policy in the practice of curriculum policy in the *Pesantren*. One example of the gender equality in *Pesantren* can be seen from the equal access, participation, roles and responsibilities of men and women, both in aspects of policy making, managerial systems, learning, teaching materials, and utilization of available facilities. This finding is not similar to Suriani's (2015) study that found that the output of male students has a greater potential to play a public role in activities than women. More specifically, she asserted that the single sex education (SSE) model in her research sites was not fully proportional to the reality of curriculum implementation in those three boarding schools.

Additionally, the discourse on gender equality among *Pesantren* has the same responses. This departs from equality of understanding among *Pesantren* leaders. Educational gender equality is understood in the form of direct application to education policy or educational program of each leader. This is in accordance with the Minister of Educational regulation No. 84 of 2008 on gender mainstreaming in the educational sector. The educational system, applied in a separate model (single sex education), has implications for gender differences or segregation in the *Pesantren*. The leadership of madrasah as the organizer of the government curriculum has different policies on its implementation. Even the leaders of madrasah in this *Pesantren* mostly understand and know the gender policy mainstreaming in school or madrasah. This is different from the finding of the study done by Suriani (2015) in which one of *Pesantren*s as her research site indicated that the concept of gender equality in *Pesantren* was still at the level of discourse. Some of the interesting findings in the study are; (1) educational policies with single sex education do not pay attention to the different needs between men and women by not separating the room related to teaching and learning process for men and women *santri*. (2) Not all *Pesantren* communities support the implementation of gender responsive education. It can even be said that more communities refuse.

Moreover, in terms of curriculum, the role of *Pesantren* in advancing the national education has proven its existence to be understood and viewed from various aspects. The history and contribution of *Pesantren* in Indonesia existed before and after the independence of the Indonesian nation. When Indonesia proclaimed independence in 1945, the Indonesian people did not have a really good educational system. However, the existence of *Pesantren* was very helpful at that time until Indonesia's independence today (Zuhdi, 2006). Judging from the history of the development of *Pesantren* in Indonesia in the early 1970s, some wanted *Pesantren* to give general lessons to the students. This spawned dissent among observers of *Pesantren.* Some argue that *Pesantren* as distinctive and unique educational institutions must retain conventional tradition. However, other outsiders also argue that others want *Pesantren* to adopt cultural and educational elements from outside. Therefore, responding to the second theme related to the women's educational curriculum policy for single sex education (SSE) model in *Pesantren* As'ad, from two different angles of views, based on the findings of this study, the *Pesantren* has combined the two curriculums; the national curriculum and the *Pesantren* curriculum in which it adopts or accommodates the

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system of public school or *madrasah* education into the *Pesantren* with *khalafi* (modern) educational system. This is in accordance with the regulation of the Minister of Religious Affairs of the Republic of Indonesia No. 13 in 2014 which states that the curriculum of Islamic education at least includes *Alqur'an, Tafsir, Hadith, Science Hadith, Tauhid, Fiqh, Akhlak, Tarikh, Arabic, Nahwu, Shorof,* and *Balaghoh*, while the general education curriculum contains at least Civics, Indonesian language, Mathematics, and Natural Science.

At the beginning, *Pesantren* was very simple. There was no classification class, curriculum, and a standard rule in it as a medium of religious learning. There was never any contract or request of students to teachers to study a book. Detailed materials to be taught were all dependent on the teachers. The schedule, the methods, even the books to be taught, they were all full authority of the teachers (Haedani, 2004). However, the findings of this study is not consistent with Haedani's study (2004). Among many typologies of *Pesantren*s, in organizing education and teaching for the students, *Pesantren Salaf* and *Pesantren Khalaf*, is more preferred by the founders of *Pesantren As'ad* which is this finding is in line with Hefny's study (2015) that confirmed the same finding regarded to curriculum applied; it seeks to combine *Pesantren Salafiyah* (traditional) henceforth implementing *Pesantren* curriculum and *Pesantren Khalaf* (modern) which implements the national curriculum.

Furthermore, speaking on the facility's policy with a single sex education (SSE) applied in the *Pesantren*, learning facilities and infrastructure often have not noticed the different needs of men and women *santri* re-mentioned by Suriani (2015), seems to disagree with the findings of the current study. The findings of this research confirms that the *Pesantren* has completed the facilities and infrastructure required by *santri* although in the case of permanent buildings, they are still made of wood only because of budgetary constraints in building a separate room. Additionally, some extra curricular activities are forcely combined in one room or place.

On the other hand, the issues of women' safety, social, and comfort are all critical issues to be considered in access of women to education. Related to facility's policy, educators must listen and be guided by the wishes of the women and of their parents. According to the finding of this study, it is quite consistent with Chattopadhay's study (2007). He found that in the southern Africa, girls' schools and girls' dormitories have been the target of male predators. Some have been referred to as 'candy shops'. It means that facilities such 'dormitory' provided by *Pesantren* should be completed by the 'security'. Further, the discussion with tutor is one of the ways in which women are comfortable to speak and express their ideas and then their tutor will offer practical ideas or solutions when they fell 'scared' or 'threatened'.

Conclusion and Recommendations

This study has attempted to summarise the main research findings on women's educational policy with a single sex education (SSE) model in *Pesantren* As'at located in *Jambi Seberang Kota*. The findings showed that there were three major themes related to analysis of the educational policy of single sex educational (SSE) model in one of *Pesantren As'ad* in Jambi Seberang City; (1) the women's educational policy for single sex education (SSE) model in *Pesantren As'ad*, (2) the women's educational curriculum policy for single sex education (SSE) model in *Pesantren As'ad*, and (3) the women's educational facility policy for single sex education (SSE) model in *Pesantren As'ad*. Although the body of research on single-sex schools is growing, education planners need to be aware that the

depth of gender analysis varies from study to study. Some of the studies looked at women' realities and learning from several aspects. Others were narrower in scope. The men-women links are often only fleetingly addressed. It is important that policy makers do not m a k e decisions on single-sex schooling based on issues that are systemwide. Within the three main choices of educational models; single sex education, co- educational, and a mixed model, that are applied in different *Pesantrens*, the first task for educational policy teams is to engage local educational officials in determining the realistic possibilities of using each of the three schooling models to meet women' needs. Officials, working with relevant stakeholders, will need to assess which models can give each men and women an equal education. If the quality does not meet national standards, the next consideration is, which model will allow the highest and equal quality of schooling for men and woman.

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The Development of the School Trial Islamic Religious Instruction at Bavarian Public Schools

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Abstract

This article analyzes the formation and development of the school trial Islamic religious instruction at public schools in Bavaria. It aimed at finding out if the expectations – its nationwide introduction and transformation into a regular Islamic instruction – were fulfilled or not. The Bavarian trial was a pioneer project and was described as the nearest to the guidelines of the German Basic Law 7,3 compared to others. Meanwhile the Bavarian Islamic religious instruction has been tried for nearly 15 years. It has been evaluated positively for years, nevertheless its status of a school trial is ongoing. The school trial of Islamic religious instruction in Bavaria fell far short of the expectations. It has neither been introduced nationwide in Bavaria nor received the status of a regular religious instruction according to the Basic Law 7, 3 analog to the Jewish or Christian religious instruction. It seems that there was no political will in Bavaria to accept the existing Islamic associations as a religious community according to the Basic Law 7, 3. The unconstitutional status of the Islamic religious instruction will intensify the distrust of the Muslims into the Bavarian state.

Keywords: Bavaria, Islam, Islamic instruction, Muslim students, school trial

Introduction

Between 4,4 and 4,7 million Muslims lived at the end of 2015 in Germany, that means 5,4 % and 5,7 % of the population are Muslims (82,2 million people in total). Especially in 2014 and 2015, a big number of Muslim refugees arrived in Germany. Whereas in 2011, nearly two third of the Muslims in Germany were of Turkish origins, this percentage reduced to around 50% in 2015. Muslims were coming from Near East, especially from Syria, form 17% the second biggest group (Stichs, 2016). Given the growing diversity of ethnic origins of Muslims in Germany, the introduction of an Islamic religious instruction in German language at public schools has been an adequate step.

There are some publications dealing with Islamic religious instruction models in different German federal states. But there´s no analysis evaluating the Islamic instruction model in the federal state of Bavaria and asking the question if the expectations were fulfilled. Bavaria was described as a pioneer in introducing Islamic instruction compared to other federal states. In this article I argue that two main expectations – firstly to expand the instruction nationwide in Bavaria and secondly to transform the school trial into a regular Islamic religious instruction according to the German Basic Law 7,3 have not been fulfilled for nearly 15 years now. For example, Mohr and Kiefer (2009) give an overview about the various models and their denominations. The German Islam Conference (in German: Deutsche Islam Konferenz, 2011) discusses the perspectives and challenges in a documentation of a conference with experts from February 2011. Schweizer (2017) critically

investigated in her dissertation the Islamic religious instruction model in the federal state of North Rhine-Westphalia. Bielefeldt (2003) outlines the challenges of Muslims living in a secular state and emphasizes that the introduction of Islamic religious instruction leads to a better integration of Muslims. But there was no analysis about the Bavarian school trial asking the question if its development is according to expectations of a nationwide introduction and transformation into a school subject suitable to the German Basic Law 7,3 or not.

In this paper, I used the expression of Islamic religious instruction for different kinds of Islamic religious instructions to avoid confusion: Firstly, for the Islamic religious instruction (in German: Islamischer Religions unterricht) corresponding to the German Basic Law article 7, section 3 (abbr.: Basic Law 7,3), secondly, for the expression of Islam instruction (in German: Islam unterricht), which the Bavarian state used at the beginning to denominate its school trial and which did not correspond to the Basic Law 7,3 and thirdly for the Islamic Instruction (in German: Islamischer Unterricht), the ongoing school trial in Bavaria, which is not corresponded to the Basic Law 7,3. This way of simplification should not overlap the judicial differences and the differences related to the content. The information in this article was mainly taken from an unpublished Master´s thesis with the title *"The School Trial Islam instruction in Erlangen – a way to the Islamic religious instruction according to the Basic Law 7,3 for Bavarian Schools?"* at the university of Bamberg in which secondary literature, grey literature as well as qualitative interviews with participants and responsible persons of the school trial were conducted (Yaşar, 2007). In conclusion, a promising future for the development of the Bavarian school trial is illustrated: As the respective evaluations are positive it can be introduced nationwide in Bavaria and its trial status can be changed into an Islamic religious instruction according to the Basic Law 7,3 as soon as possible (Yaşar, 2007). In addition to relevant secondary literature the homepages of responsible actors as the Bavarian Ministry of the Interior and the German Islam Conference were examined.

The necessity of Islamic religious instruction

The introduction of Islamic religious instruction was already under discussion in the 1970s. The intention then was to support the children to reintegrate into their native countries, e.g. to Turkey, when they go back. In the 1990s German politicians realized that the so called guest workers and their families would stay in Germany and a rethinking in the educational policy started. Different models of Islamic religious instruction were introduced in several federal states (Yavuzcan, 2017). After a presence of Muslims in Germany for more than 50 years now, Islamic religious instruction and Islamic theology are slowly becoming part of the educational landscape within a contemporary integration policy of the German state.

Islamic religious instruction has an important symbolic value (Halm, 2013). From a legal point of view, it serves to test the cooperation quality between the Islamic communities and the German state. It asks the question if and to which extent the (church) law in Germany is applicable to Islamic communities. In a more and more pluralizing German society, it should be asked if the church law could be transformed into a more open religious constitutional law (Bielefeldt, 2003). From an educational point of view, Islamic religious instruction serves to hand over Islamic religious knowledge to the next generation. According to the qualitative research of Uslucan (2011), the feedback of the students taking part in an Islamic instruction in German language and their parents is highly positive. The students

improve their German language competences and are able to exchange ideas about their religious identity with their fellow students (Uslucan, 2011).

Traditional places of teaching, like the mosque, are not broadly used by students. It is estimated that maximum 15% of the Muslim students have ever visited a mosque (Sauter, 2016). Only 11,4% of Muslim students in Germany have the option to take part in an Islamic instruction at public schools (Yavuzcan, 2017). The big majority of students grow up without getting Islamic education. Only very few parents are able to teach their children in Islamic religion in an adequate way. There is an education lack which can be in the worst case filled by radical Islamist movements. One of the main reasons why the German state supports the nationwide introduction of Islamic instruction at public schools is to hinder the uncontrolled teaching of Islam.

The German state has various reasons to support the introduction of a religious instruction which takes place under the responsibility of the respective religious community. Thus, the state does not need to create by itself new offers in religious issues. It is important that the religious needs of people are considered at the same way as the needs of non-religious people (Bielefeldt, 2003).

Legal frame of Islamic religious instruction

The German state is secular, protects the freedom of people to profess a religious or philosophical creed and to practice it in an undisturbed way by the Basic Law article 4 (Bundestag, 2010). The state is not allowed to interfere in religious matters. To offer religious instruction at schools the state must cooperate with a respective religious community (De Wall, 2012) according to the Basic Law article 140, which integrates articles 136-139 and 141 of the Weimar Constitution of 1919 (Bundestag, 2010). However, there is no strict separation between state and religion as e.g. in secular France. The German state has a so-called friendly attitude towards religion and supports people to get their constitutional rights (Rohe, 2012). The kind of cooperation between the German state and religious communities is sometimes described as "limping" as the separation of state and religion is not fulfilled rigorously, but for Bielefeldt (2003), secularity means not the absence of a relation between the two institutions. State and religious communities cooperate in various social spheres as in pastoral care, church tax, as well as in religious instruction (Bielefeldt, 2003).

According to the Basic Law, people have the possibility to form organizations at different degrees: First, the Basic Law article 136 emphasizes that there is no state church and guarantees people the freedom of forming religious societies in a non-formal way. They get the right to organize their affairs independently from the state or civil community. Secondly, people can register their religious associations and apply for recognition as a non-profit charitable organization. This status gives them some privilege, e.g. they are released from tax fees. Nearly all of the Islamic associations in Germany have this status. Thirdly, they can strive for getting the status of a religious community, which enables them to take the role of a cooperation partner of the state especially to provide public schools with religious instruction according to the Basic Law 7,3. The fourth and highest degree is that of the status of a corporation under public law (in German: Körperschaft des Öffentlichen Rechts). The respective federal state decides if a religious association fulfills the requirements of a corporation under public law or not (Bundesministerium des Innern, n.d; Hofhansel, 2010).

According to the Basic Law 7, 3, the infrastructure for the religious instruction is provided by the state. The teachers at public schools are state employees. By doing so, the

state keeps its right to supervise the teaching contents which must be in accordance with the Basic Law. The religious community is responsible for creating the religious contents as the secular state is not allowed to interfere in it. Up to now, there are only two accepted Islamic religious communities in the Hessen state: The Ahmadiyya Community and the Alevi Community which are accepted both as a cooperation partner of the Hessen state and have introduced Islamic religious instruction according to the Basic Law 7,3 (Yavuzcan, 2017). The Alevi Community defines itself as an independent religious tradition within the Islamic religion. In some federal states, they are accepted as a religious community according to the Basic Law 7,3 and give Alevi religious instruction (Mohr & Kiefer, 2009).

As the necessary Islamic religious community according to the Basic Law 7,3 is missing, several federal states have established round tables consisting of selected Muslims and representatives of Islamic associations to start pilot projects in Islamic religious instruction at public schools, so in Bavaria.

Paving the way for Islamic religious instruction: The Christian Islamic working group

In 1996, the Christian Islamic Working Community (abbr.: CIAG) was founded by eight persons, four Christians and four Muslims in Erlangen: a university professor, the former mayor of Erlangen, a representative of the Islamic religious community, as well as representatives of the Catholic and Protestant religious communities, a municipal councilor, a representative of the local foreigner council. The CIAG discussed issues of the everyday life between Christian and Muslims. They preferred to get rather practical solutions than debating on religious principles. Already in the beginning the CIAG supported the introduction of Islamic religious instruction at public schools in Erlangen. They invited experts such as Prof. Dr. Lähnemann from the Friedrich-Alexander-University of Erlangen-Nuremberg to get information and pursued their goal in a professional manner (Yaşar, 2007).

In 1999/2000, the local foreigner council of Erlangen ordered a study in cooperation with interested institutions to find out, if and to which extent there is a necessity for Islamic instruction at public schools in Erlangen. The advocators of an Islamic religious instruction wanted to get data before applying at the Bavarian ministry of education for its introduction. The study was carried out in three steps by Meltem Rudolph: firstly, the number of Muslim students at public schools in Erlangen and their ethnic origins were found out; secondly, the prospects of different school representatives, teachers, parents and Islamic religious associations were investigated; finally, three schools were chosen, in which theoretically Islamic religious instruction could be introduced and teachers were contacted, who could teach Islamic religious instruction personal communication personal communication (Yaşar, 2007).

It was detected that the majority of Muslim students in Erlangen consist of Turkish students. Two primary schools already received Islamic religious instruction in Turkish, as the majority of Muslims were at those schools. However, non-Turkish Muslim students being nearly as numerous as the Turkish students were automatically excluded from this instruction as they did not know Turkish. According to the results of the study, Muslim parents as well as school representatives would support the introduction of Islamic instruction. Only the teachers being responsible for lessons of Islamic religious instruction in Turkish language, who were delegated by the Turkish state, emphasized the unity of religion and culture and insisted on continuing the Islamic religion instruction in the Turkish language. In their eyes, an instruction in German could be a model for other Muslim migrants in Germany except for

Turkish students. Supporters of an Islamic religious instruction in German underlined, that this step leads to an acceptance of Muslims in Germany, reduces prejudices against Muslims and gives Muslim students an equal religious instruction to that of the Catholic and Protestant students (Yaşar, 2007).

Initiating Islamic religious instruction: The Islamic religious community of Erlangen

The above mentioned study proved in a sufficient way the necessity of an Islamic religious instruction in German in Erlangen and enabled its supporters to continue with further steps. The CIAG applied to the State Institute for School Quality and Education Research in Munich (abbr.: ISB) for preparing curricula for an Islamic religious instruction. This couldn`t be done as the adequate Islamic cooperation partner of the Bavarian state was not yet existing. The necessity for an Islamic religious instruction alone was not sufficient for its introduction. On December 12 1999, the Islamic Religious Community of Erlangen (abbr.: IRE) was founded under the chair of Remzi Güneysu and with the judicial support of Prof. Dr. Mathias Rohe from the Friedrich-Alexander-University of Erlangen-Nuremberg (Yaşar, 2007).

In the preamble of its founding charter, the IRE underlines its loyalty to the German and Bavarian constitutions and to practice the Islamic religion in accordance with the laws. The IRE advocates the common welfare and the interfaith dialogue. It has more aims than introducing an Islamic religious instruction – it supports in general the integration of foreigners into the German society. The members of the IRE are only natural persons. Every Muslim being in full age, contractually capable and living in Erlangen can be a member. In 2007, only 80 out of 3 500 Muslims in Erlangen were members; mostly with Turkish origins. They had different Islamic backgrounds, e.g. Sunni and Shia as well as different ethnicities e.g. Albanian, Turkish and Arabs. Thus, the IRE reflected a broad spectrum of Muslims in Erlangen. For the representatives of the Bavarian school authority the number of the IRE members was sufficient to make the steps (Yaşar, 2007).

A commission for Islamic religious Instruction was founded, consisting of the IRE management in cooperation with representatives of the Bavarian ministry of education and public authorities to prepare and follow up the introduction of an Islamic religious instruction. The curriculum as well as the guidelines for school lessons, teachers and schoolbooks needed to be prepared. But the commission did not start working. The chairman of the IRE, Remzi Güneysu, went alone to meetings with the state authorities. The Bavarian ministry of education accepted the IRE as an official cooperation partner for the school trial of Islamic instruction at the primary school Brucker Lache. Four representatives of the IRE were officially appointed as consultants in the commission of the ISB to prepare the curricula for the Islamic religious instruction, which was officially accepted for the school year 2003/04 (Yaşar, 2007).

The IRE was responsible to legitimate the education of teachers and the curricula of Islamic religious instruction in front of the parents of Muslim students. It was playing the role of an official representative, as an Islamic cooperation partner, in front of the Bavarian state. According to Güneysu, the support of the state played an important role for Muslims as the IRE had not enough educated experts e.g. for preparing the curricula. The IRE applied for the introduction of the Islamic religious instruction as a school trial and a regular school subject at those schools which have a high percentage of Muslims. This idea was supported from

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diverse sides, especially from local council representatives, local politicians as well as from representatives of the churches (Yaşar, 2007).

The Islamic religious community of Bavaria: Its founding and failure

The applying date of the IRE for the introduction of an Islamic religious instruction on December 12, 1999 and the start of the school project at the school year 2003/04 passed nearly 3 years. The reason for this is to be explained further. The Bavarian ministry of education reacted first positively to the application of the IRE because it aimed to introduce Islamic religious instruction as a school trial. Obviously, an Islamic religious community at the local level was not enough. The ministry searched rather an Islamic cooperation partner at the state level. Therefore, in 2001, the Bavarian ministry of education, playing the role of a moderator, invited Islamic religious associations to come together at a round table (Hofhansel, 2010).

DITIB was invited but did not take part and the Alevi representatives applied for an Alevi instruction as the differences with the other participating Muslims (Sunni) were irreconcilable big. In August 2001, the Islamic Religious Community of Bavaria (abbr.: IRB) was founded. Important Islamic religious associations in Bavaria, except of DITIB, were represented. The IRE took part, too. On February 12 2002, the IRB applied for an introduction of Islamic religious instruction at Bavarian public schools. The ministry of education refused the application on October 30, 2002, saying that the organization of the IRB was not fully developed, as it was founded fast and therefore not sufficient for the requirements of the Basic Law 7,3. The IRB accused the Bavarian state and went to court, as it thought, that the introduction of an Islamic religious instruction was a duty of the Bavarian state. In 2003, the judicial proceeding was finished with a compromise: The IRB took back its application for the introduction of an Islamic religious instruction and the Bavarian state its refusal letter (Yaşar, 2007).

The start and status quo of the school trial Islamic religious introduction

In 2002, the Bavarian state parliament decided to introduce Islamic instruction in Erlangen or in Munich as soon as the requirements were fulfilled. As the application of the IRB was rejected in 2002, the application of the IRE for Islamic religious instruction from the year 1999 was left. The breakthrough for the IRE came in January 2003. After a meeting with the representative of the ministry of education Monika Hohlmeier, the preconditions of the IRE were declared as sufficient and the school trial Islamic religious instruction at the primary school Brucker Lache was approved (Yaşar, 2007).

Already in October 2002, the Interdisciplinary Center for Islamic Religious Teaching (abbr.: IZIR) started to prepare the training for the internship of teachers for the school trial Islamic religious instruction at the primary school BruckerLache (Türkmenoğlu, 2012). In the academic year 2005/06 the IZIR received its first appointed professor. The development has been evaluated scientifically and the curricula, which has been prepared by the IRE, in cooperation with the state ministry and the academic personal from the Friedrich-Alexander-University of Erlangen-Nuremberg. (Zengin, 2008; Yavuzcan, 2017). An information lecture was held on October 2 2002 at the respective primary school. The parents received information letters with which Muslim parents could register their children at the Islamic religious instruction. 47 students were enrolled. Their teacher was Ali Türkmenoğlu, a man of

Turkish origin, having a diploma from the al-Azhar-University in Cairo and a Master from a German university (Yaşar, 2007).

