

AN ANALYSIS OF ENGLISH LEARNING SYSTEM AT AR-RISALAH ISLAMIC MODERN BOARDING SCHOOL LUBUKLINGGAU

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Abstract: English language education in Islamic boarding schools holds a unique position as it integrates religious values with academic goals. However, understanding how such integration is implemented remains underexplored. This study aimed to analyse the English Learning System at Ar-Risalah Islamic Modern Boarding School Lubuklinggau. This research used a descriptive qualitative method with participants who amounted to 3 groups of data sources, namely students, English teachers, and the curriculum coordinator. The technique in collecting data for data analysis, this study used a questionnaire to calculate the percentage per indicator while interviews were analysed qualitatively. The results show that the English curriculum implemented is relevant and beneficial for students. The assessment process runs well with various forms of evaluation, although it still needs strengthening in the aspect of student participation. The teaching done by teachers is considered effective because it uses varied methods that are tailored to the needs of students. Support for students also runs through additional guidance and adequate supporting facilities. School leadership plays an active role in improving the quality of learning through supervising and coaching teachers, although direct involvement in the classroom is still limited. In addition, the learning ecosystem at school is supportive, as seen from the collaboration with parents, communities, and the provision of innovation spaces and learning activities outside the classroom that support students' real-life experiences. In conclusion, the English learning system at Ar-Risalah demonstrates strong foundational practices, though areas such as student engagement and leadership involvement could be enhanced. Future research should examine longitudinal impacts of this system on student language proficiency.

Keywords: English, Learning System, Islamic Boarding School

INTRODUCTION

English has become an internationally used language, with practically every country in the world recognizing and using it. In Indonesia, it is utilized as the first foreign language and a compulsory subject for students from elementary school through university. In learning English, students are expected to develop proficiency in the four primary skills: listening, speaking, reading, and writing, which are essential for effective global communication. The integration of English instruction is particularly important in Islamic educational institutions,

including boarding schools (pesantren), where the balance between religious and academic education must be carefully maintained. Furthermore, Syaprizal & Triyogo (2021:91) argued that “English is a highly vital topic to master; in the ever-expanding globe of education, every individual who is part of the globalization of education must engage in learning English.” Mastery of English helps students become globally competent and culturally literate. Islamic boarding schools (pesantren) have recognized this need and now often include English language instruction as a formal part of their curriculum (Fitria, 2023).

Several studies have examined how pesantren develop English learning systems. For example, Nurjaman (2013) studied the SMP Plus Al-Aqsha Boarding School and found structured programs that support multilingual communication. Similarly, Hardianti (2020) analyzed Darunnajah Boarding School, which offers both fixed and development-oriented language programs. At Ar-Risalah Islamic Modern Boarding School Lubuklinggau, English is a mandatory subject across all grades (7, 8, and 9), and student achievement in English is formally recognized. Students who demonstrate excellence in speaking, reading, vocabulary, and grammar are awarded certificates at the end of each semester. However, despite these efforts, there remains limited research focused specifically on how the English learning system at Ar-Risalah is structured and implemented.

This raises the following research question: How is the English learning system implemented at Ar-Risalah Islamic Modern Boarding School, and to what extent does it align with effective educational standards? To address this issue, the present study adopts a descriptive qualitative approach that examines six key indicators of effective learning systems proposed by Masters (2023): quality curriculum, assessment process, effective teaching, comprehensive student support, leadership of learning, and a supportive ecosystem. By providing an in-depth analysis of these components, this study aims to contribute to the development of more effective and integrated English learning systems in modern Islamic boarding schools.

RESEARCH METHODOLOGY

Design

This research utilized a qualitative descriptive approach to examine the English learning system at Ar-Risalah Islamic Modern Boarding School. According to Creswell & Creswell (2018:183), qualitative research relies on textual and visual information, involves distinct phases in data

examination, and utilizes various frameworks. Writing a methods section in qualitative research involves informing readers about the goals of qualitative inquiry, stating the specific design, explaining the researcher's role, describing data collection tools and protocols, and presenting steps for data analysis and validity.

The subjects of this study consisted of 30 students, 1 English teacher, and 1 curriculum director at Ar-Risalah. The participants were selected using purposive sampling, as they were considered to have sufficient experience and insight into the English learning process within the school.

