
ROLES AND EXPERIENCES OF ENGLISH EDUCATION STUDENTS IN THE SCHOOL FIELD INTRODUCTION PROGRAM (PLP)

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Abstract: This study investigates the experiences of English Education students participating in the School Field Introduction Program (PLP) at Tarbiyatul Islamiyah Islamic Boarding School in Banjarmasin, Indonesia. The PLP serves as a crucial component of teacher education, enabling students to bridge theoretical knowledge with practical teaching in a unique environment that combines religious and academic instruction. Using a qualitative research design, data were collected through semi-structured interviews, classroom observations, and document analysis from three participants. Findings reveal that student teachers faced challenges in adapting their teaching methods to align with the cultural and religious values of the boarding school while also developing essential instructional skills. Key strategies employed included project-based learning, integration of Islamic teachings, and use of local folklore to enhance student engagement. Participants highlighted the importance of mentorship and peer support in overcoming classroom management issues and building confidence. This research emphasizes the significance of cultural sensitivity and adaptability in preparing future English teachers, providing insights into effective teaching practices within Islamic educational settings.

Keywords: School Field Introduction Program, English Education, Islamic Boarding School, cultural sensitivity, teacher education, qualitative research.

INTRODUCTION

The School Field Introduction Program (PLP) is a vital component in teacher education programs, designed to bridge theoretical knowledge with practical teaching experience (Darling-Hammond, 2006, p. 300; Zeichner, 2010, p. 88). For English Education students, PLP serves as a transformative phase that enables them to apply instructional methods and develop essential teaching competencies in real-world classroom settings (Gordon et al., 2014, p. 123). This research focuses on the PLP experiences of English Education students at Tarbiyatul Islamiyah Islamic Boarding School in Banjarmasin, a unique educational environment that integrates both religious and academic studies (Mulyana, 2019, p. 45).

Islamic boarding schools (pesantren) in Indonesia offer a distinct setting that combines traditional religious values with modern education, presenting student teachers with a set of challenges and opportunities to adapt their teaching approaches (Nafi'ah, 2018, p. 112; Taufiq, 2017, p. 75). In such environments, English Education students must not only teach language skills but also align their instruction with the school's religious and cultural values (Hasanah, 2020, p. 34). These conditions demand creativity, flexibility, and a deep understanding of the social and cultural dynamics of pesantren education (Suhendra, 2019, p. 150).

This study aims to investigate the roles and experiences of English Education students during their PLP at Tarbiyatul Islamiyah. By examining how they navigate the unique demands of this environment, this research seeks to shed light on the practical training experience within Islamic educational settings (Khalid, 2019, p. 45; Rahman, 2020, p. 102). It highlights how students overcome challenges, integrate Islamic values, and refine their teaching skills (Sari, 2021, p. 67). This research provides valuable insights into the impact of PLP on the professional growth and cultural awareness of future English teachers, emphasizing the role of hands-on experience in shaping effective and culturally responsive educators (Huda, 2018, p. 88; Sofyan, 2022, p. 110).

The School Field Introduction Program (PLP) plays a significant role in teacher education, offering pre-service teachers practical teaching experience to complement theoretical training (Darling-Hammond, 2014, p. 45). This immersive experience allows student teachers to develop essential instructional skills, classroom management strategies, and a professional identity as educators (Beauchamp & Thomas, 2009, p. 104). Studies on PLP have shown that it provides critical opportunities for students to connect theory with practice, fostering growth in their pedagogical competencies and allowing them to explore various teaching approaches within diverse educational settings (Wong et al., 2015, p. 267; Smith & Ragan, 2016, p. 112).

In the context of Islamic boarding schools, or *pondok pesantren*, PLP poses unique challenges and opportunities. Islamic boarding schools integrate both religious and general education, creating a learning environment that emphasizes not only academic development but also the cultivation of Islamic values (Azra, 2012). For student teachers of English, this dual focus requires innovative approaches to instruction. Teachers must find ways to integrate language education with religious and cultural values, fostering a holistic learning experience that aligns with the school's mission and values (Rahman, 2020). Research highlights that this context demands flexibility, cultural sensitivity, and the ability to adapt instructional content to meet both educational and spiritual objectives (Yusra et al., 2019).

For English Education students, the challenges in Islamic educational settings are compounded by the need to bridge secular content with religious perspectives. Teaching English as a foreign language in Islamic boarding schools often requires instructors to contextualize language lessons within the framework of Islamic teachings, which can shape students' perspectives and learning outcomes (Suryani, 2017). Studies indicate that student teachers in these environments frequently develop a heightened cultural awareness and improved instructional adaptability, both of which are critical to their effectiveness as educators in diverse contexts (Hashim, 2018).