The school trial of Islamic religious instruction was firstly introduced at the primary school Brucker Lache in Erlangen in Bavaria in the school year 2003/04. It was organized parallel to the hours of the Protestant and Catholic religious instruction lessons, 10 hours a week, for the classes 1-4 (Zengin, 2008). According to the field report in 2003 of the priest Dr. Holger Forssmann the school trial had a positive impact at different spheres. For example, the ethic classes were more effective when Muslim students received their own Islamic religious instruction. The teachers observed a growth of the self-confidence of Muslim students, as they felt more accepted at school by getting their own religious instruction. The atmosphere at the school in general improved positively. The teacher for Islamic religious instruction had the role of a bridge between the teachers and those Muslim parents, which could not be reached before. Some children showing deviant behavior before, changed and started to accept the rules at school, as someone coming from the same Islamic culture informed about the importance of school rules as punctuality (Yaşar, 2007).

Until the school year 2008/09 there were three instruction models for Muslim students at public schools in Bavaria: Firstly the religious education of Turkish students with Islamic belief in Turkish language, secondly the Islamic education in German language and thirdly the Islamic religious instruction according to the model of Erlangen. In the school year 2009/10 the ministry of education took the model of Erlangen for whole Bavaria and abolished the other two (Seiser, 2011).

In 2011, around 250 schools took part, from primary school to secondary school. According to the responsible state minister at that time Dr. Spaenle, the Islamic religious instruction is not a confessional one, but an instruction, which teaches religious competence. Practical religion and prayers have their place as well. The nationwide introduction of this model in Bavaria depends on the fact, if an adequate Islamic cooperation partner of the state will be formed or not (Spaenle, 2011; Kader Zengin, 2008).

In 2016 around 260 schools offered Islamic religious instruction. In the school year 2016/17 the Bavarian project was introduced at 400 public schools and is actually used by 11.500 Muslim students. Around 60.000 Muslim students visit public schools in Bavaria, thus only 19% of them have the opportunity to get Islamic religious instruction. Its status as a school trial is going to be maintained until 2019 (Bayerisches Kultusministerium, 2016).

Discussion

From the beginning of the school trial Islamic religious instruction in Erlangen until now the expectation of the participants is to expand its nationwide (Kiefer, 2011; Yaşar, 2007). The majority of Muslims accepts this model of Islamic religious instruction but doesn´t understand why it still continues to be a school trial (Türkmenoğlu, 2012) and doesn't conform with the Basic Law 7,3. The school trial in Erlangen has been approved should be transformed from a model status into a regular one with the respective participation of - Muslims (Rohe, 2016).

The president of the Bavarian Teacher Association (abbr.: BLLV) Simone Fleischer criticizes in her speech in the meeting of Islam teacher in February 2017 in Munich, that only a small minority of the Muslim students receive Islamic religious instruction (Fleischmann, 2017). She resumes the deficits of the Islamic Instruction in Bavaria beyond others in the following points: The Islamic religious instruction should be regular at all schools in Bavaria

as the status of a model is not a durable solution. The education of the teachers at the Friedrich-Alexander-University of Erlangen-Nurembergis not sufficient, more education places must be created. The working conditions for teachers must be improved. Experts of Islamic religious instruction are needed in the ministry of education as well as in respective controlling and advising points (Fleischmann, 2017). Female teachers of Islamic religious instruction in Bavaria are restricted in wearing their headscarf in opposite to other German federal states (Rohe, 2016).

The change in the naming of the school trial in Bavaria illustrates the unease with its judicial status. In the beginning the Islamic religious introduction in Bavaria was called Islam instruction (in German: Islamunterricht). In March 2009, the Bavarian parliament changed its naming to Islamic Instruction (in German: Islamischer Unterricht). Still it is not an Islamic religious instruction (in German: islamischer Religionsunterricht) according to the Basic Law 7,3.

According to Seiser the contents of the actual Islamic religious instruction is something between an instruction according to the Basic Law 7,3 and an informative instruction about Islam. Islamic religious instruction is more than a religious neutral Islamic teaching, as it has religious contents which go in direction of educating a creed (Seiser, 2011). This way of vague definitions shows the unease concerning the contents of the Islamic religious instruction.

The actual Islamic religious introduction is not conforming to the Basic Law 7,3, as the Islamic cooperation partner of the state is still missing. To balance this deficit the Bavarian state includes Muslim parents into the procedure of curricula designing (Kiefer, 2011). The IRE has only a consultative function in the ministry of education (Schweizer, 2016). Nevertheless the Bavarian ministry of education assumes that there is a consensus between the Muslims in Bavaria as the curricula doesn´t mention the inner Islamic differences (Seiser, 2011) e.g. between Sunni and Shia. But this kind of equalization doesn't reflect the reality within the Muslim community neither in Bavaria nor nationwide in Germany.

Nearly all social protagonists wish the integration of Islam into the school life by introducing Islamic religious instruction at public schools. But Muslims have different motives than state representatives (Mohr & Kiefer, 2009). The parents of Muslims students expect from the Islamic religious instruction e.g. that their children get power of endurance and become more successful in their educational way. The education of the Islamic creed is not their priority rather they wish a critical discussion of Islamic contents (Sauter, 2016).

The German state wishes to control Islamic contents to prevent Islamism – it is a part of its security policy. This was made obvious in the goals of the German Islam Conference. For the Bavarian state their model even „imparts a genuine knowledge about creed contents". (Bayerisches Kultusministerium, 2015). The aim of the state to prevent extremism is visible in the contents of the Islamic religious instruction. This has a negative impact, as none of the Christian and Jewish religious instructions is seen as an instruction for integration, so Uçar (as cited in Yavuzcan, 2017).

Islamic associations doubt if the German state is reliable, although the federal states try to do their best to find a solution with the help of different model projects (Ohlms, 2011). Muslims have reservations against the Islamic religious instruction in Bavaria as they ask for transparence in details as the education of Muslim teachers. A tight cooperation between the ministry of education, Muslim associations and the Muslim advising council should prevent misunderstanding. Islam can support the integration if children into the German society by e.g. enabling them to express religious feelings in German (Kader Zengin, 2008), but it

shouldn´t be seen as a medium for integration only, it should rather be seen as an enrichment (Türkmenoğlu, 2012).

The temporary arrangement for Islamic instruction in Bavaria doesn´t correspond to the guidelines of the Basic Law 7,3. While Heckel underlines that the actual school trials are near to the aim of the Basic Law and better than nothing, Oebbecke emphasizes that these are unconstitutional. Experts in constitutional law agree on the fact, that the school trial status is problematic from the judicial prospective and cannot kept in the long run. Representatives of Islamic associations describe the situation as a discrimination against Muslims (Bielefeldt, 2003).

Conclusion

The school trial Islamic religious instruction of Erlangen was a pioneer in the beginning. The first professorship for Islamic religious teaching was established at the Friedrich-Alexander-University of Erlangen-Nuremberg (Rohe, 2016). In the meantime other federal states have overtaken it. For example in Hessen the Ahmadiyya Community and the Islamic Community DITIB both have introduced Islamic religious instruction conforming to the Basic Law 7, 3 being equivalent to the Christian religious instruction. The political will in the respective state is significant in the definition of what an Islamic cooperation partner for the state should be and what not.

The aim of this study was to find out if the expectations of a nationwide introduction and transformation into a regular Islamic instruction of the school trial Islamic religious instruction in Bavaria have been fulfilled or not. The promising pilot project Islamic instruction in Bavaria fell far short of the expectations. The extending of the school trial status for the Islamic religious instruction for nearly 15 years now serves as an alibi for the Bavarian state: for the lacking Islamic cooperation partner of the state and the lacking political will of the state to proceed as e.g. in Hessen. The Bavarian state wishes to keep the highness about the contents of the Islamic religious instruction, Muslims and Islamic associations have an advisory function only, which is not conforming to the Basic Law. More than 80% of Muslim students don´t even receive the option to visit Islamic religious instruction. The unsettled future of the status of the Islamic religious instruction in Bavaria will intensify the mistrust of the Muslims into the Bavarian state.

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The Relationship among Learning Styles, Classroom Environment, and Academic Achievement of English Education Study Program Students in State Islamic University of Raden Fatah Palembang

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Abstract
This research is a correlational study with 441 students used as the population of the study. 366 students were selected as sample by using purposive sampling technique. In collecting the data, questionnaires (the learning styles and the classroom environment questionnaire) and documentation (student's GPA) were used to find the correlation and the influence among learning styles, classroom environment, and students' academic achievement. From the results of correlational analysis between learning styles and students' academic achievement using Pearson Product Moment Correlation, it was found that the significant correlation between the two variables was not found. Then, the second correlational analysis between classroom environment and students'academic achievement showed that there was a significant correlation between the two variables with p-output = .313 which was significant at .01 level. Since the significant correlation between learning styles and students' academic achievement were not found, the regression analysis to find the influence was not further conducted. Meanwhile, since classroom environment and students' academic achievement were significantly correlated, the regression analysis was then conducted. Based on the regression analysis, it was found that R square was .098, which means that classroom environment influenced the students' academic achievement with 9.8% contribution.

Keywords: classroom environment, learning styles, and students' academic achievement.

Introduction

As one of the international languages, English is studied mostly in all countries of the world. Therefore, English becomes very important to communicate when we have some interactions with others. Besides, English is also used as a means of communication in some areas such as transportation, commerce, banking, tourism, technology, diplomacy, and scientific research (Brown, 2001). It is in line with The 1989 law on the Indonesian educational system which gives English a place as the first foreign language among other foreign languages used in Indonesia such as German, Arabic, or Japanese (Abrar, Mukminin, Habibi, Asyrafi, Makmur, & Marzulina, 2018).

Learning English for some countries in the world is a must, including Indonesia. The role of English in Indonesia is very important in many parts, especially in education (Lauder, 2008). Education gives insight, grooms the personality, inculcates moral values, adds knowledge, and provides skills for people who will live in a very competitive society (Marzulina et al., 2018). It can be seen that English has been taught from early education to college level. At university level, students are trained to succeed in academics because they

are prepared for a better life in this era of globalization. Brockman and Russell (2012) consider that academic success is directly related to their successful outcomes and academic values. Furthermore, Musthaq and Khan (2012) explain that the country's social and economic development is directly related to the academic performance of the students. It reflects on how well or worse something is done. In the language of education, performance is demonstrated through academic achievement (Siahi & Maiyo, 2015).

Moreover, Hisken (2011) defines academic achievement as the level of actual achievement or one's ability has been achieved in the academic field. Therefore, the quality of students' experience during the lecture is demonstrated by their academic achievement. However, to get a better academic achievement is not an easy task. Mushtaq and Khan (2012) state that in the process of teaching and learning, there are various factors that affect students' academic achievement namely: gender, education and teaching style of teachers, classroom environment, socioeconomic factors, family education background, age, peer influence, assessment, class attendance, class size and entry qualification.

One of the factors that influence the students' academic achievement is classroom environment. Classroom is the basic structural unit of the education system (Talton & Simpson, 2007). Classroom is a miniature society in which its members can influence the behavior of others. Vygotsky says that the classroom environment is a culture that can be a place to learn and learn about knowledge (as cited in Wei & Elias, 2011). The classroom environment is a manifestation of physical psychosocial conditions.

According to Carpenter (2006), the physical environment consists of chairs, tables, light, ventilation, space, acoustics and teaching materials, while psychosocial refers to feelings, class types that have to do with classroom interactions. The classroom environment plays an important role in the success of student education. Vygotsky states that the development of student learning can be determined by the classroom environment (as cited in Wei & Elias, 2011). That is because students spend their time studying mostly in the classroom. Although learning can take place elsewhere, the class still remains the primary learning environment within an institution (Falsario, Muyong, & Nuevaespana, 2014).

In addition, classroom environment has become the factor determining the success of students' academic achievement. Then, other factor that supports the success of students is their learning style. Learning styles have become one of the factors that help them to understand what they learn easily because each student has a different learning style. Moreover, there are many teachers who do not pay attention to their students' learning styles and many students learn also do not pay attention to their own learning styles. Chiya states that teachers should consider learning styles of students for their learning success (as cited in Eska, 2017).

When teachers recognize the importance of learning styles, they can provide direction for the success of their academic achievement. It is not easy for teachers to accommodate different learning styles unless their students develop their learning styles. From that statement, it can be recognized that the weaknesses and the strengths of the learning style are important for students to be effective learners. Based on the explanation above, I was interested in conducting a research to find out the correlation between learning styles and students' academic achievement, and the correlation between classroom environment and students' academic achievement. If the correlations were identified, so were the influences among the variables.

Literature Review

The Concept of kearning styles

Learning styles can be defined, classified, and identified in various ways as a set of factors, behaviors, and attitudes that enhance learning in any situation. How students learn and how teachers teach, and how they interact with each other are influenced by their different learning styles. Each learner has a different and consistent way of perception, organization and retention. It is happened because this learning style is used as an indicator of how learners perceive, interact with, and respond to the learning environment. Students have different learning styles, and they learn differently from each other.

Oxford (2001) defines learning styles as an approach that learners use in learning a new language or studying various subjects. Furthermore, Oxford describes that threecategories of learning styles are described as follows.

1. *Visual (learning by sight)*
    In visual learning styles, students can visualize their learning with their eyes. In this case, the teaching method used by the teacher should be more focused on the show or media and take them to the objects related to the lesson, or by showing the instrument directly to the student or describing it on the board.

2. *Auditory (learning by listening)*
    Students who are in this type rely on the success of learning through the ear (hearing instrument). In this type, the teacher should have to pay attention to the students to their hearing instrument.

3. *Kinesthetic (learning by moving, working and touching)*
    Students who are in kinesthetic learning styles learn through moving, touching, and doing. Students who learn this style learn through motion and touch.

The Concept of learning environment

The learning environment is the place where the process of teaching and learning processes takes place. Akubue (2001) defines the class as the basis for all types of activities. It holds students together and offers them opportunities to achieve educational goals. Most of the educational activities of any school or college take place in this room. Hannah (2013) also explained that classes are the place where students develop what they want their future to look like, as well as the knowledge of the skills required to achieve that goal. The classroom environment is also defined in terms of students and teachers of shared perceptions in the environment (Fraser & Pickett, 2010). In addition, classes are a place for interaction between teachers, materials and students in order to create student behavior.

Students' Academic Achievement

Students' academic achievement refers to the grades of the students in achieving the courses of their studies. At university, the academic achievement of students in each semester is represented by cumulative achievement (GPA). The academic grade score for each course ranges from the lowest "F" to the highest "A" with the corresponding achievement index starting from the lowest "0.00" to the highest "4.00". The total of GPA for all semesters or last semesters of student property is called a cumulative GPA.

Methods

Research Design

In this study, I used a correlational research design. Creswell (2012) states that the correlation is a statistical test to determine trends or patterns for two (or more) variables or two sets of data to vary consistently. Correlation research design was used to determine the correlation among learning styles, classroom environment and students' academic achievement (GPA).

Research site, sampling, and participants

According to Frankel, Wallen and Hyun, the population is a group where the researcher will be describe the results of the research (as cited in Marzulina, 2018). The population of the study was all students of English Education Study Program in the academic year of 2016/2017. There were 441 students which divided into 144 students from semester II,120 students from semester III, 102 students from semester VI, and 75 students from semester VIII. In this study, purposive sampling method was used in selecting the sample. Fraenkel and Wallen (2012) stated that purposive sampling is the method by which the researcher uses personal assessment to select the sample. Only the second, fourth and sixth semester students were used as the sample in this study with total number of 336 students because they were active students. Meanwhile, the eighth semester students were not involved because they rarely came to campus due to their thesis writing.

Data Collection

The data were collected by using questionaires on learning styles, classroom environment and documentation on students' academic achievement (GPA). *Questionnaire on learning styles,* the questionnaire on learning styles were analysed to know the categories and to classify the students into three categories (visual, auditory and tactile/kineasthetic). There were 24 items about learning styles. In answering the items, three choices of answers were given to students (often = 5, sometimes = 3, seldom = 1). In selecting the answer, students were asked to choose one option based on the question given in the questionnaire. Then, the answers that have been analyzed were grouped into three categories of learning styles. The visual category wasquestions number: 2, 7, 10, 14, 16, 19 and 22. The Auditory category is questions number: 1, 5, 8, 11, 13, 18, 21 and 24. The last are questions for the tactile/kineasthetic category which were questions number: 4, 6, 9, 12, 15, 17, 20 and 23.

Questionnaire on classroom environment, in this study, data from the classroom environment was measured using CUCEI (College and University Classroom Environment Inventory) questionnaires. In CUCEI questionnaire, there were 49 items. The questionnaire statement was divided into seven groups of statements based on students' perceptions of the classroom environment scale (personalization, involvement, student cohesiveness, satisfaction, job orientation, innovation and individualization).

Documentation, in connection with documents, Creswell (1994) suggests it will be helpful to note whether the information represents primary material or second material (as cited in Marzulina, 2010, 33). In this stage of the study, documentation on students' academic achievement (GPA) was used as one of the instruments to obtain students' category on their

academic achievement. There are five categories of students' academic achievement, they are: summa cumlaude, cumlaude, very good, good and enough. In this study, I used the category of student achievement proposed by State Islamic University of Raden Fatah Palembang South Sumatera.

Table 1.Students' Academic Achievement Category

No	Score Interval	Category
1	4.00	Summa Cumlaude
2	3.51 – 3.99	Cumlaude
3	3.01 – 3.50	Very Good
4	2.51 – 3.00	Good
5	2.00 – 2.50	Enough

Source: Tarbiyah Faculty and Teacher Training, State Islamic University of Raden Fatah Palembang, 2017.

Data analysis

From the result analysis, it was obtained that 147 students (43,75%) were categorized in visual learning style. Then, 97students (28.86%) were categorized into auditory learning styles. 92 students (27.38%) were in kinesthetic learning category. From the analysis of classroom environment questionnaire, 357 students (97.54%) gave positive statements, and 9 students (2.46%) gave negative statements in the personalization category. Then, 271 students (74.04%) gave positive statements, and 95 students (25,96%) gave negative statements in the involvement category. Next, 58 students (15,85%) gave positive statement, and 308 student (84,15%) gave negative statement in the cohesiveness category. 359 students (98.09%) gave positive statements, and 7 students (19.44%) gave negative statements in the satisfaction category. 354 students (96.72%) gave positive statements, and 12 students (3.28%) gave negative statements in the task orientation category. Then, 172 students (46.99%) gave positive statements and 194 students (53.00%) in the innovation category. 360 students (98.36%) gave positive statements and 6 students (1.63%) in the individualization category. The result analysis on students' academic achievement category was displayed in the following table.

Table 2. The result analysis on students' academic achievement categories

Category Number	Score level	Category	Total	%
1	4	Summa Cumlaude	3	0,892857
2	3,51-3,99	Cumlaude	148	44,04762
3	3,01-3,50	Very Good	171	50,89524
4	2,50-3,00	Good	12	3,571429
5	1,99-2,50	Enough	2	0,592857
Total sample			336	100

Before conducting the correlation and regression analysis, the two prerequisite analyses should be conducted, namely normality and linearity test. Based on Kolmogorov Smirnov

formula, the data for learning styles, classroom environment, and students' academic achievement were found normal with p-outputs lower than .05.

After the data were found normal, it was also important to conduct the linearity test. After conducting the test, the result of analysis revealed that all the deviation from linearity between learning styles and students' academic achievement, and classroom environment and students' academic achievement were higher than .05, which also means that the data were linear for each correlation.

Findings and Discussions

The correlation between learning styles on students' academic achievement

After conducting the correlation between learning styles and students' academic achievement using *Pearson Product Moment*, it was found that there was no correlation between the two variables with correlation coefficient =-.018 and p-value .741. The correlation between learning styles and students' academic achievement was displayed in the table as follows.

Table 3.The Correlation between Learning Styles and Students' Academic Achievement

| | | **Correlations** | |
		Learning Styles	GPA
Learning Styles	Pearson Correlation	1	-,018
	Sig. (2-tailed)		,741
	N	336	336
GPA	Pearson Correlation	-,018	1
	Sig. (2-tailed)	,741	
	N	336	336

The correlation between classroom environment on students' academic achievement

From the result of the correlation analysis between classroom environment on students' academic achievement using *Pearson Product Moment*, it was found that there was a significant correlation between the two variables with correlation coefficient .313 (p-output=.00). It means that the better the classroom environment was, the higher the students' academic achievement would be. The result analysis was displayed in the following table.

Table 4. The Correlation between Classroom Environment and Students' Academic Achievement

| | | Correlation | |
		Classroom environment	GPA
Classroom Environment	Pearson Correlation	1	,313[**]
	Sig. (2-tailed)		,000

	N	336	336
GPA	Pearson Correlation	,313**	1
	Sig. (2-tailed)	,000	
	N	336	336

**. Correlation is significant at the 0.01 level (2-tailed).

The influence of learning styles on students' academic achievement

Since there was no correlation between learning styles on students' academic achievement, no further analysis was conducted. After a significant correlation between the classroom environment and students' academic achievement was found, further analysis, regression analysis, was then conducted to find the influence of classroom environment on students' academic achievement. From the result of R square (.098), it can be concluded that classroom environment contributed 9.8% to the students' academic achievement. The result analysis on the influence of classroom environment on students' academic achievement was displayed in the following table.

Table 5. The influence of classroom environment on students' academic achievement

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,313[a]	,098	,095	16,32380

a. Predictors: (Constant), IPK

Discussion

There were some interpretations drawn on the basis of the above results. First, there was no significant correlation between learning styles and students' academic achievement. In the context of this study, there were some reasons why this could happen. This insignificant correlation denies the theories which believed that learning style is the independent variable that has big influence in predicting students' achievement (Oxford, 2003; Dunn & Dunn, 2000; Keefe, 1979). This finding is supported by many antithesis of learning styles theory in which many researchers and theorists believe that learning styles is just a bunk, and there is an absence of evidence related to the learning styles (Bjork, 2015, Willingham, 2008; Pashler, McDaniel, Rohrer, & Blork, 2008). Hence, this current study can also be considered as a reference to prove the inexistence of someone's learning styles.

Then, the correlation and influence between classroom environment and students' academic achievement were found. This means that classroom environment had slight relation to their academic achievement. Though it was a slight correlation, classroom environment can give an impact toward students' academic achievement. It is in line with Fraser (1998) who stated that the quality of the classroom environment is the significant determinant of students' learning. Similarly, a study conducted by Akomolafe and Adesua (2015) showed that there was a significant relationship between classroom environment and the academic performance.

Finally, students classroom environment gave slight influence on students academic achievement. Students spend their time to learn mostly in the classroom, classroom is remains to be the main learning environment in an institution (Falsario, Muyong, Nuevaespana, 2014). However, it did not ensure that classroom environment take larger part in influencing students' academic achievement. In this study, classroom environment gave only 9.8% effect toward academic achievement. It means that from 336 students, classroom environment influence 30 students academic achievement, and 91,2% was influenced by other factors. Those factors are gender difference, teacher's education and teaching style, class environment, family education background (Mushtaq & Khan, 2012), age, peer influences, course assessment, class attendance, class size and entry qualification (Daniel, 2016).

Conclusion

From the data analysis, it can be concluded that the correlation between learning styles and students' academic achievement using *Pearson Product Moment* was not found that since correlation coefficient (-.018) at signficant level at ,01. Since the two variables were not correlated, the further analysis on the influence of learning styles on students' academic achievement was not conducted. Then, the correlation analysis between classroom environment and students' academic achievement were found since the correlation coefficient .313 (p-output=.00). It means that the better the classroom environment was, the higher the students' academic achievement would be. Finally, the analysis on the infuence of classroom enviroment towards students' academic achievment were found since the classroom environment give effect 9,8% on students' academic achievement.