Data Collecting

The data collection techniques included closed-ended questionnaires and semi-structured interviews. The questionnaire was designed based on Guttman scale principles, which is a dichotomous scale using two response options. According to Wahjusaputri & Purwanto (2022:55), "Yes" answers were assigned a value of 1, while "No" was scored as 0. The good criteria were defined as scores between 50%–100%, and poor criteria as 0%–50%. The questionnaire contained six indicators and ten questions adopted from Masters (2023). In addition to the questionnaire, interviews were conducted to gather deeper qualitative insights into the learning system, such as teacher strategies, curriculum implementation, and student experiences.

Data Analysis

The data analysis was conducted in two phases: quantitative tabulation of questionnaire responses (percentage analysis per indicator), and qualitative thematic analysis of interview transcripts. To ensure validity and reliability, this study applied methodological triangulation by combining questionnaire and interview data. The researcher also applied member checking to confirm the accuracy of interview interpretations with participants.

I. THE RESULTS.

This chapter outlines the findings obtained from three primary data collection methods: questionnaires, interviews, and documents. These methods were employed to collect information regarding the English language learning system at Ar-Risalah Lubuklinggau. The data from each source was analyzed descriptively to address the research questions and to offer comprehensive insights based on the six indicators outlined in the theoretical framework. Each

indicator was examined in detail to ensure that the findings accurately reflect to the current practices, challenges, and opportunities within the learning system.

1. Students Questionnaire Results

There were twelve questions for students in this questionnaire, which was developed from six different indicators, below will explain the results of the questionnaire for students each indicator:

a). Quality Curriculum

Regarded on the results of the questionnaire found for the first question from the first indicator *“Apakah kurikulum bahasa Inggris di sekolah terasa relevan dan berguna dalam kehidupan nyata pada siswa?”* (80%) total of students answered ”yes” and only (20%) total of students answered “no”. Meanwhile, in the second question is *“Apakah siswa merasa memiliki kesempatan untuk memahami kurikulum pembelajaran bahasa Inggris secara mendalam?”* (63.33%) total of students answered yes and (36.67%) total of students answered “no”.

It is evident that the most of students regard the English curriculum as highly relevant and practical for real-world applications. A smaller majority confidently believe they are provided with opportunities to gain a thorough understanding of the curriculum. This suggests that although the curriculum content is suitable, enhancements in its delivery are necessary to ensure students grasp and engage with the material more effectively

b). Assessment Process

As mentioned by the results of the question obtained, for the first question from the second indicator is *“Apakah penilaian yang dilakukan membantu siswa memahami apa yang sudah dan belum dikuasai?”* mostly (90%) found of students answered “yes” and only just (10%) found of student answered “no”. Whereas, for the second question is *“Apakah siswa merasa memiliki kesempatan untuk memahami kurikulum pembelajaran bahasa Inggris secara mendalam?”* (86.67%) found students answered “yes” and (13.33%) found students answered “no”.

It can be summarize that the majority of students find the assessment process beneficial in identifying their learning progress and areas of improvement. Furthermore, most students feel motivated to learn better as a result of the assessments. This suggests that the assessment methods used by teachers are generally effective and supportive of students’ learning development.

c). Effective Teaching

Supported by the results of the question from the third indicator is *“Apakah guru bahasa Inggris siswa menggunakan metode yang membantu siswa memahami materi Bahasa Inggris secara menyeluruh?”* showed that (70%) total of students answered “yes” and only (30%) total of students answered no. On the other hand, the second question *“Apakah siswa diberi kesempatan untuk berdiskusi dan menyampaikan pendapat oleh guru bahasa Inggris siswa saat belajar?”* (76.67%) total of students answered “yes” and only (23.33%) total of students answered no.

It can be inferred that most students believe the English teacher utilizes effective teaching methods and allows for active engagement. Nonetheless, a significant number of students continue to feel constrained either in comprehending the material entirely or in voicing their thoughts. This indicates that although the teaching method is mostly effective, it might be improved by incorporating more engaging and inclusive strategies.

d). Comprehensive Student Support

As suggested by the results of the question from the fourth indicator showed *“Apakah siswa mendapatkan bantuan saat mengalami kesulitan belajar belajar”* mostly found (90%) total of students answered yes and next statement of questionnaire in only found (10%) total of students answered “no”. However, in the second question *“Apakah sekolah memberikan perhatian khusus pada kebutuhan individu siswa?”* (50%) total of students answered “yes” and similarly (50%) total of students answered “no”.