This study aims to contribute to the literature by focusing on the experiences of English Education students participating in PLP within a *boarding school* setting. While research on teacher education frequently emphasizes classroom skills and pedagogical theory, there is limited exploration of how student teachers adapt their methods to meet the specific cultural and spiritual demands of Islamic educational environments. By examining the roles and experiences of English Education students at Tarbiyatul Islamiyah Islamic Boarding School, this study seeks to add to the understanding of how PLP can foster both pedagogical and cultural competencies, preparing future English teachers to be effective and culturally responsive educators.

RESEARCH METHODOLOGY

3.1 Research Design

This study employs a qualitative research design to explore the roles and experiences of English Education students participating in the School Field Introduction Program (PLP) at Tarbiyatul Islamiyah Islamic Boarding School, Banjarmasin. A qualitative approach is appropriate for capturing the depth and complexity of students' experiences in adapting teaching methods within the unique educational and cultural environment of an Islamic boarding school. Data collection methods include semi-structured interviews, classroom observations, and document analysis.

3.2 Participants

The participants of this study are English Education students who have completed or are currently engaged in the PLP at Tarbiyatul Islamiyah. A purposive sampling technique is used to select participants who can provide rich insights into their experiences and adaptations in teaching English within a boarding school context. The sample will consist of 3 students to ensure detailed and comprehensive data.

3.3 Instruments

Data Collection Techniques

- **Interviews:** Semi-structured interviews are conducted with each participant to explore their roles, teaching strategies, challenges faced, and adjustments made to align with the cultural and religious values of the boarding school. The interview guide includes open-ended questions, allowing participants to reflect on their experiences and providing space for follow-up questions as needed.
- **Observations:** Classroom observations are conducted to gain a deeper understanding of how students apply pedagogical approaches and engage with students in a boarding school setting. Observations focus on instructional methods, classroom management, and interactions with students, and field notes are taken to document these observations.
- **Document Analysis:** Relevant documents, such as lesson plans and reflective journals created by the students, are analyzed to examine how they integrate Islamic values into their teaching and adapt to the boarding school's educational goals.

3.4 Data Analysis

Data analysis follows a thematic approach, identifying key patterns and themes that emerge from interviews, observations, and document analysis. Data is coded and organized into categories reflecting participants' roles, teaching adaptations, challenges, and growth in pedagogical and cultural competencies. The analysis is iterative, with findings continuously reviewed and refined to ensure accuracy and depth in representing participants' experiences.

3.5 Validity and Reliability

To enhance the study's credibility, data triangulation is applied by cross-checking information from multiple sources: interviews, observations, and document analysis. Member checking is also used, allowing participants to review and confirm their interview transcripts and preliminary findings to ensure accuracy in representing their perspectives.

Through these methods, this study aims to provide a comprehensive understanding of the experiences of English Education students in the PLP program within the unique setting of an Islamic boarding school, contributing valuable insights into the development of effective and culturally responsive teaching practices.

RESULT AND DISCUSSION

Sub-heading 1

1. Their Roles, Teaching Strategies, Challenges Faced, and Adjustments Made to Align with the Cultural and Religious Values of the Boarding School



Image 1. The researcher interviewing with one of the participants

Interview 1

NF (22), 4th Year with five-month duration in the PLP

Interviewer: Thank you for joining me today, NF. Can you describe your main roles and responsibilities during your PLP at the boarding school?

NF: My main role was teaching English to the senior class. I also helped organize extracurricular activities like the English debate club.

Interviewer: How did these roles change over time?

NF: Initially, I focused mostly on lesson delivery, but as I built relationships with the students, I began to incorporate more interactive activities, allowing students to take more initiative.

Interviewer: What teaching strategies did you employ?

NF: I used project-based learning where students worked in groups to create presentations. This encouraged collaboration.

Interviewer: Which strategies did you find most effective, and why?

NF: The project-based approach was very effective because it engaged students and allowed them to apply their language skills in real-world scenarios.

Interviewer: How did you adjust your teaching methods to align with cultural and religious values?

NF: I integrated Islamic stories into my lessons, which resonated with the students.

Interviewer: Can you provide a specific example?

NF: For a reading lesson, I chose a text about honesty in Islamic teachings, which sparked great discussions.

Interviewer: What challenges did you encounter?

NF: I faced difficulties in addressing some students' reluctance to participate in discussions.

Interviewer: How did you address these challenges?

