Designing English Coursebook for Islamic Bilingual Boarding School Based on the Value of the Four Pillars of Nationality

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Abstract—**The purpose of this study is to develop an English course book for bilingual boarding school (Pesantren). It's motivated by the finding of the writer that there are same problems regarding curriculum and learning text book. The value of four of national pillars (Pancasila, Bhineka Tunggal Ika, UUD 45 and NKRI) is chosen as the theme of the course book as another effort to introduce students toward the national perception. The research model uses research and development (R&D) methods of Reiser and Mollenda where the development model has several steps, namely: Analysis, Design, Development, Implementation and Evaluation (ADDIE). The subject of the research is The students of Islamic bilingual school Daarul Amanah Majalengka. The results of this study are expected to have a good contribution for students, teachers and practitioners in Learning and Teaching which is specifically related to English learning based on the values of the four of national pillars.**

Keywords: English course book, bilingual school, curriculum, the four of national pillars

I. INTRODUCTION

As the one of the oldest educational system in Indonesia, boarding school (*pesantren*) has a strategic role and responsibility to build the Islamic young generation. The existence of pesantren significantly increases in the midst of Indonesian society and has been a reference of morality for common social life.

Furthermore, responding the dynamic progress of social life, Pesantren today has also been significantly advanced, where it is not only a religious traditional education system and *dakwah* centre, but also become a core of character building, skills development and the centre of education that enable learner to have international communication competence. It can be seen that some graduates of pesantren occupy very strategic in some governmental positions.

Initiated by the *Daarussalam* Gontor, the system of pesantren education nowadays has polarized significantly. Besides traditional pesantren, there are also many pesantren that utilized with modern education systems, curriculum, and technology (called modern boarding school). However, beside some aspects above, people often recognize modern pesantren where the Arabic and English are used as main language in daily communication. In some case, a pesantren also often declare as modern boarding school where the Arabic and English are featured as convincing identity. This kind of pesantren is commonly called *bilingual boarding schools*.

During this decade, the increases of pesantren that use Arabic and English as main language is rapid in some regions in Indonesia. Some traditional pesantren also perform and adopt modern curriculum and implement Arabic and English as main language. Meanwhile, the interest of parents to enrol their children in bilingual boarding school is also identified significantly. It is indicated by the number of prospective students increase in some bilingual boarding schools every year.

However, the writer finds that the curriculum for foreign language teaching and learning of some bilingual boarding school is still far from the expectation. The writer finds that most of bilingual boarding schools do not have an appropriate curriculum and course book yet. Some bilingual schools still adopt language teaching material from the other boarding school, or government curriculum, it certainly will impact on the students learning achievement.

Besides the problem above, pesantren also currently faces another serious problem. They are often regarded as institutions that foster radicalism, intolerance and even terrorist dens. Western media has been always accusing that pesantren are a *'breeding ground'* of radicalism and terrorism, whereas, there is no a single pesantren that teaches and allows terrorism and radicalism [1].

However, it cannot be guaranteed that pesantren will not be necessarily sterile from some possibilities of radicalism infiltration. The head of the National Counter for Terrorism Agency (BNPT) Suhardi Alius reminds that nowadays there is no truly sterile line of radicalism, including the world of education (National Perception and Radicalism, at IPB Stadium General). Concerning toward the issue of radicalism over pesantren in Indonesia were also voiced by Yusuf Kalla (Vice President) at the ASEAN Ulama and Islamic Boarding School Meeting in Bogor [2], West Java 13 December 2016. He (JK) recalled the potential threat of the radicalism issue and requested that pesantren have to be always aware of the possibility of radicalism ideology infiltration [3].

On the other hand, Indonesian actually has a very strong national foundation, namely; Pancasila, the 1945 Constitution, Bhineka Tunggal Ika, and the Unitary Republic of Indonesia which are often referred to the Four Pillars of nationality. This national philosophy is believed adequate and able to counter the movements of radicalism issue. The Chairman of the MPR RI Zulkifli Hasanin conveyed that the four pillars of nationality are guidelines to build the nation's character [4]. Therefore, according to him, the socialization and the application of those pillars of nationality must simultaneously be implemented in order to fortify ideologies that are not in accordance with the Indonesian philosophy, especially the radicalism and terrorism.