It can be concluded that, the highly of students perceive a sense of support during their learning challenges, only half express the belief that the school adequately addresses their specific individual needs. This suggests that while general academic support is performing effectively, there remains a necessity to enhance personalized support mechanisms to cater to the diverse learning styles and challenges faced by students.

e). Leadership of Learning

An accordance with first question from the fifth indicator is *“Apakah siswa merasa mendapatkan bantuan saat mengalami kesulitan belajar?”* there is (66.67%) total of students answered “yes” and (33.33%) total of students answered “no”. While, in the second question *“Apakah sekolah memberikan perhatian khusus pada kebutuhan individu siswa?”* mostly (76.67%) total of students responded “yes” and only (23.33%) total of students responded “no”.

It can be determined that the majority of students believe school leadership has a noticeable and supportive influence on their education. On the other hand, many students continue to perceive that the presence or backing of leaders is insufficient. This indicates that although school leaders are usually engaged, more regular and direct interaction might enhance students' views on leadership support in their educational experience.

f). Supportive Learning Ecosystem

Based on the first question of sixth indicator is “*Apakah siswa mendapatkan kesempatan belajar di luar kelas seperti proyek, kegiatan sosial, atau pengalaman nyata?*” (73.33%) total of students answered yes and only (26.67%) total of students answered “no”. Nevertheless, in the second question “*Apakah lingkungan sekolah mendukung rasa nyaman dan aman dalam belajar untuk siswa*” as many as (93.33%) total of students answered yes and only (6.67%) total of students answered “no”.

In conclusion, a majority of students believe that the school offers a secure and pleasant learning atmosphere, and many of them also gain from extracurricular learning activities. This suggests that the school has effectively created a positive and nurturing learning environment, though chances for learning outside the classroom could further be enhanced to benefit all students.

2. English Teacher Questionnaire Result

The school allows teachers the flexibility and independence to adapt the curriculum in the classroom, enabling them to tailor their instruction to meet their students' needs. The school systematically uses assessment data to guide decisions about the enhancement of English language teaching. Moreover, the school ensures that educators implement effective and responsive teaching strategies that address students' needs. A thorough support system is established, especially to aid vulnerable students, minorities, and those with special educational requirements, the school's leadership possesses a clear vision, mission, and long-term plans to improve English language education. Additionally, the school promotes innovation by developing a supportive and comprehensive learning environment that encourages ongoing advancements in teaching and learning.

3. Curriculum Coordinator Questionnaire Result

The school has established different strategic measures to enhance the effectiveness of English language education, Educators are provided with the freedom to modify the curriculum in the classroom to fit students' requirements and learning environments. Furthermore, the organization regularly employs assessment data to guide decisions concerning the enhancement of English Instruction. The school administration guarantees that teachers

implement efficient and adaptable teaching approaches, while also establishing a distinct vision, mission, and long-term plans for enhancing English education. Moreover, the school promotes innovation by creating an extensive learning environment and offers a complete support system, especially for students who are at risk, belong to minority groups, or have special requirements.

1. English teacher Interview Results

The result of distributing English teacher interview consist of indicator included 9 questions for English teacher with a total of one English teacher was explained descriptively by using the transcripts. The results were:

a). Quality Curriculum

Interviews with English teachers revealed that the current curriculum is supportive but needs further development. They believe it should be tailored to students' needs and context, involving understanding their backgrounds, interests, and abilities. The teachers use a personalized approach, focusing on getting to know students, understanding their backgrounds, and addressing their strengths to create relevant lessons. They believe the existing curriculum adequately develops deep understanding among students, but further improvement is needed. The teachers emphasize the importance of understanding students' context and needs in modifying lesson content.

b). Assessment Process

English teachers conduct regular and periodic assessments, usually every week or two weeks, using both oral and written evaluations. The teachers typically conduct these assessments in a single or two parts, such as reading and writing. The assessment methods used include both oral and written evaluations, ensuring that students receive a comprehensive understanding of the subject matter.