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Why Choose Volunteering in an Islamic Boarding School?
Documenting the Undocumented Voluntary Teaching Motives

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Abstract

This study was part of a larger study aiming at understanding what motives possessed by voluntary teachers of English to teach at one *pesantren* (Islamic boarding school) in Jambi, Indonesia. The research design of this study was qualitative with a case study approach. The data were collected through demographic profiles and semi-structured interviews with seven female voluntary teachers as the participants of the study to obtain in-depth information regarding implicit and explicit motives to teaching. We analyzed the demographic data descriptively and analyzed the semi-interviews data by using within-case and cross-case displays and analyses. The interview data were digitally recorded, transcribed verbatim, and carefully analysed. The findings indicated that seven voluntary teachers of English implicit and explicit motives to teach English were motivated by interpersonal, community service, the continuation, and non-salary motives.

Keywords: motives, Islamic boarding school, *pesantren*, volunteering, case study

Introduction

A *pesantren* (Islamic boarding school) in contemporary Indonesia comprises of a *pondok* (a dormitory in Indonesian Islamic boarding schools) and a *Madrasah* which is a day school where students go to this place after they spend their time in public school in the morning. Pesantren students are called *santri*. As boarding schools, pesantrens are greatly shaping children's and youths' environment and character for children and youth. While students going to Madrasah only spend from three hours to five hours a day within the

environment of family and community, santri have their 24-hour time a day of their study years (Srimulyani, 2007) to company their co-pupils, teachers, and administrators called as a total institution where various mortifications of the self happens. In addition to the daily hours for formal learning, santri must actively get involved in long hours of prayer, Koran recitation, and other religious activities. They wake up very early in the morning and go to rest lately in the middle of the night. There is limited privacy in the pondok and free time for the Santri to enjoy. Some Indonesian pesantren are not typically well-financed institution causing the environment of the Pondok is in austere conditions with strict rules (Nilan, 2007). Even though, they live in poor condition with tough discipline, Pesantren still exists up to now. One of the important contributions that might keep Pesantrens and Madrasah alive is the presence of pesantren teachers (ustad, male teachers and Ustadzah, female teachers) who remain there regardless of low or no salary with unfortunate facility (Habibi, Sofwan, & Mukminin, 2016; Sofwan & Habibi, 2016).

Most pesantrens still struggle to find skilful teachers of English despite the fact that those teachers play very significant roles in shaping the future development of the country. Furthermore, their roles in improving economy and social aspects of lives are undoubtedly important. To understand and identify concealed and explicit motives to voluntarily teaching, in particular teaching English at pesantren, is important. Recognizing the motives of teachers of English to teaching English at pesantren is undeniable because many of the pesantren have limited quality teachers of English. However, it is somehow regrettable that limited studies were conducted to contribute to teaching in Indonesian context as the world most populated Muslim country where there are more than 25,000 pesantren with more than 3.50 million Santri. This study aimed at finding out the motives of the teachers of English to teach at pondok pesantren. The investigation focused on the concealed and explicit motives to teaching and the factors keeping the commitment of the teachers of English to teaching and to stay in the profession. The guiding question of this study was: What were the motives influencing voluntary teachers of English to teach English at pondok pesantren?

Literature Review

Volunteerism

Most research on motivation has focused on work-related motivation as it is deemed to have a greater impact on the economy and thus, regarded as more important (Cuskelly & Harrington, 1997; Johnson, 2007; Munro, 2001). While some research concerning work-related motivation is applicable to volunteers, there is an essential difference: volunteers are unpaid workers and thus, are motivated by factors other than monetary compensation. However, in the past fifteen years, there has been a steady proliferation of research studies focusing on volunteer motivation. Thus volunteerism is defined as the desire to help appears to be an essential aspect of human nature. One particular type of helping behavior is volunteerism.

Every year, millions of people engage in volunteerism, whether it is providing health care in free clinics, companionship in hospices, or tutoring for the illiterate, numerous organizations. Without volunteers, many programs that are run at little or no cost to the user would cease to exist. Therefore, there is a critical need to expand our understanding of what motivates individuals to volunteer. Despite all the offered materials, still there is little agreement among researchers about volunteer motivations (Cuskelly & Harrington, 1997).

Volunteerism is the willingness of people to help others without any sort of expectations of payment or any other tangible gain. Motivation is both an internally and externally manifested construct. Internal motivations are linked to altruism and personal satisfaction, and external motivations are related more to rewards and tangible benefits (Maslow, 1954; Munro, 2001; Parker, 1997; Peach & Murrel, 1995).

Pesantren and English teaching

Islamic boarding school in Indonesia is called pesantren consisting of a pondok (a boarding school) and a madrasah (a day school) (Sofwan & Habibi, 2016; Srimulyani, 2007). The students are called "santri" whose responsibilities are to memorize the Quran, the Prophet's traditions, and Arabic classical texts or Kitab Kuning (yellow books). Santris in pesantren normally spend their 24 hours a day in their boarding school undertaking religious and daily activities. Teaching English in pesantren might be not easy to do.

There are several factors affecting teaching English including in pesantren. Common factors are the size of the class, the environment, the quality of the teachers, the time allotment for English, and the student's motivation (Hobson, Tracey, Kerr, Malderez, Pell, Simm, & Johnson, 2004; Kyriacou & Coulthard, 2000; Manuel & Hughes, 2006; Yong, 1995). These factors contribute to the process of teaching and learning. English teachers in pesantren may face difficulties more than their counterparts in public schools. To overcome the problems, they have to work harder to find and implement the suitable instructional strategies every day to teach English to santri and to deliver the subject in order the students have the same abilities and achievement with other students in other school at the same level.

Methodology

A qualitative design with a case study approach to investigate the concealed and explicit motives possessed by voluntary teachers of English to teach at one *pondok pesantren* was used for this research where a group of voluntary teachers of English had committed to teaching English at the research site. A case study was chosen because it eases us to explore cases to obtain multiple sources of information using in-depth data collection. Qualitative study is conducted in a natural setting without any data manipulation focusing on the participants of the study by asking questions in general and experience of the participants and providing a rich narrative description (Mukminin, Rohayati, Putra, Habibi, & Aina, 2017; Mukminin, 2012; Mukminin & McMahon, 2013; Prasojo et al., 2017). In addition, informed that a case study design involved an issue study that is explored through one or multiple cases within a bounded system. The bounded system can be limited by time and place and the case can be a program, an activity, or individuals (Mukminin, Muazza, Hustarna, & Sari, 2015).

This research was held at one pondok Pesantren in Jambi located in the Southern area of Indonesia. Permission for this study was granted by the head of the Pondok Pesantren. The names of participants involved in this study were hidden through the use of anonymous to protect their rights. In this study, we purposefully recruited all voluntary teachers of English to teach at one pondok pesantren which we contacted through our educational networking. The convenience case strategy is used as it is appropriate for collecting data to meet the purpose of this study. This strategy helped us collect the data related to the participants' concealed and explicit motives to teaching by sharing their feelings, perspectives, ideas, and thoughts. This study involved seven voluntary teachers of English as the participants.

The main data for this research were obtained through a semi-structured interview with each participant. We did two ways interviewing the participants; direct interview and online interview using video calling application. The seven participants were Lina, Cassie, Najar, Mila, Cindy, Cinta, and Tyo. The interview was conducted in the research site from 15 minutes to 20 minutes respectively. We recorded the interview, questions and responses using smartphones. We used Bahasa Indonesia in the interview as to obtain more in-depth information, the participants need to get their most comport language to address the questions in the interview (Mukminin, Kamil, Muazza, & Haryanto, 2017; Mukminin, Ali, & Fadloan, 2015).

For the analysis of the data, we faced many challenges, such as time to transcribe every individual's talks. We did descriptive analysis to the demographic data while the interview data were transcribed for each individual. All the interview data among teachers were analyzed and reanalysed by comparing their differences and similarities (Abrar et al., 2018; Habibi et al., 2018). It is common in a qualitative study that data collection and data analysis do not process in a serial manner. However, they both have influential factors for each other. The first step conducted in the analysis was to implement "within case analysis" a theory that was proposed by Miles and Huberman (1994). In detail, when we had interviewed the first participant, we recorded their responses as well as the addressed questions. Then, we transcribed verbatim each of the recording data, and meticulously analysed and put all the transcribed data into some thematic categories. This process was then to be continued until the last participant's data analysis. We carefully read each transcript sentence-by-sentence independently, highlighted relevant chunks of statements, and categorized relevant chunks of statements into themes or categories that had been designed. We translated the transcribed data from Indonesian to English.

After categorising of the interview data, we did the efforts the trustworthiness of the research that features authenticity and credibility. Trustworthiness does not carry the same terminology as it does in quantitative research, validity, nor is it a companion of reliability (Mukminin, Noprival, Masbirorotni, Sutarno, Arif, & Maimunah, 2015; Mukminin, Muazza, Hustarna, & Sari, 2015). Trustworthiness is understood as strength and it is used to suggest determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account (Merriam, 1998). In developing the trustworthiness of this research, we completed some procedures including; we held the long interviews minutes that depended on the questions and the situation, we handed the interview transcripts to be checked by our research members, and we returned the fix transcripts back to the participants to make sure the originality as a system of checks and balances for the final steps before presenting the data findings (Mukminin, Kamil, Muazza, & Haryanto, 2017; Mukminin, Ali, & Fadloan, 2015; Mukminin & McMahon, 2013).

Findings

Through the long process from transcribing to categorizing data, we finally grouped the interview data to become four major categories; (1) interpersonal motives, (2) community service motives, (3) the continuation motives, and (4) non-salary motives. These categories were elaborated in these findings by the examples of statements of the participants.

Interpersonal motives

From the interview, the data emerged among the participants was interpersonal motives. All seven participants of the interview consistently stated that volunteering as their satisfaction. This motive was depicted by the participants addressing their decision to teach English at the research site could not be separated with working with the santri at the pesantren. The interpersonal motives have become very significant as they reported that they were keen to stay at the research site in order to share and spread their knowledge and skills of English for the goodness of the santri. Two of the teachers reported,

> At first, right after I graduated from my college majoring in English, I kept thinking about applying jobs in English course, public schools, or private schools. I never thought that I would teach in this pesantren until one of my professors in my college asks me to teach here. I accepted the offer and began to teach. One of the main reasons why I still teach here is that because it is sort of volunteering work that always motivates me to get my santri to become better community to face their future where English is a key for globalization. (Cinta)

> Everyone has motives teaching here and it is certainly not about money. We are here as we want to contribute to Islamic development especially in education. I love teaching here since I want to share, address my knowledge of English to the santri. Hope they will find that English will be important for them in their future help them to see Islam as *Rahmatan lil Alamin* (A Mercy to All creation). I do hope that they can achieve to study overseas. (Cindy)

From the interview, it is understood that the participants had enthusiasm to make their students to become better generation in the future. To contribute to the community, Islam community was the main reason why they wanted to teach at the pesantren. Another response from one participant, Mila, said that she wanted to make better Islamic education when she realised that most students at the pesantren were from poor family and hope they would bring Islam to become a better society in global.

Community service motives

In addition to interpersonal motives, community service motives were other important motives revealed by the participants in the interview. They stated that they wanted to spend their time to do useful things without thinking about the rewards because they had a better option to have if they wanted to apply for an English teacher position in other places. Some of the participants revealed,

> I want to use this opportunity and experience to contribute to my community and society. Therefore, even though the *mudir* (pesantren's principal) ever asked about finding another job that has more money to earn, I still decided to volunteer here at this pesantren. There is something that I cannot get from other place since I have taught English since I was in the fourth semester. (Lina)

> I started to teach voluntarily at this pesantren since I want to get involve actively to contribute to my Islam society through education. I offered myself to be a volunteer teacher. So, that it is coming from my own desire to participate in the instruction process. (Cassie)

The participants of this study were keen to get involved improving their society by being voluntary teachers to shape the future generation of the country through education. In general, the participants in this study stated that teaching English at pesantren would help them to have an opportunity to contribute to the betterment of their people and society.

The continuation motives

A personal fulfillment to keep continuing their contribution in the educational field through teaching English regardless limited financial feedback attracted the participants in this study. In other words, no parties pushed them to join the teaching activity in the research site. Two participants had their feelings and thoughts,

> I think the reason why I stay teaching here because I want to continue to have contribution to this school. This duration or continuation keeps me teaching in this pesantren." (Tyo)

> Yes, I am keen to keep in touch with education and its activities. I think education provides me opportunities for the exploration on how education is connected to other aspects. I also want to keep maintaining English skill, practice makes perfect. (Cassie)

The data of the interview indicated that regardless the situation and condition of the pesantren, participants felt happy to be teachers at the research site and to teach activity voluntarily.

Non-salary motives

The voluntary teachers of English in the interview revealed in pride that non-financial motives were also the main reasons why they taught at the pesantren. They reflected that it was more about a moral responsibility to help santri's development. The quotes reflect some of their feelings,

> Teaching English at the pesantren needs responsibility. It is not about money or salaries but more about our task to make Santri become better people in the future. (Mila)

> Certainly yes, when I believe to one thing, I will keep doing it. Therefore I stay teaching English at this Pesantren since the reward was not about money or other material factors rather than getting my own satisfaction. (Cindy)

It is important to highlight that the sample of the data above indicated that the participants in teaching English at the pesantren expressed that salary in teaching was not the key motive to participating in becoming voluntary teachers.

Discussion

Indonesian Islamic boarding schools (pesantren) are typically poor and disadvantaged. However, most of the students (santri) survive in that deprived conditions. Additionally, santri also learn and live under strict rules (Nilan, 2007). The thought-provoking question emerged on why some community namely teachers and fresh graduates participate in active ways to develop this institution through teaching? What sorts of motives that attract them to teach at pesantrens? This study aimed at finding out the motives of the teachers of English to teach at pondok pesantren. The findings provided clear empirical evidence of data which showed that the participants of this study, seven female voluntary teachers of English implicit and explicit motives to teach English at the pesantren was triggered by (1) interpersonal motives, (2) community service motives, (3) the continuation motives, and (4) non-salary motives. Lortie (1975) stated that interpersonal motives elaborated the reasons for someone why he/she enters the teaching profession because it involves working and socializing with other people, particularly young people related to the spread of knowledge, information, and skills. Even though all previous related studies have not centred on voluntary teachers, their findings are in line with this study. The findings of this study is in correspondence with Yong's (1995) study exploring teacher trainees' motives for entering teaching career in Brunei Darussalam was triggered by the intention to share their knowledge and skills with others. Hobson, Tracey, Kerr, Malderez, Pell, Simm, and Johnson's (2004) and Mukminin, et al. (2017) also reported that 'helping young people to learn' and 'working with children' were two of ten features motivating the highest numbers of trainees to teach. Additionally, the finding of this study agrees with the findings of the earlier studies (e.g., Manuel & Hughes, 2006; Muazza et al., 2016; Mukminin, et al., 2017) who discussed that the decision to teach since their personal aspirations to work with young people aimed at making difference with the students' lives.

Regarding social service, Lortie (1975) said that the resources of service are in relation to the teaching as a valuable service of moral value, the core of its mission. In addition, Clary, Snyder, and Stukas (1996) stated that one of the six broad motivational functions motivating people to volunteer was social or interpersonal factor. Our study results indicated that the participants who had not sufficient work yet informed that their desire and motivation to teach English voluntarily at the research site was to give significant contribution to their community and society. All the teachers said that they wanted to own an opportunity to help their society future to be better through education, particularly English teaching.

This study has provided clear empirical evidence that one of the motives motivating seven voluntary teachers of English to teach at pesantren was due to their wish to stay in touch with education or school. Lortie (1975) argued that connection to education and school had get people to keep teaching in schools or other educational institutions. Another finding in our study was that the teachers reported that they kept joining the program regardless no salary they earned from the pesantren. They needed English teachers and they were keen to keep teaching at the pesantren after understanding the situation and condition, the pesantren as a disadvantaged and poor institution. Nilan (2007) said that Indonesian pesantrens were typically disadvantaged.

Conclusion

This study intended to explorewhat motives possessed by voluntary teachers of English to teach at one *pesantren* (Islamic boarding school) in Jambi, Indonesia. The investigation focused on the implicit and explicit motives to teaching and the motives keeping the commitment of the teachers of English to teaching and to stay in the profession. The findings of this study indicated that seven female voluntary teachers of English implicit and explicit motives to teach English at the pesantren were triggered by (1) interpersonal motives, (2) community service motives, (3) the continuation motives, and (4) non-salary motives. Based on the findings of this study, it can concluded that while pesantrens are characteristically disadvantaged and santri live in a disciplined condition, they remain exist up to now and santri with the support of their family still trust pesantren as a countable and inexpensive educational institution. One of the main and important elements that might keep pesantrens active is the presence of voluntary teachers who still teach despite the fact that there is low or no salary as well as a bad facility. Additionally, many people including fresh graduates might voluntarily participate and contribute to the establishment of pesantren, especially in rural and remote as well as poor areas.

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Undergraduate Students' Reading Interest and Reading Comprehension Achievement in a State Islamic University

Rumainah
Brotherhood English Course Palembang

Abstract

This research was aimed at describing the relationship between reading interest and reading comprehension achievement of EFL students of State Islamic University of Raden Fatah Palembang in the academic year 2013-2016. Quantitative method, especially correlational study, was used. The population of the study was 466 active EFL students. By using purposive sampling technique, there were 86 students involved as participants in this research. The data were obtained by using two instruments which were reading interest questionnaire and reading comprehension test. Pearson Product Moment Correlation Coefficient was used to analyze the data. From the result of the data analysis, it was found that there was no significant correlation between students' reading interest and their reading comprehension achievement since the p-value was (.887) greater than significance value (.887 > .005). In short, reading interest did not have any relation to reading comprehension achievement of undergraduate EFL students of State Islamic University of Raden Fatah Palembang Raden Fatah Palembang.

Keywords: reading interest, reading comprehension achievement, EFL students

Introduction

Reading skill plays an important role in learning English as a foreign language. Reading is how people discover new things. Therefore, it is considered as an important skill needed for both academic purposes and lifetime learning (Asgari, 2012; Ifanti, 2012). It is also supported by Pang, learning to read is an important educational goal (as cited in putra & Marzulina, 2015). Issa, Aliyu, Akangbe, and Adedeji (2012) assert that knowledge is transferred from generation to generation through books. It is crucial for learners not only to read but also to understand what is written (McNamara, 2009). Moreover, in this technological era, students are surrounded by much information either on-line or off-line. Reading comprehension enables them to acquire new knowledge and information so that they are able to achieve academic success.

According to Guthrie et al. (2007), one of the aims of reading is to teach students how to comprehend different text genres when students are expected to read a wide range of material to gain knowledge and literary experience. Due to English as a foreign language, reading is the process of not only acquiring information but also improving the ability of learning as stated by Essberger (as cited in Kurniawati, 2010). There are various good reasons for teaching reading. Students may need to read for their work or study, or they want to read for pleasure. In addition, the exposure to English is an important part of acquiring language. The text themselves can act as models for writing, exercise, the study and practice of grammar, vocabulary, pronunciation, punctuation, and provoke conversation and discussion.

It is important for the undergraduate EFL students to read and to comprehend the text as today many test serves reading comprehension in English proficiency test to get job. Dreyer and Nel (2003) add that reading comprehension has come to be the essence of reading, essential not only to academic learning in all subject areas but also to professional success and, indeed to lifelong learning. Alshumaimeri (2011) adds reading is a crucial skill in learning and communication.

In relation to reading, reading is in fact included in one of the test parts in TOEFL test. Concerning about TOEFL test, it is known that the TOEFL score of undergraduate EFL students of UIN Raden Fatah Palembang is averagely still low. This indicates that students' proficency in language skill which one of them is reading skill is still poor despite the fact that the students have finished their reading courses, i.e.: Reading I, Reading II, Reading III and Reading IV, since the first semester. To improve students' reading ability, the reading activities used in teaching reading must be as enjoyable as possible as Scott and Ytreberg (1993) argue that making reading as an enjoyable activity is very important. To enjoy it students have to be interested in it as what Hidayat and Aisah (2013) explain that without interest someone is impossible to do anything. It is also supported by Hidi (2001) who argues that interest has an important role in reader's text. Interest itself can be defined as the quality that something has when it attracts somebody's attention or makes them want to know more about it (Hornby, 2010).

When one is interested in the topic or the text, it will affect his/her mood and finally, she/he will engage in the reading. Hidi (2001) states that interest influences the reader's comprehension and recall positively. In line with this, Ebbers (2011) confirms that by having interest, it will enable the readers to process the text, comprehend it deeply, and recall the information longer. Those who are interested in reading will become absorbed in the reading activity and, finally, gain more comprehension.

Concerning about the importance of reading interest, UNESCO report in 2012 shows that reading interest index of Indonesia was 0.001 (Yusuf, 2013). It indicates that among 1000 people, only one is interested in reading, meaning that the reading interest of Indonesian people is still low. Referring to this phenomenon, it is necessary for government to take some steps to cope with this problem. Teachers and lecturers should also stimulate their student's interest since it promotes active engagement in learning process.

Based on the informal interview with the 25 undergraduate EFL students of UIN Raden Fatah who have taken all the reading courses,it was found that some of them were not satisfied with their reading score. Most of them prefer playing games or social media. In fact, they got bored reading books. It could happen due to some reasons. As a result, only few of them read, at least to finish one book in a day. Hence, it is critically essential to investigate the relationship between reading interest of the students and their reading comprehension achievement.

Regarding the problems above, studies have been undertaken to investigate the relationship between students' reading interest and students' reading comprehension achievement and one of them is a study conducted by Asgari (2012) who found that integrating current issues of interest with class material improved students' reading comprehension. The findings from the previous studies play an important role in designing this research. To sum up, this study intends to investigate whether or not there is a relationship between students' reading interest and reading comprehension achievement at the undergraduate EFL students of UIN Raden Fatah Palembang.

Review of Literature

The concept of reading comprehension

Stauffer defines reading as "getting information from the printed page" (as cited in Samadi & Mohammadi, 2013, p. 101). It means that the reader tries to get knowledge on what he or she reads. Pardo (2004) states that comprehension is "a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text" (p.272). Readers decode the words in reading text, and they have to integrate the knowledge in the text and the world knowledge for a deeper comprehension. Furthermore, Suri (2007) explains that reading comprehension achievement is "the power to understand printed or written material that requires ability to recognize words accurately, to identify main ideas and supporting details through reading comprehension test" (p.21).

In this study, sub skills of reading comprehension which will be measured are: identifying main idea, decoding vocabulary, identifying cause and effect, sequencing, identifying detailed information, making inference, and identifying the writer's tone based on the passages given. Identifying main idea is the ability to find out the important points, stated or implied. In this sub skill, the readers need to choose the most important and relevant information to process the text (Schelling, Wolters, &Vermunt, 1996). Identifying cause and effects means the ability to recognize the ideas that explain the cause- effect relationship. This skill enables the readers to have both a good knowledge and technique to get deep understanding about the text (Bauman & Bergeron, as cited in Pentimont & Justice, 2010). Sequence helps the readers to understand what is happening in the text. Identifying detailed information which involves analysis refers to the ability to find out specific ideas which is stated, both explicitly and implicitly in the text. Decoding vocabulary is the ability to recognize the meaning of a word based on context of the passage (Cunningham & Stanovich, 1998). Making inference refers to the ability to use two or more pieces of information from a text in order to arrive at a third piece of information that is implicit (Kispal, 2008).

The concept of reading interest

In accordance with Schraw and Lehman (2001), interest is defined as liking and willful engagement in a cognitive activity. It plays an important part in learning process since it promotes active engagement and focusing one's attention. Interest is commonly categorised as individual/personal and situational interest (Eidswick, 2010). Crow and Crow state that there are three factors which influence students' reading interest (as cited in Fadliyatis, 2014, p. 4). They are intrinsic motivation, social motive and emotion. Intrinsic motivation involves students' curiosity that generates their interest in reading. Social motive involves the activities supported by the environment. Emotion involves students' feeling when reading. Crow and Crow also mention five main indicators of reading interest (as cited in Fadliyatis, 2014, p. 7). They are attention, time use, motivation, emotion, and effort to read. The students with high interest usually read more and find it useful and enjoyable (Beale, 2004). They will spend their time by reading more than other activities, focus and absorb in it. Besides, having high motivation and attempt to read book is also indication of interest in reading. Those five indicators would be the basis measurement of reading interest.