From the description above the writer concludes that there are currently two problems related with the pesantren. First, the issue of radicalism, which recently often directed to the pesantren in general. Second, the inconsistence language teaching curriculum and course book for pesantren that implement Arabic and English as main language.

The writer believes that introducing the four pillars of nationality to the santri (students) can be one solution for pesantren against the issue of radicalism in general. Regarding the problem of English course book for bilingual boarding school, the writer believes that developing English course book is necessary solution. Based on the argumentation above, the writer means to develop an English course book by embedding the value of the four pillar of nationality. It is expected to be a solution for the two main problems related with the bilingual school.

A. Islamic Boarding School

Islamic boarding school is the oldest original Islamic educational system in Indonesia. It was established from a local wisdom that has been standing along history [5]. The nomenclature of Islamic boarding school refers to a traditional education system called *Pesantren*. According to Nur Cholis, *pesantren* etymologically derived from the Javanese; *catrik* (student who always follow a teacher wherever he goes to learn expertise) [6]. The word "*pesantren*" morphologically taken from "*santri*" itself, prefixed with "pe", suffixed with "an", and means as dormitory for the *santri*. Islamic boarding school is a traditional education institution to learn, understand, appreciate and practice the teachings of Islam by stressing the importance of religious morals to guide daily behaviour. Furthermore, Ridwan adds that Islamic boarding school is also a religious institution that provides education and teaching as well as develops and disseminates Islamic knowledge [7]. In short, Islamic boarding school (*Pesantren*) is a public house for the students of religious learning who want to explore religious sciences [4].

Over times, the system of education in Islamic boarding school typologically shifts. The typology of Islamic boarding school is divided into two types [8]; 1). *Salafi Islamic Boarding School* which retains only the teaching of Islamic books as the core of education, and 2). *Modern Islamic Boarding School* which incorporates general lessons in the schools that they developed, or opened the types of public schools within the Islamic Boarding School environment.

Islamic boarding school is one of the Islamic institutions that well-known by its education quality and its superior in teaching language to its student. Islamic boarding school gives priority to foreign language learning especially Arabic and English in Kompasiana, 23 March 2010.

B. The Four Pillars of Nationality

The term "Four Pillars of Nationality" which contains the values of the Pancasila, UUD 1945, NKRI, and Bhineka Tunggal Ika is originated from Taufik Kiemas. According to the constitutional court, this term "Four Pillars of Nationality" still cannot be officially nomenclature, but if it's only purposed as a meant of the socialization toward the nationality values is still allowed. Socializing the value of the four national pillars is a strategic effort in order to reintroduce the history, development, challenge, and actualization of Pancasila, UUD 1945, NKRI, and Bhineka Tunggal Ika [9].

1) Pancasila: Soekarno stated that Pancasila is the state foundation which perpetuate nation in unity [10]. The foundation of the state is not only a matter of philosophical thought, but continues in the form of ideas, and act which is called ideology must become the soul that inspires all life arrangements social, national and state [11]. In this regard, Pancasila as the nation's noble value must be socialized from an early age, begins in the family, education, and to the mass media [12].

2) NKRI: As written in the UUD 1945 Constitution, The concept of the unitary state of republic of Indonesia refers to a state of republic that the sovereignty is in the hand of people. Furthermore, the unitary state of the republic of Indonesia is defined as the nation and the state of Indonesia consist of various elements and characteristics that make ethnicity, islands, culture, class and religion up as a unity [13]. Therefore, the unitary state of Indonesia refers to one country, one people, one territory, one orderly national law, one language, one nation and one central government.

3) Bhinneka Tunggal Ika: Siregar [14] said that diversity is the wealth of the Indonesian which must be recognized, accepted and respected. According to the Deputy Chairman of the MPR RI Ahmad Farhan Hamid, recognizing Indonesian art and culture is one of the way to maintain the value of Bhinneka Tunggal Ika, despite tribes, languages, and customs [14].