NF: I encouraged quieter students by pairing them with more confident peers during group

work. _____

Interviewer: What kind of support did you receive?

NF: My mentor provided regular feedback and suggested resources for lesson planning.

Interviewer: How did this support impact your teaching experience?

NF: It significantly boosted my confidence and improved my teaching methods.

Interviewer: Reflecting on your PLP experience, what have you learned?

NF: I learned the importance of adaptability in teaching and connecting with students culturally.

Interviewer: How will this influence your future teaching practices?

NF: I will prioritize cultural relevance in my lessons to better engage my students.

Interviewer: What recommendations would you make for improving the PLP?

NF: I suggest more training on cultural sensitivity and inclusive teaching strategies.

NF's primary responsibility during the PLP was teaching English to senior students, along with organizing extracurricular activities like an English debate club. Over time, NF shifted from a focus on lesson delivery to incorporating interactive activities that allowed students to take initiative. NF employed project-based learning, which effectively engaged students and allowed them to apply their language skills in real-world contexts.

To align lessons with the boarding school's cultural and religious values, NF integrated Islamic stories, using a reading lesson about honesty as an example that sparked meaningful discussions. NF faced challenges, particularly with students who were reluctant to participate in discussions but addressed this by pairing them with more confident peers. Support from a mentor, who provided regular feedback and resources, significantly boosted NF's confidence and improved teaching methods. NF emphasized the importance of adaptability in teaching and the need for cultural relevance in lessons, noting that these insights would influence future teaching practices. For recommendations, NF suggested more training on cultural sensitivity and inclusive teaching strategies.

Interview 2

Budi (23), Year of Study: 4th Year, with 4-month duration in the PLP

Interviewer: Can you describe your main roles and responsibilities?

Budi: I taught English and assisted with morning prayers, which helped me connect with students.

Interviewer: How did these roles change over time?

Budi: I became more involved in student activities, which helped me gain their trust.

Interviewer: What teaching strategies did you employ?

Budi: I focused on using songs and games to teach vocabulary.

Interviewer: Which strategies did you find most effective?

Budi: Using songs was very effective. It made learning fun and memorable for the students.

Interviewer: How did you adjust your teaching methods to align with the cultural values?

Budi: I incorporated local folklore into my lessons to make them relatable.

Interviewer: Can you provide an example?

Budi: I used a story about a local hero to teach narrative writing, and the students loved it.

Interviewer: What challenges did you encounter?

Budi: I struggled with classroom management at first.

Interviewer: How did you overcome this challenge?

Budi: I implemented a clear set of classroom rules and involved students in the decision-making process.

Interviewer: What support did you receive?

Budi: My peers were very helpful; we often exchanged ideas and resources.

Interviewer: How did this support impact your teaching?

Budi: It created a collaborative environment that enriched my teaching experience.

Interviewer: What have you learned about being an English teacher?

Budi: I learned that being relatable and approachable is a key to effective teaching.

Interviewer: What recommendations would you make for the PLP?

Budi: I recommend having more workshops on effective classroom management techniques.

Budi's main roles included teaching English and assisting with morning prayers, which helped establish connections with students. Over time, Budi became more involved in student activities, fostering trust and rapport. Budi utilized songs and games as teaching strategies, finding them particularly effective for making vocabulary lessons fun and memorable.

To ensure alignment with cultural values, Budi incorporated local folklore into lessons, using stories about local heroes to engage students in narrative writing. Initial challenges with classroom management were addressed by implementing clear rules and involving students in the decision-making process. Budi received substantial support from peers, which created a collaborative environment that enriched the teaching experience. Budi learned that being relatable and approachable is crucial for effective teaching. Recommendations included more workshops focused on effective classroom management techniques to enhance the PLP.

Interview 3

Rina, (21), Year of Study: 4th Year with three-month duration in the PLP.

Interviewer: Can you describe your main roles and responsibilities?

Rina: I was primarily responsible for teaching grammar and vocabulary.

Interviewer: How did these roles change over time?

Rina: I became more involved in lesson planning as I gained confidence.

Interviewer: What teaching strategies did you employ?

Rina: I used visuals and storytelling to make grammar lessons more engaging. Interviewer: Which strategies did you find most effective?

Rina: Storytelling was very effective; it helped students remember the rules better.

Interviewer: How did you adjust your teaching methods for cultural alignment?

Rina: I focused on using examples that aligned with Islamic teachings.

Interviewer: Can you provide an example?

Rina: I taught about honesty using examples from Islamic stories, which resonated with the students.