c). Effective Teaching

Interviews with English teachers revealed that the school foundation provides training to enhance teaching skills and encourage innovation. Teachers participate in training courses and often invite guest speakers to improve their teaching methods. Strategies like discussions with students and presenting what students have learned are used, allowing teachers to become more creative. The foundation's training methods emphasize the application of training outcomes and the utilization of external resources to improve the quality of education. Overall, the foundation's training has proven beneficial for English teachers.

d). Comprehensive Student Support

Question: *“Apakah bapak merasa di dukung dalam membantu siswa yang memiliki kebutuhan khusus atau kesulitan belajar?”*

Answer: *“Sangat didukung oleh pihak sekolah, jadi jika ada siswa nya yang mengalami kesulitan dalam Bahasa Inggris, maka akan dipanggil atau dihadapi face to face untuk belajar lebih dalam lagi, dan dimana mereka yang mengalami kesulitannya”.* *“(The school is very supportive, so if any students are having trouble with English, they'll be called in or met face to face to learn more in depth, and where they're having trouble).”*

Teachers believe that they receive significant support from the school, especially in helping students who have difficulty learning English. The school provides resources such as direct additional guidance for students who need extra support, demonstrating a strong commitment to students with special needs.

e). Strong Leadership Learning

Supported by input from interviews with English teacher about the role of the school principal or curriculum leader in supporting English language learning, it was noted that the school often organizes competitions. The school provides support through facilities like projector. If there are competitions, the English teacher sends his students to participate it. These findings are linked to the responses given by the English teacher during the interview section: *“Peran kepala sekolah atau bapak kurikulum dalam mendukung pembelajaran Bahasa Inggris, kalau ditempat kami biasanya mereka mengadakan lomba , mereka mendukung dalam segi fasilitas seperti infokus, kalau ada lomba-lomba maka guru Bahasa Inggris akan mengirim anak-anaknya keluar ikut perlombaan tersebut”.* *“(The role of the principal or curriculum supervisor in supporting English language learning. At our school, they usually hold competitions and provide support in terms of facilities such as projectors. When there are competitions, English teachers send their students to participate in them).”*

In a response to feedback received in discussions with English instructor regarding at the school strongly encouraged and supported by the leadership in innovating in teaching English. These findings are linked to the responses provided by English educators during the interview segment: *“Disini sangat didorong dan didukung oleh pimpinan dalam berinovasi mengajar Bahasa Inggris”.* *“(Here, innovation in English language teaching is strongly encouraged and supported by the leadership).”*

The principal and vice principal in charge of curriculum are considered to be very supportive figures. They consistently provide resources and motivation for teachers to participate in various activities, including competitions and training sessions. Teachers believe that they have the freedom and inspiration to be creative in the English language teaching process. This language teaching process. This effective leadership plays a crucial role in creating a progressive work environment.

f). Supportive Learning Ecosystem

Question: *”Apakah bapak merasa lingkungan sekolah (termasuk fasilitas, kolaborasi, dan budaya kerja) mendukung proses pembelajaran?”*

Answer: *“Ya, saya sangat merasa di lingkungan sekolah saya, tempat saya mengajar ini tentu sangat mendukung proses pembelajaran terutama dalam fasilitas, kolaborasi, dan budaya kerja”. “(Yes, I feel very much at home in my school environment. The place where I teach is very supportive of the learning process, especially in terms of facilities, collaboration, and work culture).”*

Teacher stated that the atmosphere at school greatly enhances the learning experience. Key elements that contribute to effective are facilities, cooperation among teachers, and a positive work culture. Teachers feel comfortable and supported when delivering material to their students.