4) UUD 45: UUD 1945 is the Indonesian highest foundation of constitution. The UUD 1945 is the basic legal framework for the State administration and governance system, which includes institution aspects, management, and human resources [15]. It's also a foundation to control and protect social law, regulate governing order and social justice and determine Apparatuses and all Indonesian citizens' rights and obligations [16].

C. Coursebook Design

Merriell states that Instructional design is a technology of creating learning experience and learning environments which promote instructional activities [17]. To help educators ensure

that they teach the appropriate material in an optimal manner [1]. In regard with the course book design, Prastowo defines that course book is a teaching material which is used by students containing basic science, derived from the basic competence in the curriculum, it is a set of learning instruments that contain learning materials, methods, boundaries, and systematic and attractive evaluation and it is designed in order to achieve the expected goals [18]. Therefore, Nunan believes that course book is the main element of any curriculum [19].

ADDIE model is one of the most common models used in the instructional design. it was developed by Dick and Carry to guide to producing an effective design. "ADDIE" model is an acronym for Analysis, Design, Development or Production, Implementation or Delivery and Evaluations [20].

At the implementation process, this model coherently goes through the following phases:

- Analysis: At this phase, the main activity is analysing the need for developing new learning models and analysing the feasibility and requirements for developing new learning models. The development of new learning methods begins with a previews problem in the learning model.

- Development: Development in the ADDIE model contains product design realization activities. In the design phase, a conceptual framework has been developed for the application of new learning models.

- Design: In designing the model of teaching material, the design phase has similarities with designing teaching and learning activities

- Implementation: At this stage designs and methods that have been developed in a real situation are implemented in the classroom

- Evaluation: Evaluation is carried out in two forms, namely formative and summative evaluation.

II. METHOD

The aim of this study is to develop an English coursebook for Islamic bilingual boarding school which the material contains the four pillar of nationality (Pancasila, UUD 1945, NKRI, and Bhinneka Tunggal Ika) as atypical value. Meanwhile, the development phases that used by the author as guideline for compilation is ADDIE (Analysis, Design, Development, Implementation, and Evaluation) approach.

The participants of the study were the students and the teachers of Daarul Amanah Majalengka Islamic boarding school. The 45 students were taken as the subject of the research and determined as purposive research sample from 300 populations of all students. Three English teachers were also involved in this study.

The questionnaire and interview were employed in order to find the expected research data. There were two kinds of questionnaire which first is purposed to find the student learning need analysis, and second is to analyse students' current perception of the four pillar of nationality.

In regard with determining new coursebook, analysing previews book was conducted; it aims to know what actually students have learnt and what do they perceived. The result of this step is to be as comparison with the coursebook that will be designed. To get the data of the students' perception of the coursebook, the questionnaire was employed which is adopted from Course experience questionnaire (CEQ) by Ramsden.

The interview was directed in order to get typical and specific information regarding the current curriculum previews coursebook, and teaching process, despites also observation to get additional information.

In regard with the result of the data of questionnaire and interview, qualitative and quantitative analysis was applied. Since this study is a developmental research, the data which had been analysed was determined for the consideration of analysis, design, development, implementation, and evaluation, as can be seen as follow:
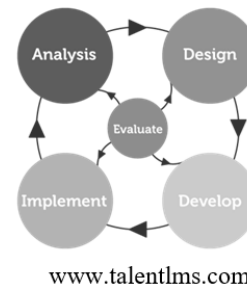

www.talentlms.com

Fig. 1. ADDIE model.

III. RESEARCH FINDING

A. Analyzing Phase

The preliminary procedure of this study is to obtain some data of; 1), the current course book used in the Islamic boarding school. 2). current curriculum implemented in the Islamic boarding school, 3 students' perception on the current curriculum, and instructional process.