Methodology

Research design

In this study, I used a correlational research method to find out the correlation between variables and interpret the result that may appear. I used this method to find out the correlation between students' reading interest and their reading comprehension achievement. Creswell (2005) states that correlation design is procedures in quantitative research in which investigators measure the degree of association (relationship) between two or more variables using the statistical procedure of correlation analysis. Furthermore, Fraenkel, Wallen and Hyun (2012) states that correlational studies investigate the possibility of relationships between only two variables although investigations of more than two variables are common.The first procedure was I identified the students' reading interest by using questionnaire and the second procedure was I gave the students reading comprehension test. The next step was I analyzed the data normality, the data linearity and the correlation between variables through SPSS based on the results of the questionnaire and test.

Research site, sampling, and participants

According to Richards and Schmidt (2010), population in statistics is any set of items, individuals, which share some common and observable characteristics and from which a sample can be taken. It is in line with what Frankel, Wallen and Hyun (2012) state that the population is a group where the researcher (as cited in Marzulina, 2018, p. 67).Thus, one can speak of comparing test scores across a sample of a population of students and Creswell (2012) states that population is a group of individuals who have the same characteristic.. The population of this study was all of the students of English Education Study Program, Faculty of Teacher Training and Education of UIN Raden Fatah, Palembang, in the 1st, 3rd, 5th and 7th semesters in the academic year 2013/2016. The total number of the population was 174. The writer chose the sample using purposive sampling (judgmental sampling). The writer took the students who have already taken Reading courses (Reading I, II, III, IV, Extensive Reading) as the sample. Therefore, the students of the fifth semester were taken as sample in this study. However, when conducting the research there were only 86 students participated. According to Fraenkel, Wallen, and Hyun (2012), a sample should be as large as the researcher can obtain with a reasonable expenditure of time and energy. Moreover most researchers mention the minimum acceptable sample size for a correlation study is considered by to be no less than 30.

Data collection

The data were collected by using a questionnaire and reading comprehension test. Oppenheim (1982) stated that the purpose of questionnaire as a whole is measurement (as cited in Marzulina, 2010, p.32). To measure the students' reading interest, there were 45 items in the reading interest questionnaire which was taken from Fadliyati (2014). The last instrument was reading comprehension test taken from Longman's TOEFL Preparation and Cliff's TOEFL Practice. The test has 50 questions in the term of multiple choice questions.
The instruments used in a research have to be valid and reliable. Korb (2013) says that an instrument in which its reliability and validity have already been proofed from the previous

study can be applied to other particular studies (as cited in Marzulina et al. (2018). Since the questionnaire, Reading Interest Questionnaire was adopted, there was no need to conduct the validity test anymore. Moreover, Fadliyatis (2014), in her research, stated that the questionnaire was adequate to measure students' reading comprehension achievement. Furthermore, Fadliyatis (2014) has revealed the reliability of the questionnaire, which was 0.780. Since the coefficient should be at least 0.7, the questionnaire was reliable. Thus, the questionnaire was valid and reliable as the instrument to collect the data. Furthermore, since the reading test was taken from Longman TOEFL preparation and Cliff's TOEFL, there was no need to conduct the validity test anymore. This test just focused on 6 aspects of reading comprehension; main idea, detail, cause-effect, inference, vocabulary, and sequence.

Data analysis

The data collected from the questionnaire and the test were analyzed. Students' scores based on the reading interest questionnaire were counted and put into reading interest categories, i.e.: very high, high, moderate, low, and very low. Students' scores on reading comprehension achievement were also counted and classified into reading comperehension levels, i.e.: very good, good, average, poor, verypoor. To explain the data, percentage and descriptive statistics were found out. Then, the normality and linearity test were applied. To see the correlation between variables, Pearson product-moment correlation coefficient was applied.

Findings and Discussion

The result of students' reading interest and their reading comprehension achievement

First of all, the result of reading interest presented. Reading interest minimum score was 113 and the maximum score was 167. Reading interest's mean score was 137.36 and the standard deviation was 11.949. The last, reading comprehension minimum score was 16 and maximum score was 76. The mean score of reading comprehension test was 41.84 and the standard deviation was 15.421. Furthermore, students' reading interest level is presented in Table 1.

Table 1. Score distribution of reading interest

Level of Reading Interest	Raw Score	Number of Students	Percent (%)
Very high	186 – 216	0	0
High	153 – 185	9	10
Moderate	120 – 152	71	83
Low	87 – 119	6	7
Very low	54 – 86	0	0
Total		86	100

Based on Table 1, the descriptive data showed that 0% students who had very high reading interest, 10% had high reading interest, 83% had moderate reading interest, 6% had low reading interest, and 0% had very low reading interest. Then, the result of reading comprehension is presented. Reading comprehension minimum score was 16 and maximum score was 76. The mean score of reading comprehension test was 41.84 and the standard

deviation was 15.421. Furthermore, students' reading comprehension achievement is presented in Table 2.

Table 2. Score distribution of reading comprehension achievement

Categories of Reading Comprehension	Score Interval	Number of Students	Percent (%)
Very Good	80 – 100	0	0
Good	70 – 79	6	7
Average	60 – 69	8	9
Poor	50 – 59	13	15
Very Poor	0 –49	59	69
Total		86	100

It can be seen from the Table 2 that 0% had a very good reading comprehension achievement, 7% had good reading comprehension achievement, 9% had average reading comprehension achievement, 15% had poor reading comprehension achievement, and 69% had very poor reading comprehension achievement.

The results of normality test and linearity test

Based on the results of normality test, it was found that the significance value of reading interest was 0.301, and the significance value of reading comprehension was 0.87. Since all of the significance values are higher than 0.05, it can be concluded that the data are normally distributed. Therefore, the data could be used for further analysis. Next, the results of linearity showed that, the deviation from linearity between reading interest and reading comprehension was 0.418. To sum up all the data were linear for each correlation and regression.

Correlation betweenstudents' reading interest and their reading comprehension achievement

Based on the result of the data analysis, it showed that the correlation coefficient or the r–obtained (-.016) was lower than r-table (0.05) (n-2=84). Then the level of probability (p) significance (sig.2-tailed) was .466. It means that p value (.466) was higher than 0.05. Thus, it means that there was no statistically significant correlation between reading interest and reading comprehension achievement of the undergraduate of EFL students of UIN Raden Fatah Palembang. The detail result is diplayed in Table 3.

Table 3. Correlation between reading nterest and reading comprehension achievement

Pearson Product Moment Correlation between Variables Measured		Reading Comprehension Achievement
Reading_Interest	Pearson Correlation	-.016
	Sig. (2-tailed)	.887
	N	86
	Pearson Correlation	1

Discussion

There are some discussions of this study. First, in this study most of the students had moderate reading interest. It means that they liked reading even though in moderate level. They also liked their reading class, and liked being asked about their opinion after reading. However, most of them liked reading for pleasure, especially reading the type of books that they liked. They reported that they were interested only in certain books. In addition, they felt happy when they read book although sometimes they got bored in doing this activity. It could happen due to some reasons. Based on the analysis of the questionnaire, only few of them read at least one book in a day. The reason could be due to the development of technology nowadays. They are surrounded by much more interesting stuffs such as social media on internet, video games, movies, television and some others. It is in accordance with what Hritcu and Schipor (2014) state that reading has lost ground in a society dominated by mass media. It is also proved by the finding that only some of them preferred reading to playing games in their spare time. They also thought that joining extracurricular activity was more fun than reading.

Next, for reading comprehension, the data distribution shows there was the small amount of percentage of the students who were in good level as the students who were in average level of achievement. It could happen since they had already completed their reading courses, so they have enough knowledge and skills in reading comprehension questions. It also showed a big percentage was in poor and very poor reading achievement level. However, there was no one in a very good level of reading comprehension. This might happen due to some factors involved in reading comprehension. It could be caused by the fact that they did not focus in doing the reading comprehension test because the research was done after they had taken subjects at college. Some of them were also doing the test by chatting with their friends. As stated by Lenz (2014), reading comprehension is affected by the reader's knowledge of the topic, knowledge of language structures, knowledge of text structures and genres, knowledge of cognitive and metacognitive strategies, their reasoning abilities, their motivation, and their level of engagement. It might be that the students were not engaged fully during the test, or they had low motivation to do the test.

The finding in the study is in line with the study of Brooks (1971). He found that there was no statistically significant relationship between reading interest and reading comprehension. Fieldman and Blom (1981) also could not find any relation of interest and incentive to the reading comprehension of average and below-average readers. However, this result is contrary to the finding of Asgari (2011). He revealed that integrating current issues of interest with class material improved students' reading comprehension at Islamic Azad University in Hidaj. In fact, related to reading comprehension achievement, there are some researchers that failed to prove that reading interest is the variable that give contribution to the students' reading comprehension achievement (Holliday, 1989; O'Sullivan, 1997; & Scholtz, 1975). The result of the study also supports the work of Townsend and Townsend (1990) in which reading interest was not the factor that can influence students' reading comprehension. Kirby (2010) also could not find that reading interest correlate to the reading ability. Based on the finding above, it can be said that students' reading interest did not correlate significantly to their reading comprehension achievement. Thus, it did not matter whether the reading interest of the students were high or low, even more, it did not mean anything if the students were affected by attention, time use, motivation, emotion, and effort toward their reading comprehension achievement, because the difference among their aspects

of reading interest did not give any differences in their reading comprehension achievement score.

In relation to this, there might become independent variables that might give the significant influence toward the students' reading comprehension achievement. In my perspective, reading motivation is the factor that might correlate to the students' score, especially in reading, and influence it significantly. Because related to the theory, motivation is a mental strength for students to comprehend what they read in order that it will be a reading process. Motivated students are more engaged in reading, more confident, and more likely to comprehend successfully. Moreover, other factors that could have the most influential effect to students' reading comprehension achievement are their background knowledge and reading habit. Because logically it is almost impossible for the students to answer question from reading test if they cannot activate their world and literary knowledge to link what they know to what they're reading. The information they may need could be gained by reading book. But, as a matter of fact, the reading habit of Indonesian still in the low level, it also could occur in EFL students of UIN Raden Fatah Palembang that is why they show a tendency that they do not like reading book even for their course book.

Conclusion

The finding indicated that the null hypothesis was accepted while the alternative hypothesis was rejected as the correlation coefficient was .016 and the p-value was .887 which was greater than .05 (.887 > .05). It can be implied that there was no statistically significant correlation between students' reading interest and reading comprehension achievement of EFL students at UIN Raden Fatah Palembang. This result also means that the students with high interest in reading, and applying it effectively in the learning process (reading activity) will have no guarantee that they will have satisfactory reading comprehension achievement and it also could not be proved that the students whose interest in reading is low will have low score in reading comprehension achievement. There must be other factors that influence their reading comprehension, such as reading motivation, and their habitual in reading. Therefore, future studies are expected to have deeper studies on what could influence the achievement in reading comprehension especially the mentioned ones above. It is also recommended for other research to have bigger number of sample for the research and to have other supporting techniques of collecting the data such as interview or observation to get more specific description of students' interest.

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Different *Madrasah*, but the Same Stories: Academic and Non-Academic Challenges Encountered by Teachers in Teaching A Foreign Language

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Abstract

This qualitative case study aimed to investigate English teachers' challenges in teaching English at Madrasah Tsanawiyah. It also aimed to find out the English teachers' effort to anticipate the challenges factors in teaching English. In this research, the researchers puposefully selected all the English teachers at Madrasah Tsanawiyah Jambi Timur and Madrasah Dharma Wanita as the participants. Data were collected through a demographic questionnaire and the interviews. The demographic data were analyzed descriptively. The interviews data were analyzed using within-case and cross-case displays and analyses. The result proved that there were four major themes including academic challengeing factors (students' demotivation and low students' basic English ability), non academic challengeing factors (lack of facilities, crowded classroom, socio economic level, and school management), teachers' effort, and leader's support.

Keywords: academic and non-academic challenges, madrasah, foreign language, Islamic education

Introduction

Teaching English in Indonesia has its own potential challenge. Nowadays, it has been a very global language. Since it has been an international language for this globalisation era, English has been taught earlier in primary school in the aim of good communication competence (Haryanto & Mukminin, 2012). Serving for this purpose, English language teaching departments at universities are enlarging their capacities to train more language teachers in teaching. So, the language teachers, especially English know how to transfer the

competence in English to the students. English language is one of compulsory subject that is learned by the students of madrasah tsanawiyah. Madrasah Tsanawiyah is the same level like Junior High School. Eventhough the students of madrasah tsanawiyah have learned English started from madrasah ibtidaiyah for several years, many of the students could not reach the desired communicative level. It happened because teaching English as a foreign context for the students of madrasah tsanawiyah is not an easy thing to do. However, it seems that English teachers struggle to teach their students effectively. Many challenging situations in EFL classrooms at Madrasah affected the learning as well as teaching. The English teachers have limited time for teaching and the students have very limited purposes of learning English.Some challenges faced by English teacher at Madrasah are curriculum, textbook, qualified teachers,lack of support, and affective administration.

Previous research shows that, for example, Rohmah (2009) found that the most challenges that are faced by English teachers at madrasah tsanawiyah are limited financial support and limited resources available (materials). Supplementary materials should be made available for the teaching and learning at madrasah. The materials of English should discuss Islamic value and provide the students with fun activities. Furthermore, Rohmah (2010) also stated that most of madrasah teachers have been educated within the Islamic education system, which has traditionally had a focus on preparing teachers to teach religious studies, hence there is a high incidence of mismatched teachers; for those who teach subjects that they have not been trained. The situation on teaching challenges also happened in public primary school in Turkey, Kizildag (2009), for example, showed that there are three main challenges experienced by English language teachers while teaching; institutional, instructional, and socio-economic challenges. Based on that case, financial support is one of the challenges found in the previous research.

Accordingly, the main reason of conducting this research at madrasah tsanawiyah because based on the survey by Ministry of Religious Affairs (MORA) as cited in Alwasilah (2009), English lesson is the lowest score that is achieved by the students of madrasah tsanawiyah than students of junior high school. That reason motivated the researchers to see deeply challenges in teaching English at madrasah tsanawiyah. The researchers were interested in investigating and identifying the challenges faced by English teachers in teaching English at two Madrasah Tsanawiyah and how to anticipate those challenging factors. The main purposes of this research were to identify and describe the challenges faced by English Teacher in Teaching English in Madrasah Tsanawiyah and to investigate the effort from the teachers to anticipate the challenging factors. To achieve the purposes of the study, two research questions guided this study were; (1) what are challenges faced by teachers in teaching English? and (2) what are teachers effort to anticipate those challenging factors?

Literature Review

Challenges in teaching English

In today's educational debates, many experts call for school vouchers, smaller classes, more standardized testing, or rigorous teacher accrediting as the key to improving student performance. Remarkably, none of these approaches addresses what actually goes on in the classroom (Larry, 2008). Three most critical challenges of the English language teaching and learning classroom according to Lynch (2008, as cited in Gamit, 2012) are as follow.

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First, *lack of learner motivation*, students may not have inspired and interested towards the learning of English language. They have even fear of failure in exams and even in classroom interaction and so they cannot get involved easily in classroom interaction and learn the language comfortably. They need enough motivation from teachers and scope to learn English in classroom interaction. Second, *insufficient time, resources, and materials*, English is a foreign language and hence it cannot be learnt and taught as easily as mother tongue or first language. And when it is learnt or taught as second language, it requires long time and simultaneously adequate resources and materials to create English classroom climate which facilitate teaching-learning process. Third, *over-crowded English classes,* the number of learners in a classroom can range from one, for those who teach individual private learners, to fifteen or twenty learners in a typical classroom up to "multitudes of thirty-five or forty or even fifty or more learners packed into a language leaning situation." The over-crowded classes create number of problems such discomfort in the class, individual attention, evaluation, classroom management, maintaining learning effectiveness, etc. Those three critical challenges, as mentioned above, are necessarily needed to be overcome to improve quality of English Language Teaching.

Furthermore, Khan (2011) has argued that there are severals challenges of teaching and learning English as foreign language in Islamic environment, they are; *background of English teachers*, the teacher is the most important element in any educational programme. The teacher has a big responsibility to deliver the subject to the students. To achieve a better understanding of what language teacher education should be, it is important to take a closer look at the knowledge base of second or foreign language teachers of English, their pre-service education and in-service training. *Poor ability*, Mukattash (1983, as cited in Khan, 2011) noted that Arab students' challenges in learning English usually spring from the following reasons; a) school graduates have lack of information regarding the university or college they enrolled in, b) there is deficiency in the English language curricula offered by some schools and universities, c) poor teaching methodology; and d) problems with proper language environments. These conditions make the students getting rare to participate in learning English. *Lack of management,* the management can be defined as the minimum resources available in one institution. The teacher can not develop themselves in teaching because they have limited resources. The teacher will be easy to deliver the subject matter to the students if the Institution can provide a good management to the teachers.

From those explanations above, the researchers find that many aspects could be a challenging situation for the English teachers while teaching. The researchers notice that the previous points reflect on the challenges facts that faced by English teachers in teaching. However, there is no coherence between English and other subjects, the students' rare participation and lack of library access which helps students to enrich their knowledge.

Types of challenges in teaching English

Kizildag (2009) stated that there are three types of challenges in teaching English, they are institutional challenges, instructional challenges, and socio-economic challenges. The challenges from Institutions are caused by lack of support from the school or the Ministry of National Education.There are two kinds categories of institutional challenges; (1) lack of support: the category means that the institution were unsuccessful in providing the basic infrastructure for teaching communicative English and unwilling to solve it, (2) lack of understanding the nature of language teaching; this challenge appeared because the English

teachers do not get any professional trainings from their schools. They do not know how a foreign language should be taught and English teachers are put heavy burden through heavy workloads with crowded classrooms (Kizildag, 2009).

There are two main categories in instructional challenges; (1) a busy curriculum, in this category, Kizildag (2009) stated that it was full of unrealistic learning goals for readiness of learners and lack of flexibility in application, (2) inappropriate textbooks, and this category encompasses the lack of supplementary materials and incompability with the realities of the English learning and teaching context. Further, Crookes (1997, as cited in Kizildag, 2009) argued that second/foreign language teachers often perform their teaching tasks under the conditions of far less autonomy than other professions as regards curriculum, materials, and school structure. Kizildag (2009) described that the socio-economic challenges as the lack of support from the parents of the students. The English teachers were challenged by the parental understanding about English. This situation happened because of the lower socio-economic levels of the parents, the lower awareness of the importance of learning English.

Unlike Kizildag's study (2009), Riash (2011) devided two majors of challenging factors (unqualified teachers, larger school size and students population) in teaching English. The first is about the English teachers themselves and the second is about large class size. Unqualified teachers may suffer the following problems according to the general qualification of teachers in developing countries is inconvenient. Generally, unqualified teachers suffer from; (1) they are inefficient in using realistic evaluation methods, such as files of achievement and the methods of observation, interviews and performance measures, to know the level of students, (2) they are inefficient in designing activities and other preventive and remedial actions for coping weak students strengthen and to accelerate learning, (3) they do not cooperate with the family in the assessment of pupils to improve their education and performance, (4) their encouragement to students to express their opinions, feelings and point of views about what is offered to them and what is being studied is almost rare, and (5) they use traditional methods, strategies and culture of memorization not culture of innovation and creativity to master their performance.

Moreover, teaching English in crowded classes are difficult for teachers to communicate with students inside the class and give them chance to participate. Effective classroom organization can be achived through effective English environment at school, a conductive classroom situation, an interaction of stundents within the learning and teaching process and a stimulating teaching environment. Overcrowded classrooms have increased the possibilities for at-risk students, as well as others, to lose interest in school and do poorly on tests. Students do not get individual attention. Lot of them become frustrated and stressed and that makes them unable to concentrate or stay on task while in class. From both of challenging factors, the researchers see that challenges in teaching English come up because of some problems.

Academic and non-academic factors

For the current study, based on the theories from Kizildag (2009) and Riash (2011), the researchers devided two types of challenges factor faced by English teachers, they are academic and non academic factors. Academic challenging factors constitute problems are caused by lack of the students'attitude, students' motivation in learning English, and lack of students' ability in learning English. *Attitude* plays an important role in language learning process. A learner's attitude to the learning language will impact the learner outside the

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classroom. Burden (2004) showed that a positive attitude would motivate learners to achieve their learning goals. Furthermore, Stern (1983) stated that there are three components constituted attitude, the first is cognitive component, which means the belief to a certain aim, the second is affective component, which means likes and dislikes about an aim and the third is conation component, which means someone's intention and action about a certain aim. In English learning process, if a student is eager to learn a foreign language, this positive attitude is helpful for his study. On the contrary, if he regards English as a very difficult language and learning because it wastes the time, this will inevitably restrain his English learning. The study done by Bahous, Bacha, & Nabhani (2011) found that promoting positive student attitudes towards the learning language could motivate students to learn and become efficient in the target language. The second challenges from academic factors are *motivation*. The motivation of EFL (English as Foreign Language) learners is still a problem in Indonesian schools context. Many students in Indonesia show low motivation in learning English. They come to class to fulfill their attendance list. Most of them are passive in teaching and learning process. Only few are brave to communicate in English. They are shy to speak English. They feel hesitate that they produce a lot of mistakes when they communicate in English. Motivation is one of the important affective factors in learning process, which helps to determine the level of proficiency achieved by different learners. Brown (2002) stated motivation is thought of as "an inner drive, impulse, emotion, or desire that moves one to a particular action (p. 152)." Proper motivation can facilitate learners' learning process.

The third challenge factor in teaching English is because of lack of *students' ability* in English. The biggest challenges that EFL teachers face on daily is communicating with their students. It is especially difficult for teachers of low-level classes because of their students are often able to say few or no words in English. This challenging situation happened because students in EFL classes often need more attention from teachers. The challenges from non academic factors were caused by lack of prior organization, lack of infrastructure for teaching communicative English, and lack of support by either the school management or the Ministry of National Education and economic challenges.The first challenges of non academic factor in teaching English is the *larger classroom size and students population*. According to a study, public schools have an average of 40 students per teacher, whereas private schools have average of 15 students per teacher (Aqel, 2005). In crowded classes, students do not seem to receive enough attention. Overcrowded classrooms have increased the possibilities for at-risk students, as well as others, to lose interest in school and do poorly on tests. Students do not get individual attention. Lot of them become frustrated and stressed and that make them unable to concentrate or stay on task while in class. The researchers agree with this point that large number of students inside the class in governorate schools makes real problem in teaching process because it makes students disable to concentrate in the class and it can stimulate in violance activities among the students. It also will affect the teacher, thus he/ she can't perform his/her duty well. So, bad classroom affects both teacher and students.

The second challenges of non academic factor are *lack of facilities*. In this factor, there are several challenges categories including *inappropriate textbooks* which were another dimension of non academic challenges, which encompasses the lack of supplementary materials and incompability with the realities of the English learning and teaching context at Madrasah. *Socio-economic challenges* as lack of support from the families.