3. Curriculum Coordinator Interview Result

a). Quality Curriculum

The Islamic boarding school uses two curriculums: the general curriculum (K13) for grades 8 and 9, and the Merdeka curriculum for grade 7. The general curriculum covers general subjects, while the Merdeka curriculum focuses more on Islamic subjects. The school holds annual curriculum development team meetings to evaluate and revise the curriculum, adjusting it to the times. Currently, the K13 curriculum is used in grade 9, but it is likely to be completely independent by next semester. The curriculum coordinator states that the school employs two distinct types of curriculums: a general curriculum and an Islamic boarding school curriculum. Grades 8 and 9 follow the K13 curriculum, while grade 7 utilizes the Merdeka curriculum. The Islamic boarding school curriculum is specifically designed to address the needs of religious education.

b). Assessment Process

The curriculum emphasizes the importance of assessment in promoting learning. Schools evaluate daily and semester exam results to measure students' understanding and success. This information serves as the basis for improving learning outcomes, ensuring that students receive the necessary support and evaluations to enhance their learning experience.

c). Effective Teaching

The school's strategy to improve English language teaching quality is to conduct various training programs for both English and Arabic teachers, involving external organizations. The

goal is to develop the competence of teachers, especially those teaching English, to pass on their knowledge or techniques to students, making learning more enjoyable. The curriculum coordinator explains that these efforts aim to equip teachers with more engaging and effective teaching methods for their students.

d). Comprehensive Student Support

The school identifies and meets the needs of students through subject teachers and a School English Club. The club provides additional support to develop English skills, allowing students to learn more than what they get in class. The curriculum coordinator states that student needs are identified through daily learning evolutions and the Club program is an additional resource to help students learn more effectively.

e). Leadership of Learning

As the curriculum coordinator, I ensure smooth learning in the school by using indicators and tools to monitor staff members. I also provide guidance for teachers who have complaints or want to develop new ideas. Feedback is encouraged, and any challenges faced can be communicated. Consistent monitoring and evaluation ensure the learning process proceeds smoothly. Monthly guidance sessions are organized for educators, aiming to maintain the quality of education by collecting feedback, ideas, and challenges from teachers.

f). Supportive Learning Ecosystem

The curriculum coordinator at Ar-Aisalah Junior High School in Risalah, Indonesia, has stated that there is currently no English program, but there was one in the past. The school hopes to introduce more initiatives, such as a collaboration with a Pare language institute, to send teachers to train in various English learning methods. The curriculum coordinator also mentioned that creating collaborative and innovative learning requires support from both English and other subject teachers. At Ar-Aisalah Junior High School, various teaching media and methods are used, and special training is provided at the start and end of each semester to develop more innovative and engaging learning for students. The school also uses various teaching media and learning methods, and special training is provided at the beginning and end of each semester to ensure the learning process is more innovative and engaging for students.

Discussion

The researcher conducted an interview using the Master's theory of learning system, which consists of several indicators: quality curriculum, assessment process, effective teaching, comprehensive student support, leadership of learning, and supportive learning ecosystem. The questionnaire results showed that students believe English is valuable for their daily lives and that the Ar-Risalah curriculum meets these criteria.

Quality curriculum is considered relevant and adaptive, as it acts as a formal framework within educational institutions. Assessment process helps students recognize their strengths and weaknesses, motivating them to study more diligently. Effective teaching involves using diverse approaches that engage students in authentic discussions, and teachers receive training to enhance their teaching effectiveness.

Comprehensive student support is essential for students facing challenges in their learning, but there is room for improvement in personalizing learning assistance. Teachers and curriculum planners acknowledge that a system has been established, but there is room for improvement in personalized support strategies.

Leadership of learning is crucial for advancing English Language learning, and schools should look into ways to enhance the visibility and direct involvement of school leaders in educational activities. A supportive learning ecosystem is also important, with collaboration among schools, parents, and the community. Outdoor strategies for teaching are more effective than indoor methods, making Ar-Risalah a robust and cooperative educational environment.

IV. CONCLUSION

Based on the research findings, the English learning system at Ar-Risalah Islamic Modern Boarding School Lubuklinggau reflects the six core components of a world-class learning system as proposed by Master (2023). The school implements a quality curriculum that is relevant and adaptable to students' needs. Supported by an assessment process that informs instructional decisions and motivates students. Effective teaching is ensured through ongoing professional development and supervision, while comprehensive students support is available, especially for those facing learning difficulties, though individual attention remains limited. The leadership of learning is visible in strategic planning and teacher support, although direct involvement in classroom activities is still lacking. Finally, the school foster a supportive learning ecosystem by engaging families and communities, promotion innovation, and maintaining a safe inclusive environment conducive to learning

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