The data related with the current coursebook used in the Daarul amanah Islamic boarding school was obtained by interview with some English teachers, and the finding is that the coursebook used is an adoption from another Islamic boarding school, and some supporting materials were also involved. The data about current curriculum of English teaching is also obtained by interview with some English teachers, and the finding is that the curriculum is also an adoption from other boarding school. Furthermore, the students' perception of the current curriculum and instructional process can be seen in the following table:

TABLE I.   THE STUDENTS' PERCEPTION OF THE CURRENT CURRICULUM AND INSTRUCTIONAL PROCESS

The Current Coursebook and Curriculum Data		VD	D	M	A	VA
Coursebook	The material help me to increase my English skill	3	15	20	2	
	The layout of the book is interesting	25	9	11		
	Every unit covers all linguistic skill		17	13	10	5
	The coursebook material fit my learning need	22	13	10		
	I am enthusiastic in learning English by using the current English book	21	12	10	2	
Mean score and percentage		51	66	65	24	5
		11%	28.4%	39%	16.1%	5%
Curriculum	The theme and learning topic is up to date	26	14	3	2	
	The basic competent of the course book is adequate toward basic language competence		1	13	20	2
	The purpose of learning goal is understandable		9	14	21	1
	The standard achievement of the course book clearly stated	6	11	14	10	4
	The standard competence fit to my learning need		9	10	25	6
Mean score and percentage		32	44	54	78	13
		4%	13%	24%	47%	9.3%

*Course experience questionnaire (CEQ) by Ramsden.

From the table above can be seen that student perceived less positive toward the current coursebook used, it's indicated by the score of 39% show disagreement, 24,1% indicates agreement, and 37% indicates neutral. However, toward current curriculum, the students show different perception as the score show that 47% agree and 9.3 very agree. It means that the students were satisfied with the current curriculum; even it's still an adoption.

Meanwhile, the current students' English competence is still indicated satisfying between ranges 50 to 65 of 100 score as maximum. The data was found by observing their English last evaluation score.

In regard with data of the student perception of the four pillar of nationality that will be embedded as a typical content value for the coursebook. The data indicates that they have low of knowledge of four pillar of nationality perception. The data that obtained by using questionnaire is as follow:

TABLE II.   KNOWLEDGE OF FOUR PILLAR OF NATIONALITY PERCEPTION

The Value of the four of National Pillars		VL	L	EV	H	VH
PANCA SILA	Ketuhanan		13	27	5	
	Kemanusiaan			20	5	
	Keadilan sosial		13	27	10	
	Kerakyatan	10	13	15	7	
	Kebangsaan	5	23	10	7	
UUD 1945	Landasan konstitusional	21	14	10		
	Hukum social,	24	11	9	1	
	Politik	26	18	1		
NKRI	Geostrategi:	23	20	2		
	Ekonomi,	34	10	1		
	Geografi	30	11	4		
	Strategi	40	4	1		
Bhineka Tunggal ika	Toleransi	13	25	7		
	Pluralism	20	13	12		
	Gotong royong	5	20	19	1	
		251	208	158	46	
		38%	32%	24%	6.%	

From the data above can be identified that 70% of the students are low of perception of the four pillars of nationality by the range of 32% to 38%.

B. Designing Phase

Summarizing the data of the current course book, current curriculum, students' perception on the current coursebook, the writer believes that some aspects considered to be modified

referring to the need analysis obtained. In this regard, the writer decides that there is no substantial modification toward the curriculum, as the students perceived positively. However, concerning on the coursebook content, related with the linguistic competence, layout and design, the writer modifies some elements by adopting general English coursebook. Considering the value of the four pillar of nationality which is going to be a typical content for the coursebook, the resources book of Pancasila, NKRI, UUD 45 and Bhinneka tunggal ika were adopted. The following design can be seen as follow:

