



Implementation Of English Language Learning And Islamic Character Development At Ibadurrahman Boarding School (IDBS) Duri: A Case Study At Ninth Grade

Welly Andriani*

STAI Hubbulwathan Duri

*Correspondent Author Email: Wellyandriani0201@gmail.com

ARTICLE INFO

Keywords:

*English language
Learning, Islamic
Character Development*

ABSTRACT

This study used a qualitative approach with a case study design to explore the implementation of the English education program at Ibadurrahman Boarding School (IDBS) Duri, Riau. The research participants included grade IX students categorized by high, medium, and low academic performance, as well as teachers and school staff. The research findings show that English language learning activities at IDBS Duri are highly structured and disciplined, starting from morning until afternoon. Students demonstrate high academic achievements in English subjects, supported by additional tutoring from competent teachers. Participation in English extracurricular activities is also very high, which helps students develop communication skills and confidence. Additionally, IDBS Duri has successfully integrated Islamic values into English learning through contextual approaches and religious activities. In conclusion, IDBS Duri has created a holistic English education environment, combining academic aspects and Islamic character development. This approach not only enhances students' academic achievements but also helps them develop into individuals with noble character and high ethics. This study can serve as a model for other schools in implementing a comprehensive English education program.

Introduction

English language education at the middle school level plays a crucial role in equipping students with essential global communication skills. Ibadurrahman Boarding School (IDBS) Duri, a private middle school in Duri, Riau, is committed to providing high-quality English education. Besides focusing on academic development, IDBS Duri also emphasizes the importance of Islamic character and social skills. In the era of globalization, English language proficiency becomes an important asset for students. Therefore, this study aims to explore how IDBS Duri implements its English education program and how this impacts students' academic achievements and character development.

Character development programs in schools involve not only instruction and learning but also habituation in daily living away from the classroom and in the community. As a result, teaching is essential to building. Character education requires that students behave honorably both within and outside of the classroom, and they must, of course, comply with the teacher's instructions. Because education is meant to improve a person's intelligence as well as transform their personality to have morality and decent attitudes, character development should be incorporated into education. Enhance an individual's intellect without considering.

Developing students' character is therefore the most effective means of boosting moral principles and giving them a more positive outlook on life. Furthermore, students academic progress can be enhanced by combining knowledge and character. According to Istady (2019), character education is a strategy that can improve morale and transform students' personalities. The idea of character education is important to the English language learning process in all respects, from preparation and execution to assessment. The Pancasila Student Profile, also known as the "Profil Pelajar Pancasila," describes how character education is used in the most recent curriculum. The Pancasila Student Profile consists of six components: creativity, critical thinking, global diversity, independence, and noble character.

In order to enhance students' academic performance, character development requires a variety of components, including knowledge, abilities, and character (Aunurrahman et al., 2016). Integrating character development into education is important since education aims to improve a person's intelligence and mold their personality to include morality and good attitudes. Boost someone's intellect without considering. Students' moral standards will undoubtedly decline due to their character. Because of this, enhancing students' character is also the most effective approach to raise moral standards and give them a better personality. Additionally, character and knowledge are increasingly considered to be a unit that can raise students' academic accomplishment.

Furthermore, formative assessment is conducted based on observational data and questionnaires. It is evident that despite the conditions of limited face-to-face

learning, formative assessment is still carried out in a shorter and simpler format, with the reduction of several aspects such as one-way questions (from teacher to student) and the application of HOTS questions. Several formative assessment strategies are employed in limited face-to-face learning, including questioning, discussion, presentation, creating simple dialogues, role-playing, and picture interpretation. These activities are adjusted to align with the Basic Competencies that students need to achieve, accompanied by feedback and reinforcement. Appropriate assessment criteria are also used to evaluate specific skills. During the formative assessment process, students remain enthusiastic and motivated, although some students still lack confidence (Kurnia, 2022).

Method

This study uses a qualitative approach with a case study design. This approach was chosen due to the research characteristics that tend to collect data in the form of words and present them narratively. Moreover, the research scope is specific, unique, and involves a small number of participants, making it suitable as a case study (Soro et al., 2023). This research was conducted at Ibadurrahman Boarding School (IDBS) Duri, a private middle school in Duri, Riau, specifically in the context of English learning, academic achievement, and character development of students.

The research involved grade IX students of SMP IDBS Duri, totaling 15 participants. Participants were selected based on academic performance criteria classified as follows:

- Student A: High achiever (high performance)
- Student B: Middle achiever (medium performance)
- Student C: Low achiever (low performance)

In addition to students, teachers and school staff were also interviewed to gain a more comprehensive perspective.

Data Collection Instruments

To collect data, the researcher used two main instruments:

1. Non-participant Observation: The researcher observed students' daily activities without directly participating in the activities observed (Creswell, 2013).
2. Open-ended Questionnaire: The questionnaire was given to students and teachers, including open-ended questions and follow-up questions based on observation results (Patton, 2002).