Methodology

Research design

For this research, a qualitative design with a case study approach was used to investigate the challenges faced by English teachers in teaching English. The researchers chose the design and method because case study will allow them to explore bounded systems (cases) with in-depth data collection involving multiple sources of information (e.g. Interview, demographic survey and observation) (Mukminin, Rohayati, Putra, Habibi, & Aina, 2017; Mukminin, 2012; Prasojo et al., 2017). Creswell (2003) stated that qualitative research is carried out in natural setting without manipulating the data and kind of educational research which the reseacher focuses on the views of participants; ask general questions and the participants' experience; and provide rich narrative descriptions (Mukminin, Muazza, Hustarna, & Sari, 2015). Moreover, Creswell (2007) stated that case study research involves the study of an issue explored through one or more cases within a bound system. This research focused on the challenges faced by English teachers in teaching, what kinds of challenging factors that they have and how they anticipate those challenging factors.

Research sites and access

The site of this research took place at Madrasah Tsanawiyah Jambi Timur and Madrasah stsanawiyah Dharma Wanita. The researchers did the research at Madrasah Tsanawiyah because based on survey from MORA (as cited in Alwasilah, 2009) the English lesson is the lowest score that is achieved by the students. Madrasah tsanawiyah Jambi Timur and Madrasah Dharma Wanita were chosen as the sites of this research because no research conducted at this school. It due to the location of this school is too far from the urban area. Another reason for taking these schools as the place to do the research is because both schools have lower quality compared to other madrasah tsanawiyah schools. Therefore, the researchers wanted to know the challenges faced by English teacher in those schools. To get the access to the school and teachers, a variety of networking sources had already been used, including sending a letter from the dean of faculty of education, Jambi University to the schools.

Sampling procedure and participants

Creswell (2003) stated that nonprobability or purposive sampling is the method of choice for most qualitative research. In this research, the researchers employed purposive or nonprobability sampling technique in this study and they specified the characteristics of a population that will be taken as the participants of the research (Mukminin, Kamil, Muazza, & Haryanto, 2017; Mukminin & McMahon, 2013; Mukminin, Ali, & Fadloan, 2015). The advantage of choosing the purposive sampling is that will best help the researcher understand the problem and the research question (Creswell, 2003). In this research, the researchers' puposefully selected all the English teachers at Madrasah Tsanawiyah Jambi Timur and Madrasah Dharma Wanita as the participants. These three English teachers were considered typical cases and the best potential sources of data for the study because they have a good

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experience in teaching English. To keep the teachers' identity, they were referred by pseudonym.

Data collection

In order to gain the necessary of the data in aswering the research questions, the data were obtained by giving demographic survey and doing in depth interview. Here, those techniques are linked each other. First, the researchers carried out the demographic survey and then interviewed the participants. The demograpy survey was the first step that the researcher did in collecting the data in this research. The researcher gave the demographic questionnaire to each participant. In this section, the researcher allowed the participants to skip any statement that they do not like to answer. Interview is one of the ways to collect the data in qualitative research. In this section, the researcher conducted a face to face interview to all the English teachers who had experience in teaching English as a foregin language at Madrasah Tsanawiyah Jambi Timur and Madrasah Dharma Wanita. The interview was the second step to do in collecting the data. The researcher used the interview guide that has been already prepared before doing the interview.

At the beginning of the interview, the researchers introduced her self and told her purpose of conducting the interview to each participant. All the participants were requested to describe about themselves. After that, the researchers asked each participant about their challenges in teaching English because English is not their primary or first language for the participants, they may answer either in Indonesian or English. During the interview, all participants were tape-recorded. Each interview lasted about 60 minutes, and with the permission of the participants, the results of the interview were transcribed and interpreted.

Data analysis

The demographic data were analyzed descriptively. The researcher used demographic survey in order to get the additional information about the participants before doing the interview. Christensen and Johnson (2008) explained that the usage of a qualitative research is to make the data plausible, credible, trustworthy and defensible. Based on the words "trustworthy and defensible", demographic survey will be useful to help the researcher to get the good samples or good participants for the research (Mukminin, Noprival, Masbirorotni, Sutarno, Arif, & Maimunah, 2015; Mukminin, Muazza, Hustarna, & Sari, 2015).

For the next step, the researchers transcribed the interview data. After transcribing the interview, then, all the transcripts were analyzed to identify categories according to the answers of the interview questions . Also, the researchers employed a coding process which would help the researcher to get specific data. Miles and Huberman (1994) stated that coding is analysis. Furthermore, Johnson and Christensen (2008) also state coding is a process of marking segments of data (usually text data) with symbols, descriptive words, or categories. Furthermore, to find and describe challenges factor in teaching English, the researchers analyzed and reanalyzed the individual interviews data by using *within-case* and *cross-case displays* (Miles & Huberman, 1994), and connected the data with research questions.

Findings

Related to the first question, the researchers had already specified two major themes based on the theory from Kizildag (2009) and Riash (2011), they are academic and non

academic factors. In Academic factors, the researchers categorized into three sub themes; motivation, ability, and attitude. After conducting the interview, all the participants felt that they did not find any challenges in term of attitude. Therefore, the sub themes attitude was classified into unchallenged factor under the major theme academic factor. Further, in non-academic factors also categorized into three sub themes; crowded classroom, facilities and socio economic. After doing the interview, the researcher found two new sub themes for non academic factor; school management issue and curriculum. The same thing happened like sub themes attitude, the sub theme curriculum was classified into unchallenged factor in term of non academic factor. This condition could happen because from the interview data, most of participants did not find any challenges in term of curriculum. There were two major themes related to the second research question (Table 1).

Table 1. *English teachers' challenges in teaching English at Madrasah Tsanawiyah*

Related to the first question	
Themes	Sub Themes
Challenging Factors	
Academic Factors	Students' demotivation
	Low students' basic English ability
Non Academic Factors	Crowded classroom
	Lack of facilities
	Socio economic level
	School management issue
Unchallenging factors	
Academic Factors	Attitude
Non Academic Factors	Curriculum
Related to the second question	
Teachers' effort	Giving Motivation
	Playing game
	Providing text book
	Teaching English using media
	Teaching English using traditional ways
Leader's support	

Academic challenged factors

In term of academic challenged factors, there are two sub themes emerged commonly in the interview data; students' demotivation and low students' basic English ability. *Students' demotivation,* one of the most common sub themes that emerged from the interview that is about students' demotivation. The sub themes emerged directly from the participants before the researcher asking about it. This sub theme related to lack of students' motivation, students' laziness, students' disconfidence and students' external problem. All of the participants in this research stated that motivation as the major component in learning English. Without having any motivation, the students can not receive the teaching materials

easily. The statement from the participants are supported by Krashen (1982) who stated that the most ideal affect condition is that learners have high motivation and strong self confidence, with it they can do better in learning language. Of the three participants, two of them mentioned in the interview that the biggest challenge while teaching is about lack of their students' motivation. She stated, "The students have less motivation to study English" (L. Personal communication, April 2017). In addition, another participant stated, "the students have no motivation, talent or interest to learn English" (A. Personal communication, April 2017).

Based on the findings above, they have the same challenge while teaching their students. They have the same perspective being asked about what the major challenge in teaching English as a foreign language is. In term of students' demotivation, lack of students' ability came up commonly from the interview. The findings above answered the statement from Krashen (1982) who stated that the students can not acquire their foreign language if they have no motivation in learning a language. The other challenge related to students' demotivation was about students' disconfidence. Self-confidence is one of the most important components that will help the students to achieve something. This is supported by Krashen (1982) who stated that self-confidence will help the students do better in acquiring a language. From the interview result, only one of them felt this challenge. She says "It is because most of students are shy to show their ideas" (N. Personal communication, April 2017). Further, the participants found other challenges related to students' demotivation that is about students' laziness. Students' laziness gave a bad impact in teaching and learning process. The students' laziness gave a strong influence to the the students' score and students' achievement. This point is also supported by Lou, Jian, and Wang (2004) who indicated that students' learning motivation had a strong influence on the learning outcome. One of the three participants stated, "Students' laziness being a challenge for me" (L. Personal communication, April 2017). She stated that it was a challenge too for her, because they are lazy to speak in English.

The statement from her can be seen that students' laziness gives a bad impact in learning process not only for the students themselves but also for the teacher while teaching. Interestingly, the last point emerged in the interview related to students' demotivation is about students' external problem. This point could answer the big question that researcher had "How could the students have a lack of motivation." One of the participants stated that the reason how the students' could have a lack motivation in learning was because of the students' parents. She said, "Not all of them are motivated in studing. It is because their parents force them to study at this school because they are not accepted to the other schools" (L. Personal communication, April 2017). From the statement above, the parents's ambitious could give a bad impact to their children's learning motivation. That statement gives other perception to the researcher that Madrasah Tsanawiyah is only the last choice for the students to study at. From the findings and the statement above, almost all the participants felt the same things related to the students' demotivation while teaching English as a foreign language which are lack of students' motivation, students' laziness, students' disconfidence and students' external problem.

Low students' basic English ability, the second sub-theme emerged in the interview data under the academic factor was students' low basic in English. One common finding was lack of vocabulary. Vocabulary is the most important aspect that must be learnt a language. Without grammar very little can by conveyed, without vocabulary *nothing* can be conveyed (Wilkins, 1974, as cited in Chen, 2009). Every single people will be able to master a language

if they have a lot of vocabulary. From the interview, all of the participants stated lack of vocabulary that made their students' teaching and learning process run ineffectively. She said, "The students do not understand when I say the word in English. So, I have to use two languages at the same time and it is rather tiring for me" (L. Personal communication, April 2017). In addition, another participation added "The challenge is the students cannot build the communication without mastering the vocabulary well. I think vocabulary is important to be master by the students" (N. Personal communication, April 2017). Another participant confirmed "The students lack of vocabulary(A. Personal communication, April 2017).

In brief, the statements from the participants above showed that lack of vocabulary becoming a serius challenge for them. In learning a language, the students should have enough vocabulary in order to help them to acquire the target language. Without having enough vocabulary, the students will be difficult to follow the materials that are given by the English teacher. Moreover, the English teachers faced a serius challenge because of limited vocabulary that their students have. They have to teach their students based on the materials that exist in the syllabus but at the same time they have to realize that their students have a limited vocabulary. Therefore, while teaching the English teachers have to use two languages at the same time in order to make the students understand what they are studying. Additionally, during the interview, she said, "Some of my students got difficulties to understand the teaching materials I have explained. It could happen because of low basic in English mastery from my students" (L. Personal communication, April 2017. She added "Some may be struggle, but some need to be guided" (L. Personal communication, April 2017). From the statement above, it is clearly stated that many of the students need to be guided while studying because they have low basic English mastery. In brief, two challenges that participants felt were students' low basic English masteryfactor and lack of vocabulary.

Non-academic challenged factors

The challenges from non academic factor constitude caused by lack of prior organization, lack of infrastructure for teaching communicative English and lack of support from the leader of school. In terms of non academic challenges factors, the problems hinder teachers in providing effective learning environment. Non academic factors cover facilities, socio economic, classroom, and school management issue.

Facilities, one of the common sub-themes that appeared from the interview under non academic challenges factor was about facilities. All the English teachers commented on the facilities at their school as a big challenge for them in teaching English as a foreign language. Lynch (2008, as cited in Gamit, 2012) stated clearly that facility is one of the important things in learning a language. The facilities like resources and materials could support someone in learning the target language better. The shocking result found that all the participants stated that they did not get enough support from school in providing good facilities for teaching English. She stated, "Facilities in my school is so poor in terms of textbook. The students only use worksheet. No book available from the school" (L. Personal communication, April 2017). In addition, another stated the same challenge related to facilities in terms lack of textbook. She commented, "No textbook is available, they only have the worksheet. So, the students do not have any specific textbooks" (N. Personal communication, April 2017).

Another major sub theme emerged related to school facilities was out date of sevice. This term related about no laboratory for English. Almost all of participants pointed out that

out date of English laboratory. One of teachers said that the facility in his school doesn't support us to have listening activities using the laboratory. She conveyed, "We don't have listening laboratory or English laboratory" (L. Personal communication, April 2017). Another participant commented, "there is no any labotatories, it will be difficult to have a listening test. So every teacher used their own media" (N. Personal communication, April 2017). The third participant added "When using media, it is so difficult to find the cassette. The material does not match to the textbooks and the textbook does not provide the cassette" (A. Personal communication, April 2017).

The statements above shows that the out date of service could be a serius challenge for English teachers in teaching process. By getting this information from the participants, encouraging the researcher to know deeply the reason "Why this challenge could happend?." As the researchers, we know that Madrasah Tsanawiyah is administrated by the Ministry of Education and the Ministry of Religious. It means there will be good support from both of them, but the fact is out of what the researcher expected. Here is the comment from one of the participants. She said, "There is big fund for the students but she doesn't know where the fund is gone" (L. Personal communication, April 2017). Surprisingly, she commented, "There are no any libraries at this school, there is no teacher's office as well. This is actually for the science laboratory only" (L. Personal communication, April 2017). In short, in terms of facilities, the English laboratory is out date of service and lack of textbook. They become a big challenge for English teachers while teaching English at madrasah tsanawiyah.

Socio economic level, in investigating participants' challenges, the researcher found that the majority of the participants' challenge in term of non academic related about socio economic. All the participants described the socio-economic challenges as the lack of support from the families. Working with low socio-economic level students, participants were challenged by the parental understanding of the importance of English. One of the participants illustrated "If the parents support their children, unconciously the students are motivated to study. It depends on the parents and socio economic factor" (N. Personal communication, April 2017).

Furthermore, the challenge that Nina had related to lack of parental support caused by low socio economic level. Lack of parental support and low socio economic level relates each other. The parents can not give a good support for their children in learning English because they have low socio economic. In this case, all the participants found that almost all of their students come from low socio economic level. The challenge that participants had also supported by Alwasilah (2009) who stated that the *madrasah* communities are usually of middle to lower status even lowest.For instance, one of teachers says "the students at this school mostly come from not good in economic" (L. Personal communication, April 2017). The same opinion is delivered by the second participant. She said, "I think that most students are from he middle class" (N. Personal communication, April 2017). The last participants also stated about his challenge in term of socio economic, he said, "They are from middle to lower class students." In addition, the first participant also illustrated, "Low of socio-economic level became a challenge for me while teaching because they need the dictionary. Sometimes they said they cannot afford to buy dictionary because it is not cheap" (L. Personal communication, April 2017).

In conclusion, there were two challenges appeared in terms of socio economic status; they were lack of parental support and low socio economic level. However, most of teachers used their own ways to anticipate this challenge. *Classroom condition*, the other factor that emerged in English teachers' challenges under non academic factor was classroom condition.

Two participants mentioned that crowded classroom caused ineffective teaching and learning process. The English teachers cannot give attention fully to the students because they cannot handle the class by themselves. This condition is supported by Valerian (1991, as cited in Ajibola, 2010) who stated large classes affect the quality of teaching and also affect the concentration of the students who are trying to learn in the classes.These include students not paying attention to the teacher and trying to hide from the teacher's attention. Crowded classes also create bad athmosphere in teaching process. First participant stated, "The class is very crowded. The ideal class should be not more than thirty students. While we have forty three, forty four, to forty five students in one class, it is also very hot and sometimes the students are very noisy too" (L. Personal communication, April 2017). Second participant stated, "It will be difficult if there are too many students. We cannot monitor the students one by one; it will be easy for us to handle the students if the class is not too crowded" (N. Personal communication, April 2017).

On the other hand, first participant explains crowded classroom is not a challenge for him although there are thirty three students in his class. He stated, "I do not have any challenges in term of crowded class" (A. Personal communication, April 2017). Moreover, second participant states the same challenge related to the real classroom condition at her school. She explained that the condition of the classroom is not appropriate with the population of the students in a class. She mentioned, "There are some classes that are not appropriate, the class is too small" (N. Personal communication, April 2017). In terms of the classroom condition, crowded classroom and small size classroom could be some challenges for the participants while teaching English.

School management issue was an emerging sub-theme that emerged in the interview. School management issue refers to the working environment. This covers uncover financial issue, relationship with the leader of school, teachers' disharmonity and unprofessional time management. Common important indicators of a school management condition based a study of Nursing Home Community Coalition of New York State (NHCC) conducted in 2003 are being threat with respect, having enough staff to care for others, getting support from and having a good relationship with supervisors, and working together as a team. Surprisingly, from three participants, Latifah is the one who has some challenges related to school management. During the interview, first participant mentioned about financial issue and it emerged for several times. She said, "The teacher is forbidden to know where the money is? What it is for? We are forbidden to ask about that."

From the statement above, first respondent stated clearly that there is financial issue in her school. The researchers are interested to know and investigate deeply "What's going on with the school management in their schools". Furthermore, the researchers found other findings related to school management issue in terms of relationship between the teacher and the leader of school. Suprisingly, one of participants wanted to share everything about school management in her school, including about school issue. The statement from her strengthen that there is something wrong between her and the leader. She stated, "If we want to ask about that, the headmaster will get angry because it is a secret. He tried to make it up the report" (L. Personal communication, April 2017). Another challenge that emerged in the interview was about teachers' disharmonity. From three participants, only first participants who had some challenges related to school management issue. The researchers did not find the same comments from the second participant. She said, "Eventhough they teach in the same school, I have personal problem with the leader and I have disharmonity with my

peers." As she commented that, from the three teachers, she is the only one to be sent to other province to study for graduate school.

Meanwhile, second participant explained that there was unprofessional time management in her school. Professional time management refers to schedulling English class in appropriate time. The challenge that she faced in teaching English as a foreign language when the class began in the afternoon. Unprofessional time management gives a bad impact to the students' motivation in learning English. She stated, "We go home at one forty five. The students are getting really tired when they have to study English in the afternoon" (N. Personal communication, April 2017). In conclusion, the findings above gave different perspective on school management issue. Each participant hashis/her own perspective and can not be generalized in terms of school management issue.

Unchallenged factors

Firstly, before conducting the interview section, the researcher had already specified two major themes for the first question; academic and non academic challenges factors. In academic challenges factors, the researcher devided into three sub themes; students' dimotivation, low students' basic in English and students' attitude. Out of the researcher's mind, the result of the interview showed that there was no challenge in term of students' attitude. Hence, the researcher re-classified the sub themes. The sub theme students' attitude is categorized into unchallenges factor under major theme academic factors. For non academic challenges factor, the researcher found emerging sub theme in the interview data; school management and curriculum. On the other hand, curriculum is not a challenge factor for the participants. Therefore, the researcher classified it into unchallenges factor in under non academic factor.

In terms of *attitude*, the participants believed that their students have a positive attitude toward English. Attitude plays an important role in a language learning process. Attitude of the students will give an impact to the students' motivation in learning. Brown (2004) stated that positive attitude would motivate the learners to achieve their learning goals. According to the participants' opinion about attitude, they did not get any challenge from their students' attitude while teaching English as a foreign language. They expressed, "The students have good attitude in learning English" (L, N, & A. Personal communication, April 2017).

Based on the findings in terms of students' attitude, the participants felt that they got a positive attitude from their students. Every single thing will run well in teaching if the students show a positive attitude in learning process. A curriculum is made by the Ministry of Education for guiding the teachers in identifying the best concept for teaching, helping the teacher in planning interaction of students with the instructional content, materials and process evaluating the attainment of educational objective. Surprisingly, curriculum is not as an issue of challenging factor in teaching English at Madrasah Tsanawiyah. Moreover, the participants stated that there was no difference between curriculum of Madrasah Tsanawiyah with the general school. Before conducting the interview section, the researcher thought that there will be some differences between curriculum of Madrasah Tsanawiyah with curriculum of Junior high school. First participant stated, "There is no difference between MTS and Junior High School curriculum. In general schools, they have Islamic Religion subject while in Madrasah Tsanawiyah, they also learn Quran and Hadist, Arabic, etc." (L. Personal communication, April 2017). Second participant added that there is no difference, however, for English subject, they have similar standard and competency as junior high school.

The statements above showed that there was no difference between curriculum of Madrasah Tsanawiyah if we compare with the curriculum of Junior High School. In madrasah Tsanawiyah, the students will learn many subject related to Islamic education rather than students of junior high school. Basically for general subject such as English, Science, social and other general subject. Madrasah Tsanawiyah applied the same curriculum like Junior High School used. On the other hand, Abigail explains the differences between Curriculum of Madrasah Tsanawiyah and Junior high school based on the theme. Teaching materials in Madrasah Tsanawiyah have to contain Islamic values. One of the participant she mostly has the same ideas. She conveyed, "Our school is directed to have more Islamic values and topic in our lessons" (A. Personal communication, April 2017).

In brief, all the participants did not find any difficulties related to curriculum for Madrasah Tsanawiyah. They teach their students effectively under the guidance of curriculum.

Teachers' effort to anticipate challenging factors

There were two major themes related to the second question (as shown in table.1); teachers' support and leader support. *Teachers' Support*, English teachers'challenges in teaching English at Madrasah Tsanawiyah Jambi Timur and Madrasah Tsanawiyah Dharma Wanita based on their experience described in previous section. English teachers' challenges related to *academic factors and non academic factors*. Therefore, to minimize the challenges and to maximize the educational goals, the English teachers do their best through making some effort to anticipate those challenges factors. The English teachers use the following effort to minimize the challenges that they had while teaching.

Giving motivation, motivation identified as the most powerful influence on learning to most teachers. When the students come to the class with lack of motivation, it will be a challenge for the teachers. This condition motivates the teachers to give motivation to their students in learning. Giving motivation to the students is one of the great efforts to do. Dornyei (2001, as cited in Kizildag, 2009) stated that teachers believe that giving motivation to the students is one of their jobs by creating classroom task. From the interview, two from three participants state that giving motivation is the basic effort that they can do to get a good students' motivation in learning English. First participant commented before she taught the students, she reflected,

> "Sometimes I motivate them. English is important for them because lot of work and lot of occupations need in English skill. Learning English will help them to get a better life than their parents's life since they mostly come from middle to lower economic class family" (L. Personal communication, April 2017).

Furthermore, the second participant stated, "I just want to motivate them better in learning English" (N. Personal communication, April 2017). The effort from the participants can work well if the students naturally have a good motivation in learning process. By giving the motivation to the students could increase the students' willingness in learning and they will understand how important English for their future is.

Playing game is one of interactive efforts that can be used to solve the challenges. Kim (1995) emphasized that giving games to the students provide many advantages for the teachers and the students. By giving some games that related to the teaching materials could

improved students' willingness in learning English. The students enjoy the learning activity with fun way rather than learning in serius way. First participant, during the interview commented her effort to gather students' interest in learning English. She stated, "Sometimes I tell them how to play the game and it makes the students attractive to the game" (L. Personal communication, April 2017). By using this strategy, students will have better motivation in learning the target language."

Another participant stated the same thing like as the first one. The effective efforts to minize the challenges were to give some games. She stated, "To motivate the students, I give some games to them" (N. Personal communication, April 2017).Those statements showed that playing game is one of the great efforts to do. Giving some games to the students is so useful. Playing game could increase students' confidence in learning because in playing game the students will not think about their mistakes while practicing a language. The students will enjoy their activity by playing and they could improve their knowledge about the target language at the same time.

Providing textbooks is one of the important aspects that could help the teacher in teaching and learning process. Textbooks can give learners sense of security. The advantage of having textbooks stated by Rohmah (2009) is learners can look ahead to see what is coming next and review what has been covered. Textbooks also provide the opportunity for self-study. One of participants said that there is no textbook that can support her in teaching English. Therefore, she has to find the textbook by herself. She stated,

> "I still find another book because I think it is important for me and this is important for my students too. That's why I do not care about the school facility. As long as I can give what the students' need. I can buy it by myself" (L. Personal communication, April 2017).

The statement above showed that the participant provide the textbook by herself without having any support from the school. That is one of the effort that she can do to anticipate the challenge that she had while teaching English as foreign language. Another effort to anticipate the challenge while teaching relates to textbook providing was done by Naomi. She tries to find the teaching materials by herself. She provides the teaching materials by searching in the internet. She explaine, "We could download some materials based on the standard and give it to the students" (N. Personal communication, April 2017). In conclusion, eventhough the participants had a challenge in term of textbook and they did not get any support from school in providing the textbook, they give their best by providing the textbook and providing the materials by themselves.