Interviewer: What challenges did you encounter?

Rina: I found it hard to engage all students, especially those who were shy.

Interviewer: How did you overcome this challenge?

Rina: I encouraged them to share in pairs first, which made them more comfortable.

Interviewer: What kind of support did you receive?

Rina: My mentor was very encouraging and provided great feedback on my lessons.

Interviewer: How did this support impact your teaching?

Rina: It helped me improve my teaching style and made me feel valued.

Interviewer: What have you learned about teaching in a boarding school?

Rina: I learned that respect for cultural values is essential for effective teaching.

Interviewer: What recommendations would you make for improving the PLP?

Rina: I think having more peer observation opportunities would help us learn from each other.

Rina was primarily responsible for teaching grammar and vocabulary. As confidence grew, Rina became more involved in lesson planning. Rina employed visuals and storytelling to engage students, finding storytelling particularly effective in helping students remember grammar rules.

To ensure cultural alignment, Rina used examples from Islamic teachings, such as lessons on honesty derived from Islamic stories. Rina faced challenges in engaging shy students but overcame this by encouraging pair sharing to make them more comfortable. Support from a mentor was crucial, as they provided encouraging feedback that helped Rina refine her teaching style. Rina learned that respecting cultural values is essential for effective teaching in a Boarding School setting. Recommendations for improving the PLP included increasing opportunities for peer observation to facilitate mutual learning.

The interviews with NF, Budi, and Rina provide valuable insights into the experiences of pre-service teachers during their School Field Introduction Program (PLP) in an Islamic boarding school context. Their reflections highlight key pedagogical strategies, challenges faced, and the importance of cultural alignment in teaching, all of which resonate with established educational theories.

NF's primary responsibility was teaching English to senior students while also organizing extracurricular activities like an English debate club. NF's shift from traditional lesson delivery to incorporating interactive activities reflects the principles of project-based learning (PBL), which encourages student engagement and application of language skills in real-world contexts (Thomas, 2000). This shift is significant as it empowers students to take initiative in their learning, fostering both autonomy and critical thinking.

NF's integration of Islamic stories into lessons, particularly through a reading lesson on honesty, demonstrates an effective method of aligning educational content with the boarding school's cultural and religious values. This aligns with Ladson-Billings' (1995) concept of culturally relevant pedagogy, which emphasizes the necessity of making education meaningful to students by connecting lessons to their cultural contexts. By facilitating discussions around these stories, NF not only reinforced language skills but also engaged students in moral and ethical reflections pertinent to their backgrounds.

Challenges with student participation were effectively addressed by pairing reluctant students with more confident peers, a strategy supported by Vygotsky's (1978) social development theory. This approach highlights the importance of social interaction in the learning process and fosters a collaborative environment where students can support one another.

Budi's involvement in teaching English and assisting with morning prayers helped establish strong connections with students, which is critical for effective teaching (Wentzel, 1998). By utilizing songs and games in vocabulary lessons, Budi made learning enjoyable and memorable. This aligns with the principles of active learning, which suggest that engaging students through varied methods can enhance retention and understanding (Bonwell & Eison, 1991).

To ensure cultural alignment, Budi incorporated local folklore and stories about local heroes, fostering narrative writing and engaging students in culturally relevant content. This strategy echoes the work of Banks (1994), who argues that integrating diverse perspectives and cultural content into the curriculum enhances student engagement and learning.

Budi also faced challenges with classroom management, which he addressed by implementing clear rules and involving students in decision-making. This democratic approach to classroom management fosters a sense of ownership among students, leading to a more positive learning environment (Emmer & Evertson, 2013). Budi's realization that being relatable and approachable is crucial for effective teaching highlights the importance of teacher-student relationships in educational success (Zins et al., 2004).

Rina focused primarily on teaching grammar and vocabulary, using visuals and storytelling to engage her students. Her confidence grew as she became more involved in lesson planning, which is indicative of the gradual process of professional development in teaching (Darling-Hammond, 2006). Rina's use of storytelling to teach grammar rules aligns with research indicating that narrative forms can enhance memory and understanding (Bruner, 1991).

By integrating examples from Islamic teachings, Rina ensured cultural relevance in her lessons, particularly through lessons on honesty derived from Islamic stories. This approach reinforces the significance of respecting and incorporating cultural values in teaching, as highlighted by Huda (2018). Rina's strategies for engaging shy students through pair sharing also reflect the application of collaborative learning principles, encouraging comfort and participation among all students.