The collected data were analyzed qualitatively through the stages suggested by Miles, Huberman, and Saldana (2014):

1. Data Condensation: Reducing and summarizing data to focus on relevant information.
2. Data Display: Presenting data in a systematic narrative form.

3. Drawing and Verifying Conclusions: Drawing conclusions from the analyzed data and verifying them by comparing results from various research instruments. Triangulation was conducted by comparing data from observations and questionnaires to ensure data validity and accuracy (Denzin, 1978).

Findings and Discussion

Data were collected through non-participant observations and open-ended questionnaires, which were analyzed using qualitative methods according to the stages outlined by Miles, Huberman, and Saldana (2014). The findings were found:

1. English Language Learning Activities
Observations show that English learning activities at SMP IDBS Duri are highly structured and disciplined. Learning activities start in the morning with various activities integrating English.
2. Academic Achievement in English
Survey and interview data indicate that SMP IDBS Duri students have high academic achievements in English subjects. High achievers frequently win English competitions at district and provincial levels. Support from competent teachers and additional tutoring programs greatly contribute to these achievements.
3. English Language Extracurricular Activities
Student participation in English language extracurricular activities is very high. Students are active in activities such as debate clubs, drama, and English clubs. These activities not only develop students' English skills but also enhance their social skills and confidence. Students involved in extracurricular activities show improvement in communication skills and self-confidence.
4. Islamic Character Development in English Learning
IDBS Duri has successfully fostered strong Islamic character in students through a contextual approach in English learning. Recitation, Quran memorization, and social activities like community service are routine parts of students' lives, helping them integrate Islamic values into their use of English.

Table 1: Findings and Discussion

Aspect	Findings	Discussion
--------	----------	------------

English Language Learning Activities	English language learning activities are highly structured and disciplined, starting from the morning with various activities integrating English.	The organized learning structure helps students understand the material better. Integration of English into various daily activities increases exposure and practical language skills of students.
Academic Achievement in English	Students show high academic achievement, especially high achievers who frequently win English competitions at the district and provincial levels.	Support from competent teachers and additional tutoring programs significantly impact high academic achievement. Focus on competitions also motivates students to study harder and hone their English skills.
English Language Extracurricular Activities . skills.	Student participation in English language extracurricular activities is very high, such as debate clubs, drama, and English clubs.	English language extracurricular activities not only develop language skills but also enhance students' social skills and confidence. Active participation in these activities indicates that students are motivated to improve their English language skills.
Islamic Character Development	IDBS Duri has successfully integrated Islamic values into English learning through recitation, Quran memorization, and social activities like community service.	Integrating Islamic values into English learning helps students not only in mastering the language but also in forming noble character. Routine religious activities reinforce students' moral and ethical values in daily life.

Conclusion

This study showed that SMP IDBS Duri has successfully created a holistic English education environment for its students. Structured daily life, strong academic support, various extracurricular activities, and a focus on Islamic character development all contribute to shaping students who excel in English and possess noble character. SMP IDBS Duri students not only demonstrate impressive academic achievements in English but also develop into disciplined, creative, and ethical individuals. With a comprehensive educational approach, IDBS Duri can serve as a model for other schools in nurturing excellent and well-mannered young generations.

Acknowledgements

We would like to express our deepest gratitude to the administration and staff of Ibadurrahman Boarding School (IDBS) Duri for their invaluable support and

cooperation throughout this research. Special thanks to the students and teachers of Grade IX for their willingness to participate and provide insights essential for this study.

References

- Aunurrahman, Abdul Hamied, F., & Emilia, E. (2016). Facilitating Character Building through an Academic Writing Practice. *Arab World English Journal*, 7(3), 146–160.
- Creswell, J. W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). SAGE Publications.
- Denzin, N. K. (1978). *The Research Act: A Theoretical Introduction to Sociological Methods* (2nd ed.). McGraw-Hill.
- Kurnia, A. D. (2022). Implementasi penilaian formatif dalam pembelajaran bahasa inggris tatap muka terbatas untuk meningkatkan motivasi belajar siswa. *STRATEGY: Jurnal Inovasi Strategi Dan Model* <https://www.jurnalp4i.com/index.php/strategi/article/view/887>
- Istandy, E. L. (2019). Character Education Analysis of An English Textbook Entitled Pathway to English For Senior High School Grade XI General Programme. Semarang: State University of Semarang
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). SAGE Publications.
- Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods* (3rd ed.). SAGE Publications.
- Soro, S. H., Ermya, J., & Salman, J. (2023). ... Pendekatan Komunikatif dalam Meningkatkan Keterampilan Berbicara Bahasa Inggris (Studi Kasus Pembelajaran Bahasa Inggris dalam Perspektif Pendidikan Nilai). *EDUKASIA: Jurnal Pendidikan* <http://www.jurnaledukasia.org/index.php/edukasia/article/view/487>