Teaching English using media, the participants pointed out that teaching English by using media is one of the great efforts that they have to do in order to solve the challenges. Media is one of tools in for language teaching and learning which give a good contribution in learning process.The advantage by using media in teaching English is could improve the students' couriousity in learning English (Mateer, 2012). In this case, teaching by using media makes the students easy to understand the teaching materials and they could enjoy the learning process. Furthermore, two from three participants used several kinds of media in teaching English eventhough their schools do not provide the media for them. They thought that teaching English by using media is the best effort to motivate their students in learning English and to increase the students' knowledge in learning English, eventhough their school did not provide enough media for them. The first participant stated, "It will be better if we

give the materials by using the media and a specific strategies. So, the students will not be bored in learning" (N. Personal communication, April 2017). Therefore, second participant added, "By using some media, for example, in this week I use laptop and cassette, and for the next week, I will use another media, or by giving some questions in order to motivate them" (A. Personal communication, April 2017)

Another advantage by using media in teaching English is helping the teachers to provide interactive activity in teaching in learning process. Media is very usefull to assist the English teachers be creative in teaching. The teachers could transfer their knowledge with fun teaching and learning process. Second respondent states that she could teach her students creatively by providing some pictures to her students. She commented, "Making some pictures, and then asking the students to write based on the sequence of the picture will make them have good motivation in learning rather than by using a book all the time" (N. Personal communication, April 2017).

From the findings above, the participants revealed that teaching English by using media is the best choice to anticipate the challenge that they had in teaching English related to students' motivation and students' ability improvement in learning English. Media also helps the students to catch the teaching materials easily rather than reading their book every single days.

Using traditional ways, teaching English by using traditional way is the last choice that the teachers can do in solving the challenge. The out date of facilities caused this way is used by the English teacher in teaching. During the interview, the participants stated that they did not get any facilities that can support them in teaching listening. Hence, they choose this way as the last effort in teaching listening. In term of teaching English by using traditional way, first participant statd,s "I read the word, or a short conversation, and I ask my students to fill the blanks of a conversation and they just listen to me" (L. Personal communication, April 2017). The same opinion was explained by second participant related teaching English by using traditional way. He stated, "Traditionally, I read and they listen, then they write what they have already heard (A. Personal communication, April 2017). Eventhough, two teachers commented severals challenges that they face in teaching listening and finally they have to use traditional way in teaching listening. They were happy and they enjoy the teaching and learning process. For instance, first respondent shows her happiness in teaching although she got a limited support for teaching. She stated, "Try to do our best, use the things that we can used" (L. Personal communication, April 2017).

Leader's support, one of the common themes emerged in the interview data was about leader's support. It covers providing the media, providing dictionary for the students giving training for English teachers, and evaluating the teachers. Two from three participants mentioned in the interview that they got some support from the leader of school to solve some challenges that they had in teaching English. Second participant who has worked at current school during her service said, "From the leader, I think like giving and providing the media,and then by doing supervision" (N. Personal communication, April 2017). In addition, third participant states the same opinion related to leader's support. He agreed what first participant's comment, although there was a difference. He got the support from the leader in term of providing dictionary. He stated, "By using BOS funding, the school provides the dictionary for the students (A. Personal communication, April 2017).

Another support from the leader of school to anticipate the challenge is giving some training to the English teachers. It is carried out in order to give a good understanding to the English teachers how a foreign language should be taught. Giving the training is the best

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support that is given by the leader of school. Kizildag (2009) stated that giving a training to the English teachers will help the teachers to teach their students in a good way. Second participant told that she got that kind of support from the leader of her school. She stated, "The leader gives some suppors by giving the trainings especially to the English teachers" (N. Personal communication, April 2017). Surprisingly, first respondent was the one who teaches in the same place as the second one, she states that she did not get any support from the leader of school during teaching at the current school. She commented, "Four years ago, I asked the leader to buy a LCD projector; it would make the students and the teacher easier to study" (L. Personal communication, April 2017).

Contrary with first participant's comment, second participant told that much support that she got from the leader, not only in providing media and giving some training but also in giving the schoolarship to the students who have low economic status. She stated that the students who have low economic status will get the scholarship; the school administrator will help with the administrational matter. In terms of leader's support, providing the media, providing dictionary for the students, giving training for English teachers, evaluating the teachers, and giving scholarship, are identified as the support given by the leaders of school in anticipating the challenges that English teachers had.

Discussion

The purpose of the research was to investigate deeply the English teachers' challenges in teaching at Madrasah Tsanawiyah. It also aimed to find out what kinds of effort that English teachers do in anticipating the challenges that they faced while teaching English as a foreign language. In the result of the research, every participant had various challenges in teaching English toward this research. The results showed that English teachers experienced two main challenged factors while teaching at their schools; (a) academic factor and (b) non academic factor. In academic challenged factor, it indicated clearly that the common sub themes emerged clearly in the interview data were related to students' demotivation, low students' basic English ability and students' attitude. Especially for students' attitude sub theme, it was categorized into unchallenged factor under the major theme academic factor. It was found by the researchers because from the interview result, all the participants commented that they did not find any challenges in term of students' attitude. Then, there were five sub themes emerged under the major themes of non academic factor; crowded classroom, facilities, socio economic, school management issue, and curriculum. Especially for the sub theme curriculum, it was classified into unchallenged factor because almost participants did not get any challenges. Additionally, there were two major themes that emerged in from the second question related to the teachers' effort in anticipating the challenges factors; teachers' effort and leader's support. Teachers' support included giving motivation, playing game, and providing text book. Then, there were five kinds of support from the leader of schools in anticipating the challenges that English teachers had while teaching, such providing the media, providing dictionary for the students ,giving training for English teachers, evaluating the teachers, and giving scholarship.

Based on the findings, the students' motivation could be identified as the most challenge factor that English teachers faced while teaching. All the participants thought that motivation is the important key element affecting students' learning process. The students will be easy to understand the teaching materials if they have a good motivation while following the learning process. In this case, the participants found that most of students have

lack of motivation in learning process. It really challenges them in teaching. Lack of students' motivation influencees the teaching process and it is in line with the previous studies findings related to English teachers' challenges (Abrar & Mukminin, 2016; Abrar et al., 2018; Mukminin, Muazza, Hustarna, & Sari, 2015; Mukminin, Noprival, Masbirorotni, Sutarno, Arif, & Maimunah, 2015; Mukminin, Ali, & Fadloan, 2015; Sadtono et al., 1997; Rahman & Alhaisoni, 2013) who stated that low motivation caused the students to be difficult to achieve a good score in learning English. Furthermore, this research indicated that most of students have lack of vocabulary and have low basic in English. The English teachers faced a serious challenge when they have to teach the students with low basic in English and the students who have lack of vocabulary. As the researcher discussed above, this situation is supported by Wilkins (1974 as cited in Chen, 2009) who stated a language without vocabularym nothing can be conveyed. The teachers have to explain and translate the word in bahasa at the same time. Surprisingly, the reseacher did not find any challenges in term of students' ability from the previous research.

Another surprising thing is that students' attitude emerged as the unchallenged factor. Students' attitude influences students' motivation. If the students have a good attitude, it will motivate them to achieve learning goals. The English teachers in this research found that almost their students have a good attitude in learning English. They did not find any challenges in term of students' attitude. The finding of the students' attitude in this research is not in line with the previous research conducted by Mutawa (1986, 1994, as cited in Malallah, 2002) who showed that Kuwaiti students are not favour in English learning. They thought that English will not help them to get a better job and to get a bright future.

Furthermore, the researcher discussed another finding in terms of non academic challenged factors related to limited facilities for teaching and learning English which is crowded classroom. The findings showed that the English teachers found some challenges in sub theme facilities, they lack of textbook and the out date of facilities of English Laboratory. Most of English teachers in this research have the same opinion being asked about facilities that they got from their schools. Before conducting the interview, the researcher thought that Madrasah Tsnawiyah School had good facilities because this school administrated under Ministry of Education and Ministry of Religious Affair, but the fact was out of the researcher's thought. Overcrowded classes was the the biggest challenge that the participants had. They can not give the attention fully to their students because the class is so crowded. It also showed from the previous studies by Saikia (2013) and Rahman and Alhaisoni (2013) who found the same challenges in terms of lack of facilities and overcrowded class. It does not mean that the participants were not qualified in teaching English. This condition happened because of overcrowded classroom. The data from participants' profile showed that all the participants in this research were qualified in teaching English. All of them were graduated from faculty of teacher training and education and they took English department as their major. The finding from the previous research was not the same as the current research. Rahman and Alhaisoni (2013) stated that the English teachers faced a challenge in teaching because they were unqualified teachers.

The other common challenges factor under non academic challenged factor was socio-economics. Moreover, this finding in the interview data was approximately supported because participants had reported. They stated that this problem was caused by low social economic status. Most of students of Madrasah Tsanawiyah came from low social economic status (L. & A. & N. Personal Commnunication, April 2017). The same challenge in term of socio- economic is also supported by Alwasilah (2009) and (Arib, 2017). Surprisingly, school

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management issue came up commonly in the interview data. In this research, the school management issue covered financial issue, relationship with the leader of school, teachers' disharmonity, unprofessional time management. Related to the previous research, the researcher did not find any previous researches that discussed about school management issue. The interview results revealed there was no challenge related to the curriculum, the teachers assert thatcurriculum was not a challenge factor for them in teaching English as a foreign language. They stated there was no difference between the curriculum of Madrasah Tsanawiyah compare with the curriculum of Junior High School. Kizildag's study (2009) indicated that curriculum as one of the challenge factors in teaching because there are many learning goals in curriculum but they are not realistic. The current finding in term of curriculum has different findingas the previous research. The challenging factors above can be minized by some effort from the participants and from the leader of school. They anticipated those challenges factor by giving motivation, playing game, providing textbook, teaching using media and teaching using traditional way. Giving Motivation is the first effort that participants did in anticipating the challenge. The participants believed that giving motivation is the greatest effort to do. This effort also supported by Dornyei (2001, as cited in Kizildag, 2009) who stated that giving motivation is the basic effort that could help the students in increasing students' willingness in learning.

Then, the second effort is by playing game. As the researcher stated in the findings above, giving games to the students could improve students' willingness to study and provide many advantages for the teachers and students (Kim, 1995). Other findings such as providing textbook, teaching using media and teaching using traditional way are in line with the Rohma (2009), Mateer (2012), and Erlina, Marzulina, Pitaloka, Astrid, Yansyah, & Mukminin (2018). Additionally, the researchers found some leader's supports in minizing the challenges that English teachers' had, they are providing the media, providing dictionary for the students giving training for English teachers evaluating the teachers, and giving scholarship.

Conclusion and Recommendations

The purpose of the research was to investigate the English teachers' challenges in teaching at Madrasah Tsanawiyah. It also aimed in finding out what kinds of effort that English teachers do in anticipating the challenges that they faced while teaching English as a foreign language. The result indicated the main challenges factor that English teachers faced in teaching in this research are academic factors (students' demotivation and low students' basic English ability) and non academic factors (lack of facilities, crowded classroom, socio economic level and school management). The interview result indicated two unchallenged factors in term of academic factor (students' attitude) and non academic factor (curriculum). From the findings, the researchers could conclude that all the participants faced some challenges in teaching English with the difference factors. The challenges that the participants had can not be generalized because each participant hashis/her own perspective to see something as a challenge or not. This finding is linewith the previous studies related to English teachers' challenges in teaching.

In this research, he participants provide their effort to anticipate the challenges factor that they got while teaching English such as providing the media, providing dictionary for the students, giving training for English teachers, evaluating the teachers, and giving scholarship. In the light of the result, English teachers at Madrasah Tsanawiyah found many challenges while teaching English. The researcher therefore compared academic challenged factors and

non academic challenged factors, and the English teachers found that non academic factor was the highest challenges that they had in teaching.

The researchers suggest some recommendations for English teachers and school administrators. Teachers should cater for individual differences and satisfy the students' needs and wishes. Next, teachers should do their best and exert sincere and double efforts to raise the students' achievement in English. The other suggestion is the school administration should try to make solution for getting rid of over crowded classes and number of students in class.The school administration should also provide schools with instructional media according to the needs of schools, because we live in the age of technology and this will facilitate learning and teaching. For further researchers who are interested in conducting the other research related to this topik, it will be interested to gain deep information about students' challenges in learning English at Pesantren, because the current research only focused on the English teachers' challenges in teaching English.

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The Curriculum Evaluation of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah Palembang

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Abstract

This study aims at providing the information related to the accuracy of the curriculum composing in Islamic Education Study Program of Tarbiyah and Teaching sciences Faculty of State Islamic University of Raden Fatah. It was an evaluative research using Countenance Stake model. To collect the data, documentation, interview and questionnaire were used. In addition, the data were analyzed both qualitatively and quantitatively. Moreover, the result showed that, in general, the curriculum in Islamic Education Study Program of Tarbiyah and Teaching sciences Faculty of State Islamic University of Raden Fatah did not fulfill the minimum standards used since there were still some aspects to be revised. The problems were that the form of the component of the curriculum only had three out of eight minimum components, the framework of alumnus profile still did not meet any requirements to solve any problems and face any challenges developing in the society, the creating and arranging process were not through suggested procedures, and the curriculum implementation was not as it had to be.

Keywords: curriculum, evaluation, Islamic education

Introduction

A curriculum has crucial position in education system. It determines what, when and how an education must be implemented. According to Johnson, curriculum is related to any education activity which is for accomplishing any education aims (as cited in Sukmadinata, 1988). Therefore, curriculum is the core of education itself, and it has a strategic influence on the process of education. In responding the development of science and technology, curriculum is required to change. The change is done since the outcome of education system must be relevant to the need and demand of the particular era, for example, it must meet the job qualification. In 2012, Indonesia government made Peraturan Presiden (PP), President Regulation, Number 8 of 2012 about Indonesia National Qualification Framework or Kerangka Kualifikasi Nasional Indonesia (KKNI). In article 1 clause (1), it is mentioned that KKNI is a framework level of competence qualification that can combine, balance, and integrate among educational fields and the fields of work training and experience to give competencies admission based on job structure in any sectors. Moreover, in article 2 clause (1) it is mentioned that KKNI has nine qualification levels, starting from level one as the lowest level until level nine as the highest level. Further information is given in article 3 clause (1) that is every qualification level on KKNI has an equality with learning outcome

created from education, work training or work experience (President Regulation of Indonesia Number 8, 2012).

Furthermore, in the higher-education level, KKNI regulation has implication that it is necessary to do adjustment between alumni's qualification and KKNI qualification. Hence, every study program in the university must adjust their curriculum. It is mentioned in regulation of Ministry of Education and Culture Number 73 of 2013 about the application of KKNI of higher-education Article 10 Clause (4) that every department study program must create a curriculum and evaluate the run of it which must be based on KKNI of higher education. Curriculum referring to this KKNI is called as Kurikulum Pendidikan Tinggi (K-DIKTI), higher education curriculum. By applying the curriculum referring to KKNI, Islamic Education Study Program of Tarbiyah and Teaching sciences Faculty has already arranged K-DIKTI based on KKNI. However, curriculum created still has some questions related to its concept of learning outcome and the relation to KKNI and national standard of higher education, Standar Nasional Pendidikan Tinggi (SN-DIKTI). Besides that, it is still questionable if the implementation of lectures of the curriculum has already been based on the learning outcomes which have been formulated, and whether the implementation of the curriculum itself has run appropriately.

This research is limited only on evaluation of the curriculum document of Islamic Study Program and its implementation in teaching and learning process. Curriculum evaluation becomes really important as an effort to gain information about the accuracy of curriculum design in Islamic Education Study Program of Tarbiyah and Teaching sciences Faculty of State Islamic University of Raden Fatah. Moreover, evaluation is a process to know whether the purpose of education has been achieved and realized (Tayler as cited in Zaini, 2009). Hasan (2009) adds that curriculum evaluation is a systematic effort to gather information about a curriculum to be used as the consideration about value and mean of a curriculum in a particular context. Wright also supports that curriculum evaluation may be defined as the estimation of growth and progress of students toward objectives or values of the curriculum (as cited in Sukmadinata, 2009). Thus, curriculum evaluation might be defined as a systematic effort to collect information about a curriculum which is to know the effectiveness, relevancy, efficiency, and feasibility of a curriculum. The indicators of curriculum evaluation used in this research are Kerangka Kualifikasi National (KKNI) – national qualification framework; Standar Kompetensi Lulusan (SKL) – alumni competence standard; and Standar Isi (SI)- content standard, in Standar Nasional Pendidikan Tinggi (SN-DIKTI)- higher education national standard; and the guidance of curriculum design of higher education 2014 from Dirjen DIKTI - Directorate General of Higher Education.

This research was in purpose to provide information about the accurateness of curriculum compiled in Islamic Education Study Program Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah. More specifically, its aims were at providing information about the distribution accuracy of component in curriculum document; the framework accuracy of alumnus profile in curriculum document; the correct step of curriculum compiling; the accurate implementation of lecture in the curriculum structure; and the correct implementation of the curriculum itself. There are some studies previously conducted related to the topic discussed in this research in the area of Islamic higher education. First of all, Hidayati (2009) conducted a research in title Evaluasi Kurikulum Jurusan Kependidikan Islam Tahun 2005 Fakultas Tarbiyah UIN Sunan Kalijaga Yogyakarta. The result showed that in the curriculum document of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University Sunan Kalijaga 2005

implied that the core competence of the alumni was that they had to have professional capability in education management comprehensively. Somehow, the structure of curriculum still did not meet all of requirements and tended to be more general. Besides that, the curriculum evaluation in learning process, both theory and practice were not based on competency demands in the curriculum demands.

Another work was established by Khodijah, et al. (2005) entitled Evaluasi Kurikulm Program Studi Manajemen Pendidikan Islam Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang. From the study, it can be concluded that the curriculum of Islamic Management Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University Raden Fatah Palembang did not meet all of the standards given. Therefore, there must have been any further revisions either in designing process or document itself. This research is different from the previous one in terms of the focus and methodology of study. This research investigates the curriculum of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University Raden Fatah Palembang by using mixed method approach, which is the combination between qualitative approach and quantitative approach. On the other hand, two other studies mentioned before only used qualitative research approach. Moreover, this research did not only do evaluation on curriculum document but also evaluate the implementation of the curriculum. Therefore, this study aims at evaluating both the curriculum document and the implementation in Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University Raden Fatah Palembang related to KKN, SN-DIKTI, and higher-education curriculum arrangement guidance 2014/2015 published by DIKTI.

Literature Review

Concept of curriculum

According to Dulton, curriculum is an experience obtained by the students from the guidance of school (as cited in Mudlofir, 2012). Moreover, Nurgiantoro (1988) states that curriculum is a medium to reach the purpose of education. Curriculum and education are interconnected aspects and cannot be separated from each other. Minister of Education and Culture of Indonesia explains that curriculum is an instrument of education to create a people who have good attitude, knowledge, and skill so that they can be productive, creative, innovative and affective workers. In Law No. 20 of 2003 about national education system and Government Regulation No. 19 of 2005 about national standard of education, it is mentioned that curriculum is a set of plan and regulation about purpose, content and lesson material and curriculum is used as the guidance of teaching and learning process to reach a particular learning outcome. Therefore, it can be concluded that curriculum is a set of education plan arranged structurally, and it becomes the guidance and medium for teacher and related institution to give a learning atmosphere for students so that they can obtain the expected curriculum purpose.

Furthermore, curriculum has five main components, they are purpose, material, teaching strategy, curriculum organization and evaluation.

The purpose is one of the parts of the curriculum that has to be completed in the teaching and learning process. According to Sanjaya (2011), there are some reasons why formulation of curriculum purpose is really crucial. First, the purpose is really related to the

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target that must be reached by every kind of education activity. Through a clear purpose, it can help the curriculum developers in designing curriculum model which can be used to help teacher design learning process. Moreover, the clear curriculum purpose can be applied to control and to decide the quality and boundary of education.

Material, Sukamadinata (1988) proposes seven sequences of the structure of learning material. First, chronological sequence, learning material that contains a time order. Second, causal sequence, a learning material sequence that has cause and effect relationship. Third, logic sequence, the sequence that starts from the subdivision to the whole material, from the simple to complex one. Forth, the psychologist sequence is the reverse of logic sequence; it starts form the complex to the simple one. Fifth, spiral sequence, that is a lesson focused on a topic or particular material that is simple and popular then developed to a more complex material. Sixth, a reverse sequence, a sequence when the teachers start to teach from the final step and back to the early material. Finally, the sequence based on the study hierarchy, the procedure of teaching starts from analyzing the purposes intended to be reached then it is looked for the hierarchy of material to obtain the purpose of competencies.

Strategy, the differences in determining purpose and lesson material have a consequence in deciding a strategy that wants be developed. If the purpose of study is mastery of intellectual-information, the strategy developed will be teacher-centered. Somehow, there are some reactions from some groups believe that the focus of study must be the students not the teacher. Moreover, since there is a development in the technology, technology-based learning brings its own implication in deciding learning strategy. It is possible in technology- based learning that the students can study individually without their teacher. They can use internet or other electronic devices to support their learning process. Hence, there are a lot of possibilities to make a strategy of teaching even though each strategy has its own strength and weaknesses.

Evaluation is one of the components of curriculum. The function is to check whether the purpose of the particular curriculum can be achieved or not. As stated by Wrigh, a curriculum evaluation may be defined as the estimation of the growth and progress of students toward objectives or values of the curriculum (as cited in Sukmadinata, 2009). Therefore, in the curriculum context, evaluation can be used to know whether the decided purpose has been achieved or not, and it also can be used as the feedback in improving the strategy used before.

Kinds of curriculum

Kinds of curriculum or also known as curriculum organization are a pattern of the lesson material arrangement that will be delivered to the students. Curriculum organization is related to curriculum purpose to be achieved because different pattern will bring a different content and the way to deliver it will also be different (Purwanto, 2008). According to Nasution (2008), curriculum can be divided into four kinds.

Separated subject curriculum, this curriculum is considered as the curriculum of lesson material that is separated between one subject to the other one one another. The subjects are arranged logically and systematically, so the students can learn it well. The implication of this curriculum is that if there is a new branch of knowledge, there will be more subjects have to be learned. Its advantage is the material of study is arranged systematically and logically. Hence, the method used to teach the material can be effective, and students can learn the material effectively. The assessment also will be easier because the material is usually

determined based on the same curriculum so that the same examination or test can be done in all countries. Moreover, another practical advantage is most of the university make the entrance-test based on the knowledge in the lesson. The teacher is used to teaching separated subjects, so it is considered to be easy for them to apply the separated subject curriculum. On the other hand, the weakness is that the content of the curriculum is derived from the previous era. Therefore, it is not based on the current problems appeared on the era, so it will be easy for the students to forget the lesson.

Correlated curriculum, in this curriculum, it correlates some lesson with other lessons. Hence, the scope of material will be broader. There are some benefits of this curriculum. First, students' knowledge will be integrated. Second, by looking a great bound among each subject, students' interest will be improved. Third, it will give a broad and deep definition since it views every subject from every kind of perspective. Somehow, the weakness of the curriculum is that it is hard to correlate the problems in the daily life. Moreover, it does not give the knowledge which is systematic and deep for a particular subject. Thus, it is considered as inadequate for the preparation to study at university.

Broad fields curriculum, it is a kind of curriculum that is made by fusing a similar subject to other subject. This curriculum is sometimes known as fusi curriculum. This curriculum contains the combination of subjects which will give the realistic function of the subject itself, and it will make the subject has full of definition and focus on the fundamental principle and generalization. Meanwhile, the curriculum only gives the information as a sketch, abstract, and less logic from the perspective of a subject.