The support Rina received from her mentor was crucial, as it provided her with feedback that helped refine her teaching style. This mentorship aligns with findings by Darling-Hammond (2006), which underscore the importance of mentorship in developing effective teaching practices.

Recommendations for Improvement

Across the interviews, NF, Budi, and Rina all highlighted the need for ongoing training in cultural sensitivity, classroom management, and inclusive teaching strategies. These recommendations are consistent with the broader call for teacher education programs to prepare educators for the diverse realities of today's classrooms (Huda, 2018). Increasing opportunities

for peer observation, as suggested by Rina, could facilitate mutual learning and professional growth among pre-service teachers.

In summary, the experiences of NF, Budi, and Rina during the PLP illustrate the importance of interactive and culturally relevant teaching strategies, the role of mentorship, and the challenges faced in an Islamic boarding school context. Their insights not only contribute to the understanding of effective teaching practices but also emphasize the need for continuous professional development in teacher education.

Sub-heading 2

Instructional Methods, Classroom Management, and Interactions with Students



Image 2. Observation 1

Classroom Context: Teacher: NF, Grade Level: Senior English Class, Duration: 60 minutes

1. Instructional Methods:

NF employed project-based learning by assigning students to work in groups to create presentations on themes from local literature. The effectiveness of this approach was evident as students actively engaged in research, divided tasks, and collaborated effectively. NF also integrated Islamic values by encouraging groups to include moral lessons from the texts they chose, fostering a deeper connection to the material.

2. Classroom Management:

NF established clear classroom rules at the beginning of the semester, which included respect for others' opinions and active participation. During the observation, NF used a signal (raising a hand) to regain students' attention, which worked well to minimize disruptions. NF also encouraged quieter students to share their ideas by pairing them with more vocal peers, successfully increasing participation.

3. Interactions with Students:

The rapport between NF and the students was warm and respectful. NF moved around the classroom, providing individualized support and feedback, which students appreciated. There were several instances of peer collaboration, where students exchanged ideas and provided constructive feedback on each other's presentations. The discussions also included references to

cultural and religious values, with students reflecting on how the themes of honesty and perseverance were relevant in their lives.

Observation 2

Classroom Context: Teacher: Budi, Grade Level: 3rd Year English Class, Duration: 50 minutes

1. Instructional Methods:

Budi utilized storytelling as a primary teaching strategy to introduce new vocabulary. The lesson featured a local folktale that resonated with students, making the vocabulary memorable. Budi also encouraged students to create their own short stories using the new words, which effectively combined creativity with language learning.

2. Classroom Management:

Budi implemented a set of classroom rules collaboratively with students at the start of the term. During the observation, Budi effectively maintained discipline through positive reinforcement, praising students who followed the rules. To engage hesitant students, Budi facilitated small group discussions where they felt more comfortable sharing their thoughts before presenting to the larger class.

3. Interactions with Students:

Budi fostered a positive and inclusive environment. Students appeared comfortable asking questions and engaging in discussions. There were several instances of peer learning, with students helping each other understand vocabulary in the context of the folktale. Budi encouraged students to connect the story's moral lessons with Islamic teachings, enriching their understanding of both the language and their cultural values.

Observation 3

Classroom Context: Teacher: Rina, Grade Level: 2nd Year English Class, Duration: 45 minutes

1. Instructional Methods:

Rina focused on grammar through visual aids and interactive activities. She used info-graphics to explain complex grammatical structures and then had students work in pairs to create posters illustrating the rules. This hands-on approach proved effective, as students were highly engaged and showed a clear understanding of the material.

2. Classroom Management:

Rina established a routine at the start of each class, beginning with a short review of previous lessons. During the observation, she employed non-verbal cues, like a raised finger, to indicate

that students should be quiet. This technique effectively maintained a conducive learning environment. To encourage participation, Rina utilized think-pair-share activities, allowing all students to express their ideas before sharing with the class.

3. Interactions with Students:

The relationship between Rina and her students was supportive and encouraging. Rina made a point to acknowledge students' contributions and build on their responses, which helped to create a collaborative atmosphere. Instances of peer collaboration were evident during the poster-making activity, as students actively discussed and assisted each other. Rina also referenced cultural values, emphasizing the importance of respect and honesty in communication, which resonated with the students and connected to their broader educational context.

Discussion

The classroom observations of NF, Budi, and Rina highlight diverse yet effective teaching strategies that align with contemporary pedagogical theories and principles, particularly in the context of Islamic boarding schools. Each teacher's approach demonstrates how integrating cultural values and interactive methods can enhance student engagement and learning outcomes.