TABLE III.   THE VALUE OF THE FOUR PILLAR OF NATIONALITY

Topic	Themes	Grammar	Speaking
The role of Indonesia for international relationship	ASEAN PBB Palestine etc.	Present perfect	Getting attention and interruption
Democracy and general election	Pilkada Pilpress Freedom of speech	Passive voice	Giving and asking direction
Islam and NKRI	KH hasyim asyari The role of santri in the national development The role of santri against colonialism etc	have to/ must	Opinionating/ agreeing/disagreeing
Islam and Tolerance	Freedom to have religion appreciating the differences Accepting different opinion etc	Present continuous	Permission,
Against radicalism	Islam is the peace religion Islam is the sources of peace Terrorisms and radicalism are haram etc.	Gerund/infinitive	Commanding and request
The right to get education	9-year compulsory education Education is a compulsory for every Muslim	Comparative degree	Complimenting and congratulating
Keeping the sovereignty	The role TNI Hubbul wathon minal iman etc.	will/to be going to	Suggestion and advising, cautioning
The geography of Indonesia	The territory of Indonesia Indonesian boundaries	Modal auxiliary	Complaining and criticizing
UUD 45, the foundation of constitution and law	Complying with the law Indonesian law enforcement etc.	Adjective/adverb	Promising and apologizing
Islam and Pancasila	Madina charter The value of Islam in Pancasila etc.	Perfect continuous	Expressing preference and hope
The Nusantara archipelago	The tribes and ethnics Culture and Art Officials religions in Indonesia	Simple present	Greeting and Introduction

C. Developing Phase

In this phase, determining the instructional model of the coursebook has been admitted. Adopting coursebook model by Joko Priyana, Riandi and Anita P. Mumpuni entitled "scaffolding English for Junior High school" is conducted which developed by using principles of communicative teaching approach in order to increase student's language skills covering listening, speaking, reading and writing. The sequences of the strategy used in every chapter of the newly designed material are as follow:

- Presentation: Each unit present meaningful reading text, and clear and comprehensive examples illustrated by realistic pictures. The strategy require student to observe teaching material presented. Having sufficient explanation from the teacher will lead students to better understanding.

- Practices: Some practical exercises are applied to generate student comprehension toward the basic competence of each unit such as Matching; students are asked to match a suitable word/expression on the correct situation/object, completing: students are asked to complete a sentence by using correct expression in a parenthesis, Questions and Answers; every reading text

is followed by question and answer in order to measure students understanding, Oral Work; every unit provides oral exercises for certain speaking skill competence in form of role play or presentation.

- English structure: every chapter provides a study of grammar pattern including examples and practical exercises.

- Discussion; student is given a certain topic to discuss. It possible to make the students involved in a debate, and discussion.

- Narratives and Descriptions; in this section, students are also given opportunities to express a narrative of certain situation or events. They are also directed to describe something in English, both written and spoken.

The Implementation of the designed coursebook is conducted to get students perception of the newly coursebook. In this phase, only certain chapters were implemented in the teaching and learning process. Students were also given questionnaire to give a feedback for the designed coursebook. Their perception can be seen in the following table:

TABLE IV.   STUDENTS' PERCEPTION

Statements	VD	D	M	A	VA
The material help me to fit my learning need		2	16	21	8
The layout of the book is interesting			8	23	16
Every unit covers expected linguistic skill		4	13	23	5
The coursebook themes covers meaningful information		2	3	19	21
The coursebook help me to get more perception of nationality			10	21	14
The reading texts and exercises easier to understand		20	12	13	
Mean score and percentage	2	28	73	119	64
	0.6%	9.8%	26.0%	41.4%	22.2%

The students' feedback toward the newly designed coursebook that typically includes the four pillar of nationality indicates positive perception. The table above displays the data showing that 41.4% agree and 22.2% very agree. It meant that 63.6% were satisfied toward the new coursebook. However, for the statement related with the reading text and exercises model was negatively perceived. In order to response students' objection, some reading texts were modified.

IV. CONCLUSION

The newly coursebook which contain the four pillars of nationality is designed. The curriculum for the coursebook is adapted from general English. The sequence and approach of the coursebook is adapted from coursebook the model by Joko Priyana, Riandi and Anita P. Mumpuni entitled "scaffolding English for Junior High school" which apply communicative approach. The linguistic skill contains adapting from general English. Every chapter of the book contains certain information and the value of the four pillars of nationality.

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