An integrated curriculum is the product of integrating effort of materials from any kinds of problems that need a solution from any materials or resources from some subjects and fields. Integrated curriculum has flexible characteristic and makes the learning outcome different from each student. However, this curriculum is considered difficult for the students, especially, when they face the final examination. Integrated curriculum also focused on improving the psychological aspects that influence the integration between individuals and their environment.

Curriculum evaluation

Wand and Brown as cited in Djamarah and Zain (2006) state that evaluation refers to the action process to determine the value of something. In broader definition, curriculum evaluation is aimed to check the performance of curriculum as a whole which is observed from some criteria. The indicator evaluated is not only about the effectivity but also the relevancy, efficiency, and feasibility of the program. Meanwhile, Taba (1962) explains that the aspects that must be evaluated in the curriculum are the objective, its scope, the quality of personnel, the capacity of the students, the relative importance of various subject, the degree to which objectives are implemented, the equipment and materials. Moreover, Neil (1988) defines curriculum evaluation as an effort to answer two questions. First, whether learning opportunity, study program and planned activity will bring a desired result if all of them are implemented well. The second thing is about how the curriculum outcome can be developed. Moreover, According to Hamalik (2001), the aspects evaluated is based on the aims that want to be achieved, either the aim of curriculum or the purpose of teaching and learning process. Every aspect evaluated is based on the components that want to be improved. Every component has content of knowledge, skill and attitude, and value. In deciding the evaluated aspect, it is based on the success criterion determined in the particular curriculum.

It is clear that the curriculum evaluation has a critical role in education life, especially in formal education. Through curriculum evaluation, the effectiveness of teaching can be measured, students' achievement can be observed, and the result of evaluation can be used by curriculum developers to improve the curriculum in future. Rusman (2009) states that evaluation usually becomes a final step for the whole process. Curriculum is evaluated after being implemented to know whether the purpose determined has been achieved or not. On the practice, curriculum has a broad definition. Curriculum can be a sample of test as long as the elaboration which is to ensure the accuracy of a particular class is in line with the skill and content that they have already settled. Steven as cited in Rusman (2009) differentiates between summative and formative evaluation. In the summative evaluation, evaluation aims to evaluate whether the whole learning objectives are already established or not in its relation to contribute to school curriculum totally. Meanwhile, formative evaluation has a function to repair the curriculum as the part of process of developing new curriculum or revising the current curriculum.

Models of curriculum evaluation

In the application, curriculum evaluators use some models of curriculum evaluation that have been already developed. Based on Sukmadinata, there are three models of curriculum evaluation. The curriculum evaluation using the research model is based on psychological test methods and field experiments. Psychological tests or psychometric tests generally have two forms. First, intelligence tests which aim to measure innate abilities and second, semester tests that measure scholastic behavior. According to Sukmadinata (2009), experimental models in agricultural botany can be used in education; children can be equated with seeds while based on the curriculum as well as various facilities and school systems can be equated with the land and its maintenance. It can be used tests (pretest and posttest) to know the fertility level of seed (children) and the results achieved at the end of the trial program.

The objective evaluation model is a very important part of the curriculum development process. The curriculum is not compared to other curricula but measured based on a set of objectives (special purpose). In the 1950s Benjamin S. Bloom with his friends compiled a classification of the learning objectives that includes the areas of learning (cognitive domains). In order to develop the model, the requirements that have to be met by the objective model development team are: 1) having agreement on curriculum objectives; 2) formulating these objectives in the actions of the students; 3) preparing curriculum materials in accordance with the objective; and 4) measuring the suitability between student behavior and desired outcomes.

Model of multivariate mix evaluation, the evaluation of the comparison model and the Tylor and Bloom model created a multivariate mixed model evaluation, an evaluation strategy that brings together the elements of both approaches. The steps of the multivariate model are as follows: 1) looking for schools that want to be evaluated; 2) implementing the program; 3) setting objectives that cover all of the objectives of teaching; 4) starting the computer work when all the expected information has been collected; and 5) measuring the effect of several different variables. Some difficulties encountered in multivariate mixed models are 1) it is expected to provide a statistically significant test; 2) there are too many variables that need to be calculated; and 3) the multivariate model has reduced the control problem related to the field of experiments but still faced comparative problems.

Steps in curriculum evaluation

Generally, there are two steps in evaluating the curriculum, they are preparation and implementation phase. First, the preparatory stage; it is done by determining what and how the assessment should be used. It implies that there should be a clear plan of assessment including the necessary tools and mediums. There are several steps taken in this preparation phase; a) developing TOR assessment, b) classification, which is done by doing review about evaluation tools, and c) try-out. Second, the implementation stage, there are several steps taken in this stage: a collecting data in the field, b) compiling and processing the data, c) preparing the curriculum description, d) determining the judgment of the curriculum description based on certain predetermined criteria, and e) discussing and enforcing the results of assessment in a meeting.

Higher-education curriculum

Higher education curriculum or K-DIKTI is a curriculum which has been implemented since 2012. The switching from the old one, competence-based curriculum (KBK), to K-DIKTI is because of some reasons. First, KBK is not fully based on the regulation provisions. KBK bases its development on the agreement of arranging graduate competencies by the representatives of study program organizers who do not fully refer to definite parameters. The absence of such measurement parameters makes it difficult to assess the different levels of education.

In Government Regulation No.8 of 2012 about National Qualification Framework of Indonesia, it is stated, "National Qualification Framework of Indonesia or KKNI is a leveling framework of competence qualification which can combine, equalize, and integrate education field, work training, and work experience to give recognition of work competence in accordance with the structure of working practice in various sectors. Therefore, KKNI allows the alumni, especially of higher education, to have a measurement device that makes it easier to do alignment with other nation's educational outcomes in the world. With this comprehensive function, KKNI has an influence almost in every field and sector where human resources are managed. It is included in curriculum of higher education. Moreover, in the guidance book of curriculum arrangement, it is stated that curriculum documents have to have some components; alumni's profile, learning outcome, study material, courses, learning methods, assessment method, and learning facilities.

Methodology

Research design

This study was in the form of evaluative research, which is a design and evaluation procedure in gathering and analyzing data systematically to determine the value or benefit of an education practice based on the result of measurement or collecting data which use a particular standard and criterion used either absolutely or relatively (Sukmadinata, 2009). Based on Krathwohl (1993), evaluative research is conducted in which the result can be used to improve the product. Curriculum evaluation model used in this research is countenance model which is developed by Stake. This model really depends on the use of checklist, structure visitation by peers, controlled comparisons, and standardized testing of students

(Stake, 1973). It consists of two matrics, namely description matric and consideration matric, that each matric has two categories.

Description matric consists of description and observation category. Description is an intended action done by a curriculum developer while observation is related to what it must be done as the implementation from the desire about antecedents, transaction, and a current result. Meanwhile, consideration matric consists of standard and consideration category. Standard is a criterion that must be fulfilled in a curriculum or program. On the other hand, the consideration intends the evaluator to make judgement form what has been done from the first and second category of description matric onto the first category of consideration matric.

Research site and participants

From the source of the data, the subject of the study could be grouped into two categories. They were primary and secondary sources. Primary source in this study was the stake holders who organized Islamic Education Study Program. They were the head and the secretary of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah Palembang. Meanwhile, for the secondary source, by using purposive sampling method, there were 73 students who were at least the fourth semester students who considered as the participants of the study.

Data collection and analysis

There were three techniques to collect the data. They were documentation, interview and questionnaire. Documentation was used to collect and analyze written documents which were required to answer some of the research questions related to curriculum performance. The curriculum document could be in the form of regulation related to curriculum, such as government regulation, minister regulation, and curriculum arrangement guidance published by DIKTI, curriculum document of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah Palembang and lessons plan made by lecturers.

Interview was conducted with the head and secretary of Islamic Education Study Program who were responsible to make the study program run well. The interview was in the form of open-ended question consisting six questions which was conducted informally with both of them. The questions of the interview were all based on the curriculum arrangement guidance of 2016 published by DIKTI that were about arrangement process of KKNI-based curriculum. The questions were 1) what were the steps used to arrange the curriculum of Islamic Education Study Program? Please explain it clearly; 2) if the alumni profile framework was decided together with other related study programs, which involved stake holders either the experts or people whom the alumni work with, and whether it was based on the need of job field? If it is yes, please explain the process; 3) Was the process of learning outcome formulation made together with other related study programs and verified by the expert? If it is yes, please explain it; 4) whether the creating and compiling of lectures was through lesson evaluation process, making process of correlational matric of lesson evaluation with learning outcome, lecture creating process and the decision of the credit?; 5) whether the selection of lesson evaluation was agreed by the other related study programs? 6) whether the creation of subjects of the study was based on the correlational analysis of between lesson evaluation and learning outcome; 7) whether the process of deciding the credit score which considers the level of ability has to be reached, the depth of material

evaluation has to be mastered, and the method and strategy has to be used?; and 8) whether the curriculum compiling process considered the credit sore in each semester, the accuracy of lesson material which is based on the level of capability and integrity, and teaching strategy planned.

In addition, questionnaire was used to gather information about the implementation of curriculum by the lecturers of the study program. There were 10 questions that were administered to the students which were in the form of mixed questionnaire, consisting of close and open response questions. It has 7 close-ended questions and 3 open-ended response questions. The questionnaire was developed by the researcher himself based on the concept and implementation theory of curriculum of higher education. To validate the questionnaire, content validity was used. It was done by asking suggestions from a lecturer that was an expert in the field, and two collegians were asked about the appropriateness of language and sentences used in the questionnaire; whether the questions could be comprehended well or not by the respondents. Finally, after some revisions, the questionnaire was ready to be applied.

The data were analyzed qualitatively and quantitatively. Qualitative analysis was used to analyze component of curriculum distribution, alumnus profile framework, learning outcome formation, curriculum compiling process, distribution of subjects in the curriculum, and lesson plan made by the lecturers. The documents' accuracy was analyzed based on the criteria of Higher education curriculum arrangement guidance 2016 published by DIKTI. Related to the evaluation model used, the analysis was done based on the matrix, which consisted criteria, description and consideration columns. Criteria column was about the criteria that must be met by a curriculum. Meanwhile, the description column was used to depict the findings gotten. Finally, the consideration column was about the consideration that evaluator made related to the findings. Meanwhile, the quantitative analysis was implemented to analyze the data of lesson plan and the result of questionnaire which was about the curriculum implementation based on the students' assessments. Moreover, the data analysis was conducted in terms of descriptive analysis which comprised of distribution of frequencies, TSR and percentage.

Findings

The accuracy of component distribution in curriculum document

Evaluation of curriculum allocation in curriculum document used some criteria that must have; (1) component of alumnus profile, (2) learning outcome component, (3) material evaluation component, (4) lesson material component, (5) learning method component, (6) assessment method component, (7) lecturer component and (8) medium of teaching and learning process component. Based on the results, it could be concluded that the curriculum of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University Raden Fatah Palembang did not have five out of eight minimum components of curriculum document suggested by DIKTI, that were (1) material evaluation, (2) teaching method, (3) assessment method, (4) lecturer and (5) learning target. Therefore, curriculum document of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University Raden Fatah Palembang did not completely meet the minimum standard given. Based on the result above, it could be suggested that there

must be additional of material analysis component, teaching method, method of assessment, lecturer and teaching and learning media.

The accuracy of alumnus profile framework in curriculum document

Criteria used in evaluating alumnus profile framework were (1) it must give illustration of what the alumni would be in the future, (2) it must be based on the qualification level of alumni related to KKNI, (3) it must cover element of attitude and value, working ability, knowledge and right and duty, (4) it must solve any problems and face any challenges in the region, and (5) it must have a relevance number of alumni and their education level.

Evaluation of curriculum document showed that alumnus profile framework in curriculum document of Islamic Education Study Program depicted on what kind of alumni would be created. It has already based on alumni qualification level in KKNI, which covered attitude and value aspects, working ability, knowledge & right and duty and a relevance number of alumni and their education level. Somehow, it has not answered all of the challenges faced, for example the need of Islamic education teacher for inclusive school, natural school, and special school. Moreover, it also has not responded the advance of technology which demanded teacher candidates to have skills in using information and communication technology in teaching and learning process. Thus, it could be concluded that alumnus profile design of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University Raden Fatah Palembang has not fully met the standards given. The data suggested that there must be an improvement in conception of alumnus profile, so the alumni is expected to be able to solve and face any problems and challenges thrived in a working area.

The accuracy of learning outcome design in curriculum document

There were seven criteria must be carried by a learning outcome design; (1) The design must have affective, cognitive and psychomotor aspects, (2) all of learning outcomes have to be a unit which correlated each other and created a cause and effect aspect, (3) taxonomy used in learning process must be appropriate, (4) The design must have a relevance with alumnus profile, (5) learning outcome and stage descriptor in KKNI must be in one purpose, (6) learning outcome aspects in lesson plan in SN-DIKTI have to deal with its framework and (7) in learning outcome framework, special skill contains an ability to apply, evaluate, design, and use ICT in solving procedural problems. In line with the minimum criteria suggested, the results of curriculum document evaluation showed that learning outcome design of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University Raden Fatah Palembang had meet the requirements suggested.

The accuracy of curriculum arrangement process

In curriculum guidance of DIKTI-2015, it is stated that arrangement process of curriculum comprises three steps; (1) designing learning outcome, which consists of alumnus profile, determining skill suggested and deciding learning outcome, (2) compiling and arranging lesson material, which consists of selecting material evaluation, creating correlation matrix of material evaluation and learning outcome, creating learning material and determining credit scores and (3) compiling structure and curriculum framework.

Criteria used in evaluating curriculum arrangement were (1) process of arrangement that must be done through formulating the learning outcome, creating and compiling lesson material and arranging curriculum framework, (2) designing learning outcome which consisted of alumnus profile framework, determining skills and creating learning outcome, (3) designing alumnus profile which was done by some faculty departments in the same field, involving stakeholder, and based on the need analysis in job market and the need in the development of ICT, (4) learning outcome formulation which was also conducted by the faculty department in the same field and then verified by the expert, (5) compiling and arranging process of lesson material that consisted of selecting material analysis, creating correlation matrix of material analysis and learning outcome, creating lesson subject and the amount of credit score, (6) selecting the material analysis that must be in agreement with the other same faculty department, (7) learning material making process have to rely on the correlation analysis between material evaluation and learning outcome, (8) determining the amount of credit score must take considerations about skill level that must be achieved, the depth and flexibility of material analysis that must be mastered and method or strategy of learning chosen and (9) compiling of framework of curriculum it must be monitored in terms of the amount of credit scores in each semester, accuracy of lesson subject adjusted with skill level and integration between lesson and learning strategy plan.

Moreover, from the interview with the head of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University Raden Fatah Palembang, it showed that the compiling process of curriculum is started from determining profile of alumni, skill and formulating the learning outcome. Moreover, from the interview with the head of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah Palembang, it implied that the compiling process of curriculum is started from determining the learning outcome by considering the result of SWOT (strength, weaknesses, opportunity and threats) analysis, the result of tracer study, reviewing the previous curriculum, related regulations, and the result of association meeting. The next step was the process of creating and arranging lectures, followed by arranging the structure of the curriculum. The first step in formulating learning outcome was deciding the alumni profile, but there was no formulation of capability. It was gotten from the statements of the head of the study program. He said that "The process of curriculum arrangement started from conducting a SWOT (Strength, Weaknesses, Opportunity and Threats) analysis toward the study program. It, then, was followed by analyzing the response of stakeholder to alumni based on the tracer study data. Additionally, the steps in compiling curriculum were reviewing the old curriculum adapted from KKNI, evaluating rules related to higher education standard and studying the result of Islamic Education Study Program association meeting, and doing establishment and compiling of lesson study and curriculum framework by team chosen by the head of study program by consulting with some experts" (A. Imron, personal communication, March 2017)

The interview also showed that in deciding alumnus profile and learning outcome design was done simultaneously through the meeting of association or forum of Islamic Education Study Program, which engaged stakeholders, and based on the evaluation of the need of job field and ITC. The head of Islamic Education Study program explained, "Alumni profile had been discussed together through workshop of curriculum reation based on KKNI and SNPT for undergraduate program and PPG pre-position of LPTK of Indonesia Religion Minister held on 19 to 21 November 2014 in Jakarta. Second, it was through national seminar and workshop of Islamic science knowledge development held on 27 to 29 November 2014

in Yogyakarta. Third, the seminar held on 24 to 26 April 2015 in Makassar. There were lot of activities done in order to make profile design which was relevance to the need of job market and the need of ICT development" (A. Imron, personal communication, January 2017)

Moreover, the head added, "Besides that, learning outcome framework made was verified by an expert team coming from UIN Sunan Kalijaga Yogyakarta" (A. Imron, personal communication, January 2017). In the curriculum document, it was also stated that in determining alumnus profile concept and learning outcome, it invoked the stakeholders and some experts, such as Dr. Abdurrozak, MA., (State Islamic University of Jakarta) and Dr. Fahri (State Islamic University of Yogyakarta) through national seminar on developing KKNI based curriculum held on 28 to 29 August 2015 in Palembang. Related to the process of arranging the lectures, the head stated, "The arranging process of lectures did not start from creating material evaluation, but it was only based on the learning outcome formulation" (A. Imron, personal communication, January 2017). Therefore, there was no selection of material evaluation which was in agreement between the related forum of study program, and there was no correlational matrix between material evaluation and learning outcome. Therefore, arranging process of lectures was also not based on material evaluation and learning outcome.

The head also elaborated, "The only thing that became consideration in deciding the amount of credits was the level of capability that must be achieved by students" (A. Imron, personal communication, January 2017). It indicated that in deciding the amount of credits, the level of capability that must be achieved was the main factor. Meanwhile, the depth and broadness of material that must be mastered, and teaching strategy or method used was not included as the main factor. Somehow, in the process of arranging the structure of curriculum, it showed the amount of average credits, the accuracy of lectures which were based on the sequence of the capability and integrity of lectures, and teaching strategies that had been planned. It is based on the statements of the head of the study program, "In order to make a great curriculum structure, the main thing that must be considered was the burden of credits in each semester. It may not be too much in a semester and it may not be too little. Besides, the other consideration in arranging the structure of curriculum is the precision of lectures and teaching strategies used. The accuracy of lectures is also important, so if it is wrong, there will be less systematic learning outcome of the students" (A. imron, personal communication, January 2017)

Therefore, it can be concluded from the interview and curriculum document that the process of curriculum arrangement in Islamic Education Study Program did not meet all of the standards given.

The subject distribution in curriculum structure

The results of document analysis of curriculum of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah implied that there was no material analysis that became a source to decide the learning material and its distribution, no correlation matrix mapping of lesson material and learning outcome. Moreover, the structure used in lesson material distribution was not clear enough, whether it used serial model or parallel model approach. Hence, it implied that subject distribution in curriculum structure of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah has not met the standard yet. Related to those findings, the input given by me is that there must be an additional lesson evaluation

component and mapping matrix which is then become sources in deciding subject distribution. Besides, lesson material distribution in curriculum structure must be improved by using certain approach.

The implementation of curriculum

The arrangement of lesson plan, the result of lesson plan 2016/2017 analysis made by lecturers and submitted to the study program office showed that there were 22 lecturers made lesson plan and most of them (20 lecturers) were free-time lecturers. Moreover, from 10 lessons provided in semester II, there were seven (70%) subject that had lesson plan while in eight subjects that were provided at semester IV there were 6 (75%) subjects that had lesson plan. Besides, it was also found that there was one lesson plan that still used SAP (Satuan Acara Perkuliahan) or class program unit.

Furthermore, there were 21 lesson plans which showed that there were only five (23.81%) lesson plans made by using complete components. The components are the name of study program, name and code of subject, semester, credits, lecturer's name, learning outcome, expected result, criterion, indicator and assessment unit, learning experience or job description, teaching method, lesson analysis, and reference. The other 16 lesson plans (76.19%) did not have complete components. Moreover, the components which mostly were not put into the lesson plan were learning experience or job description, there were only five (23.81%) lesson plans that had all of the required components. The other component which mostly not put in the lesson plan was semester; it was found that there were 16 (76.19%) lesson plans that contained semester. In addition, there were lecturing subjects which were similar but their learning outcomes were different. Even, it was known that only seven (33.33%) lesson plans contained learning outcomes that were in line to learning outcomes in study program curriculum.

Still, there were many lecturers teaching in Islamic Education Study Program who made the lesson plans which were not based on DIKTI curriculum 2015. To make it worse, there were many lesson plans which learning outcome framework were not relevance with the curriculum of study program department. Hence, it can be said that implementation of the curriculum seen from the lesson plan compiled by the lecturers did not meet all of the standards given. Based on those analyses, it should be taken as consideration that all of the lecturers must make the lesson plan and submit it to the office of study program. Additionally, it is suggested that lesson plan should be created by using format which is based on DIKTI curriculum 2015 and has complete component. The learning outcome formulation also must be relied on learning outcome in the curriculum of the study program department.

Teaching and learning process, the data of curriculum implementation viewed from the learning process was gathered by distributing questionnaire to 75 third semester students of Islamic Education Study Program. Moreover, the number of courses assessed was 18 subjects, consisting of nine subjects in the first semester and nine subjects in second semester. Finally, the number of lecturers was about 27 lecturers.

From the questionnaire, it showed that there were 61 (83.6%) students who stated that the lecturers had 16 meetings, even there were nine students (12.3%) said that it was more than 16 meetings, yet there were 3 (4.1%) students reporting that it was less than 16. It was found that there were 31 (42.5%) students reporting that time of a class was the same as the scheduled time allocation, 16 (21.9%) students told that it exceed the time it should be and 26

(35.6%) stated that it was less than the standard time allocation. Related to cut down time in teaching and learning process, the questionnaire showed that there were some lecturers that cut down the time. It also showed that a student (1.4%) reported the lecturers always did it, two students (2.7%) stated it usually happened, 21 of them stated that it was a seldom happened, and 49 (67.1%) stated that the lecturer never did it. Related to lecturers that like to merge some meetings into one, the result of the questionnaire showed that 58 students (79.5%) stated that the lecturers never merged the meetings, but 15 students (20.5%) said yes. Therefore, it can be concluded that the time allocation of a meeting done by most of the lecturers has met the standard, yet some of them still did not meet the standard. In addition, questionnaire result showed that there were 59 students (80.8%) stated that the topics given by the lecturer were relevant to the subject of study, 13 students (17.8%) stated they were relevant enough, and a student (1.4%) stated that they were irrelevant. Hence, the lecture topics given by most of the lecturers were relevant to the lecture itself.

Moreover, there were 43 students (58.9%) explained that their lecturer usually gave them task, 25 students (31.5%) stated it was seldom, and 7 of them (9.6%) stated it was never given by their lecturer. Furthermore, most of the tasks given were in the form of making article (47%) and making a summary (25.2%), collecting data (12.2%), making teaching media (2.6%), reviewing book (0.9%), and others (12.2%). It indicated that most of the lecturers in Islamic Education Study Program usually gave task to the students, yet the given tasks were only in the form of article, summary or resume. In short, the task given by the lecturers did not fully fill the standard. Additionally, 20 students (27.4%) stated that their lecturers never used any media in their teaching and learning process. Meanwhile 25 other students (34.3%) said that their lecturers seldom used the media, and 20 of them (11%) stated that their lecturers always used media in their class. In brief, most of lecturers seldom used media in the class.