NF's Project-Based Learning

NF employed project-based learning (PBL) by assigning students to work in groups on presentations related to local literature themes. This approach aligns with Thomas's (2000) definition of PBL, which emphasizes student-driven inquiry and collaboration. The observation showed that students actively engaged in research, task division, and collaboration, demonstrating how PBL can foster teamwork and critical thinking skills (Krajcik & Blumenfeld, 2006). By integrating Islamic values into the project, NF encouraged students to reflect on moral lessons, aligning with Ladson-Billings' (1995) concept of culturally relevant pedagogy, which emphasizes the importance of connecting educational content to students' cultural contexts.

NF's classroom management strategies also reflect best practices. By establishing clear rules and using non-verbal signals to regain attention, NF effectively minimized disruptions, echoing Emmer and Evertson's (2013) principles of effective classroom management. Pairing quieter students with more vocal peers further supported engagement, illustrating Vygotsky's (1978) theory of social constructivism, which highlights the value of peer interactions in the learning process.

Budi's Storytelling Approach

Budi's use of storytelling as a primary instructional method resonated well with students, facilitating vocabulary acquisition through a local folktale. Storytelling has been identified as an effective pedagogical tool that enhances memory and comprehension (Bruner, 1991). By encouraging students to create their own stories, Budi combined creativity with language learning, fostering a deeper connection to the material and enhancing engagement (Bonwell & Eison, 1991).

Budi's collaborative development of classroom rules exemplifies a democratic approach to classroom management, which can lead to increased student ownership and responsibility (Emmer & Evertson, 2013). His use of positive reinforcement and small group discussions to engage hesitant students also reflects best practices in creating an inclusive learning environment (Zins et al., 2004). By connecting the moral lessons of the folktale with Islamic teachings, Budi successfully integrated cultural relevance into his lessons, enriching students' understanding of both language and values.

Rina's Interactive Grammar Instruction

Rina's focus on grammar through visual aids and interactive activities highlights the effectiveness of using varied instructional methods to engage students. The use of infographics to explain complex grammatical structures aligns with Mayer's (2001) principles of multimedia learning, which suggest that visual aids can enhance understanding and retention. The hands-on nature of the poster-making activity allowed students to actively engage with the material, reinforcing their learning through collaboration.

Rina's classroom management strategies, such as establishing a routine and using non-verbal cues, contributed to a conducive learning environment. The implementation of think-pair-share activities encouraged all students to participate, ensuring that quieter students had opportunities to express their ideas in a less intimidating setting. This practice aligns with the collaborative learning principles advocated by Johnson and Johnson (1999), which emphasize the importance of social interactions in learning.

Rina's emphasis on cultural values, such as respect and honesty, throughout her lessons underscores the importance of integrating ethical considerations into teaching. This approach aligns with Huda's (2018) perspective on the significance of cultural sensitivity in educational settings, particularly within Islamic contexts.

The observations of NF, Budi, and Rina reveal that effective teaching in Islamic boarding schools requires not only a strong grasp of pedagogical methods but also an understanding of cultural and religious contexts. Each teacher's strategies—ranging from project-based learning and storytelling to interactive grammar instruction—demonstrate a commitment to fostering student engagement and understanding through culturally relevant content. The insights gained from these observations emphasize the importance of adaptability, inclusivity, and cultural sensitivity in the teaching practices of future educators.

Sub-heading 3

Relevant documents: Integration of Islamic Values in Lesson Plans and Reflective Journals
Context:

This analysis focuses on lesson plans and reflective journals submitted by English Education students participating in the School Field Introduction Program (PLP) at a Boarding School. The aim is to explore how students incorporate Islamic values into their teaching practices and align their instructional strategies with the educational goals of the boarding school.

1. Lesson Plans Analysis:

a. Content Integration:

- Lesson Title: "The Importance of Honesty in Communication"
 - Objective: Students will learn vocabulary related to communication while understanding the Islamic value of honesty.
 - Activities:
 - Discussion of the story of Prophet Muhammad's honesty.
 - Group activity: Students create dialogues that illustrate honest communication scenarios.
 - Reflection: The lesson plan explicitly states the integration of Islamic teachings by including discussions about the Prophet's life, emphasizing honesty as a core value.

b. Pedagogical Approaches:

- Lesson Title: "Environmental Stewardship in Islam"
 - Objective: Students will develop reading comprehension skills while learning about environmental care from an Islamic perspective.
 - Activities:
 - Reading an article about environmental issues in Indonesia.
 - Students brainstorm solutions rooted in Islamic teachings about stewardship.
 - Reflection: The plan incorporates project-based learning, encouraging students to engage critically with both the language and the moral implications of their studies.

c. Cultural Relevance:

- Lesson Title: "Folktales as Moral Lessons"
 - Objective: Students will improve their storytelling and writing skills through local folktales.
 - Activities:
 - Analyzing a local folktale that includes a moral lesson consistent with Islamic values.
 - Writing their own folktales reflecting cultural and religious principles.
 - Reflection: The lesson plan showcases an understanding of local culture and how it can be used to make English learning relevant and meaningful.

2. Reflective Journals Analysis:

a. Personal Growth and Adaptation:

- Entry Excerpt: "In my lesson on honesty, I realized how deeply my students connected with the Islamic teachings. They shared personal stories that related to the lesson, which made me reflect on how important it is to incorporate their values into my teaching."
 - Analysis: This entry indicates recognition of the significance of integrating students' cultural and religious values into lesson content, fostering a more meaningful learning environment.

b. Challenges and Solutions:

- Entry Excerpt: "I struggled to manage classroom discussions initially, but by incorporating Islamic values, like respect and patience, into my rules, students became more engaged."
 - Analysis: The student demonstrates a proactive approach to classroom management, linking Islamic principles to practical solutions. This highlights their ability to adapt teaching strategies to enhance student participation.

c. Cultural Awareness:

- Entry Excerpt: "Using local stories not only helped students with vocabulary but also made them feel valued and respected in their cultural identity. It reinforced the importance of our Islamic heritage in learning."
 - Analysis: This reflection underscores the importance of cultural sensitivity and the effectiveness of using familiar narratives to enhance language learning while honoring Islamic values.



Image 1. The Researcher with the Headmaster, Teachers, and PLP Students



Image 2. Procession for the Arrival of PLP 2 Students at Tarbiyatul Islamiyah Islamic Boarding School

The analysis of the lesson plans reveals a thoughtful integration of content, pedagogical approaches, and cultural relevance, all designed to enhance student learning through the lens of Islamic values.

Lesson Plans Analysis

Content Integration: The lesson titled *"The Importance of Honesty in Communication"* aims to teach students vocabulary related to communication while reinforcing the Islamic value of honesty. The lesson includes activities such as discussing the story of Prophet Muhammad's honesty, which serves as a model for ethical communication. Additionally, students engage in a group activity where they create dialogues that illustrate scenarios of honest communication.

This lesson plan explicitly integrates Islamic teachings by focusing on the Prophet's life, making honesty a core value for students to internalize.

Pedagogical Approaches: In the lesson titled *"Environmental Stewardship in Islam,"* the objective is to develop reading comprehension skills while exploring environmental care from an Islamic perspective. Students read an article about environmental issues in Indonesia and participate in brainstorming solutions that are rooted in Islamic principles of stewardship. This lesson plan employs project-based learning, encouraging students to engage critically with both the language and the moral implications of their studies, fostering a deeper understanding of their responsibilities as stewards of the environment.

Cultural Relevance: The lesson *"Folktales as Moral Lessons"* focuses on improving storytelling and writing skills through local folktales. Students analyze a folktale that conveys a moral lesson aligned with Islamic values and then write their own folktales that reflect their cultural and religious principles. This lesson plan demonstrates a keen understanding of local culture and how it can be leveraged to make English language learning relevant and meaningful for students, thereby fostering a sense of identity and connection.

Reflective Journals Analysis

Personal Growth and Adaptation: In one reflective journal entry, the educator notes, *"In my lesson on honesty, I realized how deeply my students connected with the Islamic teachings. They shared personal stories that related to the lesson..."* This observation underscores the importance of incorporating students' cultural and religious values into the curriculum, creating a more meaningful and engaging learning environment.

Challenges and Solutions: Another entry reveals the educator's initial struggle with managing classroom discussions. They write, *"I struggled to manage classroom discussions initially, but by incorporating Islamic values, like respect and patience, into my rules, students became more engaged."* This reflects a proactive approach to classroom management, highlighting the educator's ability to adapt strategies to enhance student participation by linking classroom rules to Islamic principles.

Cultural Awareness: A further reflection states, *"Using local stories not only helped students with vocabulary but also made them feel valued and respected in their cultural identity..."* This emphasizes the significance of cultural sensitivity in teaching. The use of familiar narratives not only aids vocabulary acquisition but also honors students' cultural and religious backgrounds, reinforcing their Islamic heritage as part of the learning process.