Related to teaching method used in the class, the result of questionnaire showed that from 203 questions given to students, it was known that question and answer method was the most commonly used method by the lecturers (31.03%), followed by lecturing method, active learning (26.6%), and discussion (14.78%). Therefore, it implied that most of the lecturers still used conventional method, teacher-centered learning (TCL), there were only 26.6 % of them that used student-centered learning (SCL). Furthermore, the questionnaire result showed that the lecturers' assessment technique was project assessment (37.5%), followed by written test (26.9%), listening test (22.8%), and practical test (12.8%). Thus, most of the lecturers used project-based assessment which was in an authentic assessment.

Discussion

The result of the study showed that generally curriculum of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah did not meet all the criteria suggested. The curriculum of this study program did not fulfill component scope determined by DIKTI since it had only three out of eight minimum components of curriculum. This incompleteness of components in curriculum document in the study program could make the implementation of curriculum function not maximum. In the government regulation of Indonesia Number 44 of 2015 about National High School standard, it states, "Curriculum of higher education is a set of program and arrangement about alumni's learning outcomes, lesson materials, processes, and assessments used as the guidance of the study program implementation". According to Idi (2007), the role of

curriculum educator is as the guidance in arranging and organizing learning experience of students.

Moreover, the finding also showed that framework of alumnus profile in the curriculum document of study program also did not meet all the standards required. Alumnus profile must be able to answer some problems and challenges in the society. Generally, study program has responsibility to prepare the collegians to enter the environment or to work professionally. Therefore, the curriculum of study program must represent the need of society itself since the change in community is one of the keys to be considered in curriculum.

As it has been mentioned in the finding, the result also showed that learning outcome formulation in the study program has been already based on the standard. Furthermore, a good learning outcome formulation is really important because description of learning outcome is a fundamental component in compiling higher education curriculum. In addition, learning outcome generally has some functions, they are as the component of curriculum and the indicator of alumni, identity of study program, qualification level, resource for curriculum evaluation and equivalence of admission, the standard of education level outcome comparison, and the main requirement of description in Surat Keterangan Pendamping Ijazah (SKPI).

Related to the steps on compiling the curriculum of the study program, they were not based on the standard ones. A correct compiling process is important since curriculum has a very strategic function. According to Idi (2007), curriculum is a medium to achieve the goal of education. Hence, the well-arranged curriculum of study program will ease the study program itself to reach the outcome. Moreover, a well-organized curriculum will bring the role runs well. Sanjaya (2007) adds that curriculum has three fundamental roles in education system. They are conservative, creative, and evaluative role. Conservative role is a role to maintain a value developed in a society. Creative role itself is a role to develop knowledge and technology based on the demand of a particular era. Finally, evaluative role has function to monitor a society development in social context, culture, economy, politics, and other life aspects.

Moreover, this study also showed that the distribution of lesson material in the study program did not fully meet the standard given. The important steps that must be done before deciding the subject of the study are selecting the evaluation material which is derived from learning outcome and creation of correlation matrix between material analysis and learning outcome. Somehow, all of these steps were not applied in compiling curriculum program of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah. This could make an unclear connection between lesson material and learning outcome. Formulation matrix of learning outcome and learning evaluation can be used as a helping medium to make a clear connection between them. It means that the lesson evaluation that is achieved will be always related to the learning outcome. Besides that, this matrix can also be used to know how a lesson material created (DIKTI, 2014).

In addition, the implementation of curriculum in this study did not run optimally. Meanwhile, curriculum implementation is a critical thing for a curriculum. Even though the design of curriculum is really good, if the implementation is not well, the purpose of a curriculum will not be optimally achieved. Somehow, the main suspect of the curriculum implementation is the lecturers. Hidayat (2013) mentions that the appropriateness of education competency is one of the factors that determines and supports the successfulness of curriculum implementation in improving education quality to create a competent alumnus. It

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indicates that if the curriculum can be implemented well, the quality of the alumni will be good as well. It is because there is a significant and positive correlation between curriculum implementation and the alumni's performance in a career life including the working quality, time management, and cooperation with partner.

Conclusion and Recommendations

Based on the findings above, it can be concluded that generally the curriculum of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah did not meet all of standards given. Based on the component distribution in curriculum document, it did not fill all of the minimum standard components suggested by DIKTI since it only had three out of eight minimum components of curriculum document; alumnus profile, learning outcome, and lesson material. Meanwhile, it did not have material analysis, teaching method, assessment method, lecturer, and teaching facilities.

Considering alumnus profile framework of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah, it has fulfilled the standards given: affective, cognitive, psychomotor aspect. All of learning outcome aspects became integrated in making cause and effect relationship; it used appropriate learning taxonomy; it was relevant to alumnus profile; it was relevant to descriptor level in KKNI; it had relevance between learning outcome to lesson plan in SN-DIKTI; and the learning outcome formulation of particular skill training covered how to apply, analyze, make design and use ICT in solving procedural problems. Moreover, the curriculum arranging process was not based on standard as creating and compiling lesson subject which were not through material analysis and creation of correlation matrix between material analyses and learning outcomes; there was no agreement among related study program departments in selecting the material, and it did not lay on the correlation analysis between material and learning outcome. Furthermore, the distribution of lesson material in curriculum structure of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah also did not meet the standards since it did not have component analysis which could be a source in selecting lesson subject and its distribution; there was no correlation mapping matrix of lesson material with learning outcome. In line with those results, the implementation of the curriculum of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah, there were still some lecturers who did not make lesson plan. Some of them made it by using SAP format, and lesson plans they made did not have a complete component. Additionally, some lesson plans used learning outcome framework which was not relevant to curriculum itself. Besides, there were 12.3% of the classes which their meetings were less than 16, 35.6% of the meetings did not run as the time allocation should be, 1.4% of the meetings had an irrelevant topic with subject of the study, 9.6% lecturers never gave any tasks and most of the task given were in the form of article (47%) or making resume and summary (25.2%). 27.4% of the lecturers did not use media in class and method they tended to use was Teacher Centered - Learning (TCL) for example lecturing method (27.59%) and question and answer method (31.03%).

Therefore, based on the results above, some suggestions could be given as the consideration. First of all, for the stakeholders of Islamic Education Study Program of Tarbiyah and Teaching Sciences Faculty of State Islamic University of Raden Fatah, it is

better to do revisions of the curriculum document by adding material analysis, teaching method, assessment method, lecturers, and learning media and improving alumnus profile design.

Moreover, for lecturers of Islamic Education Study Program, it is better to make lesson plan based on the correct and complete format, with a relevant learning outcome formulation. Besides, it is hoped that the lecturers can run the class as it should be which has 16 meetings, fulfill the length of meeting is adjusted to time allocation, and has a relevant subject topic. It is also hoped that the lecturers can give a structured and individual task and relevant to learning outcome they want to achieve. They also should use an appropriate teaching media and use teaching methods that are in line with student-centered learning (SCL) principle. Furthermore, for the stakeholders of State Islamic University of Raden Fatah, specially Tarbiyah and Teaching Sciences Faculty, it is suggested that they make a regulation that has more serious purpose to maximize the quality of curriculum implementation so that the result expected could be achieved.

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Mudir Leadership in Improving Teachers' Discipline at One *Pondok Pesantren* in Jambi

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Abstract

This study aimed at determining the principals (*Mudir*) leadership in improving teachers' discipline at óne Islamic boarding school (*Pesantren*) in the city of Jambi, Indonesia. Specific targets to be achieved from this research were guided by two research quetions: 1) how is the *Mudir* leadership in improving the discipline of teachers? and 2) what are the obstacles of *Mudir* leadership in improving teachers' discipline? The research method used was qualitative method with a case study approach, where I described the research findings in the form of narrative ways. Data collection techniques used in this research were obervation, documentation, and interview. In relation to the trustworthness of the reseach, I applied triangulation through observation, documentation, and interviews. In addtition, member checking and audit-trail were used. In analyzing the data, I trancribed the data, coded, and put them into some themes. I translated the thematic data into English and presented the data in a descriptive way. The findings of the study informed that the *Mudir* have applied some acts to improve teachers' discipline namely being an exemplary person with discipline, evaluating teachers' discipline, giving reward and punishment, and doing class visits. Some obstacles revealed in this research were physical performance of the *Mudir* and teachers' age.

Keywords: discipline, leadership, Mudir, Islamic boarding school

Introduction

The success of a teacher in teaching can be influenced by the discipline of work of the teacher. With good discipline of work, the teacher usually shows his/her maximum performance, spirit of teaching, and persistence to face obstacles. *Mudir* as the leader of Islamic boarding schools (*Pesantren*) is responsible and having significant roles to help teachers in order to have good discipline of work (Sofwan & Habibi, 2016). Good leadership of Mudir will have a significant impact for teachers doing their activities with good discipline of work, whereas their poor leadership would have an adverse effect on teachers' discipline of work.

Discipline is adherence to rules or orders established by an organization (Sinambela, 2016). Discipline is a management activity to implement organizational standards. There are two types of disciplinary activities, namely preventive and corrective (Handoko, 2000). According to Davis, as cited in Mangkunegara (2000), the discipline of work can be interpreted as the implementation of management to strengthen the guidelines of an organization. In the context of human resource management, Siagian (2013) explained that discipline should be applied gradually, by taking disciplinary steps, from the lightest to the toughest, for example by verbal warning by supervisor, written statement of dissatisfaction by direct supervisors, and periodic payroll delays. The purpose of disciplining act by an

institution or organization for its employees/ staff is to ensure that their behaviors are consistent with the rules established by the organization (Simamora, 2001).

Mudir, as the leader of Pesantren, is certainly keen that the teachers who teach in the *Pesantren* they lead to have good discipline of work. Therefore, they should always nurture the teachers for the stability of discipline of work, and should also seek positive things to encourage teachers to work with good discipline. Field facts in the preliminary study indicated that illustrated condition of work discipline of teachers who teach at one *Pesantren* in Jambi was well-rated. It appeared from the discipline of work shown by the teachers, they looked diligent in running various teaching activities, they also looked patient with the various limitations that they faced.

The high discipline of work shown by the teachers is part of the reflection of the *Pesantren* leadership. This can be well-understood by the leadership of the *Pesantren*. So that, with good leadership, *Mudir* made the *Pesantren* teachers always have a good working discipline including in teaching. Concerning the background of the research, I decide to conduct research on the leadership of one *Pesantren* in Jambi which is guided by two research questions:

1) how is the *Mudir* leadership in improving the discipline of teachers?
2) what are the obstacles of *Mudir* leadership in improving teachers' discipline?

Methodology

This study used a qualitative design with a case study approach aiming to determine the principals (*Mudir*) leadership condition and obstacles in improving teachers' discipline at óne Islamic boarding school (*Pesantren*) in the city of Jambi, Indonesia. Creswell (1994) said that qualitative approaches are generally used to understand human experience and to express their perspectives. The use of qualitative approach in this research is also based on the consideration that: (1) it is easier to adapt when faced with double reality; (2) it can present the direct nature of the relationship between the researcher and the respondents; (3) it is more sensitive and more adaptable to sharpening of shared influence and the patterns of values at hand.

This study started with an initial observation of the research site, intended to clearly identify where the research would be conducted. The study was conducted at one Islamic boarding school in Jambi, a provincial Indonesia located in the southern part of its archipelago. Specifically, on the source of the data in the form of subjects or human samples, the selection was purposively described by Lincoln and Guba, as cited in Moleong (2010), that I began the research with the assumption of the context related to contextual factors. Based on the sampling procedure, the subject of this research was the *Mudir* of the Pesantren as the key informant. In addtion, I also invited 10 teachers as the participants to support the interview's main data of the *Mudir*. It functions as a counter balance of the findings from the *Mudir*'s point of view

Procedure of the research

This research was conducted through several stages; 1) Preparation stage: survey of literature, survey of research location, identification of initial data, and proposal submission, 2) Implementation phase: data collection, data processing, data analysis, and preparation of

preliminary reports, 3) Preparation of a research report: seminar preparation and seminar implementation, preparation of the final report, and submission of the final report.

Data collection

The research data were collected using three main techniques, namely observation, interview, and documentation study. Observation was carried out with ongoing basis to obtain information from the first party. I observed the conditions of the *Pesantren*, as well as the students' situation. Due to that reason, I did the observation with active and passive participation, in turns with respect to the nature of the situation, events observed, and the involvement with the paticipants.

The implementation of the interview was principally intended to obtain sufficient data with respect to the subject matter of the research that has been identified. This interview activity was carried out continuously with respondents in various situations, although sometimes it was done in special situations. In addition to observation and interviews, I also used data collection techniques through documentation studies. The data obtained from the documentation study were used as a material for triangulation to check the trustworthiness of data (Habibi, Mukminin, Sofwan, & Sulistiyo, 2017).

I did the process of data collection in this study by travelling through the orientation stage and overview, focused exploration, and member checking stage (Abrar, Mukminin, Habibi, Asyrafi, Makmur, & Marzulina, 2018; Mukminin, Muazza, Hustarna, & Sari, 2015; Mukminin & McMahon, 2013). The first stage, orientation and overview are the stages where I searched and collected needed information aimng to establish the focus of the study. In this stage, I sharpened the focus of the research in order to collect more targeted and specific data. In the second stage, member checking, I checked the correctness of data or information. This stage aimed to gain the trustworthiness of the research findings (Habibi et al., 2017).

I did triangulation, member checking, and reflexivity to strengthen the trustworthiness. Triangulation is a method used by qualitative researchers to check and establish validity in their studies by analyzing a research question from multiple perspectives. Habibi, Mukminin, Riyanto, Prasojo, Sulistiyo, Sofwan, & Saudagar (2018) and Mukminin Rohayati, Putra, Habibi, and Aina (2017) cautions that it is a common misconception that the goal of triangulation is to arrive at consistency across data sources or approaches; in fact, such inconsistencies may be likely given the relative strengths of different approaches. In Patton's view (2002), these inconsistencies should not be seen as weakening the evidence, but should be viewed as an opportunity to uncover deeper meaning in the data.

I transcribed the interview excerpts. I gave it back to the participants that have been interviewed to make sure what they said are right, as a system of checks of the data or member checking (Patton, 2002). In this research, names of the participantsare a pseudonym, that's to keep the participants confidentially and makes them feel well- being as a human participants (Mukminin, Ali, & Ashari, 2015).

Data analysis

The data analysis that I did was to follow the process as suggested by Moleong (2010) and Mukminin, Ali, & Ashari, (2015), which started by reviewing all available data from various sources, namely from interviews and observations written in field notes, personal

documents, official documents, pictures, photos, and the other data sources. The data analysis procedure that I did in this study consisted of four steps that are data reduction done by selecting the data that had been compiled in the report and rearranged in the form of detailed descriptions. In this stage, I set limits for each data unit, then coded them so that the data which were already obtained were transformed and organized into units based on their characteristics. In the categorization stage of the data, I sorted out the number of units into one particular category based on the similarity of the characteristics (mukminin et al., 2017). The interpretation is an effort to interpret the interpretation of data categorized and describedin the analytic meaning of the units (Habibi et al., 2018).

Findings

Mudir leadership in improving the discipline of the teachers

Based on the results of observations and interviews, it revealed that Mudir of the *Pesantren* stated that they kept attempting the effort to improve the teachers' discipline through some ways, among others are:

Being an exemplary as a discipline person

Based on the results of the interview with the *Mudir*, he infromed that one way to improve the discipline of work of the teachers was to invite and encourage the teachers to become an examplary personal during not only their teaching and learning but also their daily life. He informed us,

> The efforts I have made in order to improve the discipline of teachers is to invite the teachers to put forward exemplary acts in terms of work discipline because they will be the highlight and role model for their students. Therefore, the teachers are encouraged to give examples of good work of discipline to be emulated by the students.

Further, the *Mudir* explained that on several occasions such as in the activities of flag ceremonies, regular meetings, or other meetings, he always reminded the teachers to keep the discipline of work, because the *Pesantren* improvement would be highly dependant on the discipline of all stakeholders. When I did the observation on the field, I saw and heard directly that the *Mudir* conveyed his appeal to the teachers in a monthly meeting to work with full discipline, because according to him "discipline is one of the key of success in a job".

The findings above are also in line with one explanation of one teacher, Rahmawati (anonym) who informed,

> On various occasions, especially in meetings attended by the *Mudir*, he always advised us, teachers, to give good examples to students about discipline in working. Of course, we are very grateful because he is the highest leader in the *Pesantren* as well as a person who has been well-educated; he has shown his concern for teachers to work with discipline.

Evaluating teachers' attendance documents

In addition to encouraging teachers to put forward the examplary acts of discipline, it turned out another form of *Mudir* leadership in improving the discipline of teachers was in the form of evaluating attendance at the end of each month. This was based on the interview with the *Mudir*,

> To improve teacher discipline, I also evaluated the teachers' attendance, observed how discipline the teachers theorugh their attendance cheks, starting from how many times they attended the school and how many times they did not attend in accordance with their obligation, what time they came and what time they went home. All açtivities are well-monitored on the attendance documents/books. Based on my evaluation, it gives both rewarding feedback to the discipline and the admonition to the less disciplined.

To clarify *Mudir* information, I asked for confirmation to the administrative section staff for the availability of the attendance book where I found out that the attendace book looks well kept neatly on the bookcase provided. Not only the daily attendance documents, but there is also a monthly attendance documents typed neatly by the administration signed by the *Mudir* and stamped. The result of observation and the result of interview are also in accordance with the narration of M. Yusuf as the administrative division personnel of the *Pesantren,*

> He routinely conducts regular evaluation on the attendance documents in the human resources division for both teachers and other administrative personnel. It is part of administrative procedures that are applied in this *Pesantren*. We make a daily tally of the attendance documents submitted to the *Mudir* and ask for his signature to legitimate the documents. Therefore, based on the evaluation, he can know the level of discipline of each teacher or other administrative personnel.

Giving reward and punishment

In addition to these two themes, I aslo obtained information that to improve the discipline of teachers; the Mudir provided reward for those with good discipline and punishment for the ones with bad discipline. He informed in this following excerpt,

> The other thing that I did in order to improve the discipline of the teachers is by giving them positive feedbacks when they regularly do well in discipline and give punishment when some teachers commited to doing bad discipline.

Masithah, pseudonym as one of the teachers at the *Pesantren* justified what has been explained by the *Mudir*. She said that at a certain moment, the *Mudir* on behalf of the *Pesantren* gave award to some teachers who were deemed worthy to receive it, but he once also gave a punishment to some teachers who neglected the tasks or committed to some mistakes.

Doing class visits

Doing regular calss visits was also one of the ways the Mudir do to keep maintaining the discipline of the Pesantren teachers as it was stated by the *Mudir*,

> I occasionally make a class visit, a kind of sudden inspection to the teachers. The goal is to inspect teachers to always be ready to provide the best service to the students when teaching in the class. The class visit was selected randomly, and the visit time is sudden. Inthis way, it is expected that all teachers arealways ready to be visited at any time, sothat discipline in carrying out the task is high.

The above Mudir explanation is in line with the explanation given by Rini, one of the teachers,

> The board members of the *Pesantren* occasionally make visits to classes, their arrivals are not notified, so it is sudden. So, the teachers, including me, should always be ready to that kind of visit as a professional teacher.

Obstacles in Mudir leadership

Besides the efforts made by the *Mudir* to improving the teachers' discipline of the *Pesantren*, from the interview, some problems also emerged. I obtained the information that Mudir leadership obstacles in improving the discipline of teachers at the *Pesantren* were physical performance of the *Mudir* and teachers' age.

Physical performance

When I interviewed the *Mudir*, he explained that one of the obstacles of her leadership in improving the discipline of teachers was teachers' physical performance. He informed,

> In improving the work of teachers to be discipline, one obstacle we encountered in this *Pesantren* is when there are sick teachers. We have to consider the situation as a normal thing, since human being must have the condition sometime. I believed that if this physical performance can be improved by giving the teachers extra pay cash for their health, it will not be a big problem for us.

The observations also showed that some teachers were having permission due to the illness they had. In addition to that, there were also administrative records of sick reports from doctors about the illness that especially senior teahcers suffered from.

Techers' age

Information from the *Mudir* explained that the other obstacle found in improving the discipline of teachers at the *Pesantren* was that some teachers are senior citizens and are in pension age. It can be observed from this interview statement,

> Another obstacle that I experienced in improving the discipline of teachers at the *Pesantren* is when I dealth with teachers who have been in their pension age. It is quite dilemmatic, on one hand, the teachers who are senior citizens who we expect their existence, because we expect the endowment of science and knowledge. With their presence, it adds the brand of the *Pesantren* among the community. On the other hand, due to their capability and work ethics, it is difficult to set the standard of discipline compared to young teachers .

Furthermore, *Mudir* said that in this case, he gave tolerance to the teachers who have been in old age or senior. He also said that it did not matter if the teacher in the old age category was late to come to the *Pesantren*, because he respected the teachers, and he felt very happy when he saw the senior teachers come to teach.

When doing observations, I found a number of teachers who were listed in the category of senior citizens (60 years old or more), and on average they were not given full teaching hours every day, but ranged from three or four days a week. These teachers taught Islamic-based courses, such as *Fiqh, Tafseer, and Hadith.*

Discussion

Based on the results of this study, it can be understood that what has been done by the *Mudir* in order to improve the discipline of teachers' work has been appropiate. The efforts need to be maintained and it would be better if it is improved in the future. As efforts to improve the discipline of teachers' work done, it can provide a better effect on teachers' performance. It has been proven from what has been found in the *Pesantren* which until today the *Pesantren* (research site) is the most successful *Pesantren* in Jambi.

Being an exemplary person with discipline, exemplary act is important in getting discipline, exemplary means trying to give a good example to be followed by others. The *Mudir* has done this attitude so that the teachers in the *Pesantren* followed what he did in his daily and academic activity. *Mudir* did not only state of being a dicipline person but also he did things with discipline. Uriatman (2015) in the results of his research at on vocational school in Tugumulyo said that one of the efforts of the principal to improve teachers' discipline is by giving exemplary act to the teachers for discipline in work, as well as by inviting the teachers to give exemplary discipline to the students. Altar (2014) also stated that based on the results of his research, the example of the principal can improve teachers' discipline in the presence of teaching in the classroom, it is seen that 80% of the respondents stated that the role of the principal is very important in improving teacher discipline, especially his presence in the teaching and learning process in class.

Evaluating teachers' attendance documents, evaluation of the attendance of the teachers conducted by *Mudir* at the end of each month was evidence that it was one important aspect that made teachers work with good discipline. Evaluation of the attendance aims to monitor and to know the precences of the teachers and to identify less disciplined teachers.

Reward and punishment are important parts of the efforts to enforce discipline within an organization. Sumarso (2010) and Haryati (2016) through their research said that the application of reward and punishment is effective to improve the discipline of teachers' attendance in class in teaching and learning activities. Nugroho (2006) explained that reward and punishment are two forms of methods in motivating a person to do well and improve his

performance. In the concept of management, reward is one tool to increase motivation and discipline of employees. Punishment is a consequence that must be accounted for someone for not doing his duty.

Conducting class visits in order to monitor teachers' teaching activities is evidence of the commitment of the *Mudir* in carrying out his function as the leader of the *Pesantren*. This is certainly a creative act of a leader, and the action has been proven to be able to improve teachers' discipline of work. Conducting class visits is part of direct monitoring conducted by the Mudir. Supervision is very necessary which according to Terry and Rue (2011), supervision provides a way to measure the performance of the entire organization, to ensure the overall performance which is consistent with the overall plan, and to supervise the semi-autonomous units.

Conclusion

Based on the description that has been mentioned on the previous pages, it can be concluded that the *Mudir* leadership in enhancing the discipline of teachers in the *Pesantren* are by being an exemplary person with discipline, evaluating teachers' discipline, giving reward, and punishment, and doing class visits Some obstacles revealed in this research were physical performance of the Mudir and teachers'age. Based on the results of this study, the author suggests to the *Mudir* to do variations in terms of improving work discipline of the teachers, so that it results on some better effects.

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