In conclusion, the document analysis showcases a comprehensive approach to education that effectively integrates content relevant to students' cultural and religious backgrounds. Through thoughtful lesson plans and reflective practices, the educator fosters an inclusive and engaging learning environment that honors Islamic values while promoting personal and academic growth.

Discussion

The analysis of lesson plans and reflective journals from NF, Budi, and Rina reveals a comprehensive and culturally responsive approach to teaching in an Islamic boarding school

context. Each educator demonstrates a thoughtful integration of content, pedagogical strategies, and cultural relevance, ultimately enhancing student learning and engagement.

Content Integration

The lesson titled "The Importance of Honesty in Communication" exemplifies the effective integration of Islamic values into the curriculum. By focusing on the life of Prophet Muhammad as a model for ethical communication, this lesson not only teaches vocabulary but also instills core moral principles. This approach aligns with the concept of culturally relevant pedagogy, as articulated by Ladson-Billings (1995), which emphasizes the importance of connecting educational content to students' cultural and religious contexts. Engaging students in creating dialogues about honest communication fosters critical thinking and allows them to internalize these values, demonstrating the transformative potential of integrating ethics into language learning (Ladson-Billings, 1995, p. 465).

Pedagogical Approaches

In "Environmental Stewardship in Islam," NF employs project-based learning (PBL), which is a powerful instructional strategy that enhances student engagement through hands-on activities (Thomas, 2000). By encouraging students to brainstorm solutions to environmental issues rooted in Islamic principles, NF effectively connects language learning with real-world challenges. This method not only builds reading comprehension skills but also develops students' understanding of their responsibilities as stewards of the environment. As Krajcik and Blumenfeld (2006) note, PBL encourages students to engage critically with the subject matter, fostering deeper learning experiences.

Cultural Relevance

Budi's lesson on "Folktales as Moral Lessons" illustrates the significance of using local narratives to make language learning culturally relevant. By analyzing folktales that convey moral lessons aligned with Islamic values, students can relate their learning to their own cultural identity. This practice resonates with the findings of Moll et al. (1992), who argue that leveraging students' cultural backgrounds in the classroom can enhance their academic engagement and success. The act of writing their own folktales reinforces their connection to cultural and religious principles, fostering a sense of belonging and identity.

Reflective Practices

The reflective journal entries further illuminate the educators' growth and adaptability in their teaching practices. NF's realization of the connection between students' personal stories and Islamic teachings highlights the importance of cultural integration in the curriculum (Gay, 2010). By recognizing the significance of students' cultural values, NF creates a more engaging and meaningful learning environment.

Budi's proactive approach to classroom management, by linking rules to Islamic values such as respect and patience, demonstrates an effective strategy for enhancing student participation (Emmer & Evertson, 2013). This aligns with research that emphasizes the importance of culturally responsive classroom management techniques, which can significantly influence student engagement and behavior (Zins et al., 2004).

Rina's emphasis on using local stories to aid vocabulary acquisition underscores the need for cultural sensitivity in language instruction. As highlighted by Huda (2018), honoring students' cultural identities through familiar narratives not only aids in learning but also reinforces their sense of self and belonging within the educational setting.

In conclusion, the analysis of lesson plans and reflective journals from NF, Budi, and Rina showcases a robust and inclusive approach to education that integrates content relevant to students' cultural and religious backgrounds. Their thoughtful pedagogical strategies and reflective practices foster an engaging learning environment that honors Islamic values while promoting personal and academic growth. By leveraging cultural relevance and ethical considerations, these educators effectively prepare their students to become culturally responsive and engaged learners.

CONCLUSION

In conclusion, the findings from the research highlight the significant impact of culturally relevant pedagogy on student engagement and learning outcomes in an Islamic boarding school context. NF, Budi, and Rina each demonstrated how integrating local culture and Islamic values into their teaching practices not only enhanced language acquisition but also fostered meaningful connections between students and the curriculum. Their use of interactive and project-based learning strategies, such as storytelling, group activities, and discussions of ethical principles, effectively encouraged student participation and initiative.

The educators faced challenges, particularly with student engagement and classroom management, but their adaptive strategies—like pairing quieter students with more confident peers and utilizing collaborative rule-setting—proved successful. The support from mentors and peers played a crucial role in their professional growth, allowing them to refine their teaching methods and embrace adaptability in their approaches.

Overall, this research underscores the importance of aligning educational practices with students' cultural and religious backgrounds. The recommendations for further training on cultural sensitivity and effective classroom management emphasize the need for continuous development in these areas. By cultivating a learning environment that respects and integrates students' identities, educators can promote not only academic success but also a deeper sense of belonging and self-worth among their students.

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