



Four Programs to Improve Students' English Skills at Modern Islamic Boarding Schools

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Abstract

The main issue in this research is how the management of the English language skills improvement program for students at modern Islamic boarding school. The purpose of this study is to describe the program and its management in improving the language skills of the students at the institution. This research employs a qualitative approach, with data collected through interviews, observations, and documentation. The data sources are verified through primary and secondary data. The data processing is conducted descriptively and qualitatively, followed by classification of specific aspects of the problem and presented effectively. The findings from field research indicate that the English language skills enhancement program at modern Islamic boarding school consists of four main programs: i) intracurricular program, consists of grammar, dictation, English lesson, story for you, reading and speaking, ii) curricular program, consists of daily vocabularies, English conversations, English week, *muhadharah*, *haflah al-Lughah*, speech contest, iii) extracurricular program, consists of English club, debate club, and storytelling club, and iv) involves teacher training and teaching practice classes for *santri*. The planning carried out in this program aligns with the planning indicators, the organization is well-structured, the implementation follows the program accordingly, and the supervision complies with the established planning and standards.

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INTRODUCTION

Management is a discipline that has long been the foundation of organizational management in the private, public, and social sectors in Indonesia (Edward et al., 2024). The application of systematic, structured, and efficiency-oriented management principles has been proven to improve overall organizational performance (Choirunisa & Lae, 2025; Zaky et al., 2025). In the context of Islam, management is not merely a technical practice, but part of the spiritual values taught in the Quran surah QS. As-Sajdah (32:5) as follows.

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يُدَبِّرُ الْأَمْرَ مِنَ السَّمَاءِ إِلَى الْأَرْضِ ثُمَّ يَعْرُجُ إِلَيْهِ فِي يَوْمٍ كَانَ مِقْدَارُهُ أَلْفَ سَنَةٍ
مِّمَّا تَعُدُّونَ

Meaning: *He arranges [each] matter from the heaven to the earth; then it will ascend to Him in a Day, the extent of which is a thousand years of those which you count* (QS. As-Sajdah: 5)

The verse emphasizes that Allah SWT is the ruler of the universe (*Al-Mudabbir*), and humans, as caliphs on earth, have a responsibility to manage life based on the principles of order and usefulness. Thus, management in Islamic education not only functions as a management tool, but also as a manifestation of the values of monotheism and trust (Izzah, 2022).

In the field of education, management plays a strategic role in realizing national education goals as stated in the National Education System Law No. 20 of 2003. Education is expected to develop the potential of students to become people who are faithful, pious, knowledgeable, and socially responsible. Research by Efendi & Sholeh, (2023); Suryadi et al., (2024) shows that effective educational management contributes directly to improving student learning outcomes, character development, and the achievement of long-term goals of educational institutions. Therefore, strengthening educational management is an urgent need in facing the complex challenges of the times.

One of the main challenges in contemporary education is the demand for globalization, which requires mastery of 21st-century skills, including English language proficiency. English has become the lingua franca in international communication, access to information, and academic mobility. Musanadah et al., (2024) emphasizes that integrating English language programs into the education curriculum can increase student competitiveness at the national and international levels. Sahnan, (2024) also asserts that English proficiency is important for understanding global issues in the fields of politics, economics, culture, and education. In this context, modern Islamic education is required not only to maintain Islamic values but also to be adaptive to global needs. Modern Islamic boarding schools are one type of Islamic educational institution that has responded to this challenge by systematically integrating English language skills improvement programs. Based on the author's initial survey of one of the modern Islamic boarding schools in West Sumatra, there is one boarding school that carries the slogan "*Language is our crown*" as a representation of its commitment to language proficiency as a pillar of education.

The available educational facilities, such as language laboratories with internet access, representative classrooms, activity halls, and outdoor areas, are factors that support the success of English language programs. Shela & Mustika, (2023) state that adequate educational facilities can increase student motivation and learning achievement. Nasrulloh et al., (2024) adds that access to modern technology allows students to learn independently and access global learning resources, which is highly relevant in foreign language learning.

The diversity of backgrounds of students from various regions in Indonesia creates a multicultural atmosphere that enriches the learning process. Interactions between students with different dialects and cultures encourage the use of English as a universal means of communication, thereby accelerating the process of natural language acquisition. Rahmah et al., (2024) reveal that intercultural communication has a positive influence on language learning because it encourages linguistic adaptation and cross-cultural understanding.

teachers, students, parents of students, and alumni involved in the management of the English program. Informants were selected based on their direct involvement in the planning, implementation, and evaluation of the program, enabling them to provide relevant and comprehensive information. Secondary data was obtained from official institutional documents, Islamic boarding school websites, and program archives related to English language learning management.

The main instrument in this study was the researcher himself, who acted as the collector, analyst, and interpreter of data. To support the data collection process, the researcher used several tools such as structured observation sheets, interview guidelines. The observation sheets were designed to assess five main components: learning activities, program management, student engagement, facilities and infrastructure, and program evaluation and measurement of success. Meanwhile, the interview guidelines were compiled based on the four management functions (planning, organizing, actuating, and controlling), with predetermined indicators for each aspect. To ensure data validity, this study used triangulation techniques, namely source triangulation, method triangulation, and time triangulation. Source triangulation was conducted by comparing information from various informants; method triangulation was conducted by combining interviews, observations, and documentation; while time triangulation was conducted by collecting data at different times to ensure consistency of information. This technique aims to increase the credibility and validity of the research findings.

Data analysis was performed using Miles and Huberman's interactive model, which consists of three main stages: data reduction, data presentation, and conclusion drawing. Data reduction was performed by filtering and organizing raw data into relevant and meaningful information. Data presentation is carried out systematically in the form of descriptive narratives and thematic tables to facilitate interpretation. Conclusions are drawn gradually and continuously throughout the research process, with reference to empirical evidence found in the field. Final conclusions are determined after a process of verification and validation of the analyzed data.

RESULT AND DISCUSSION

The results of this study indicate that Modern Islamic Boarding Schools have developed comprehensive English language skills improvement programs through four main categories: intracurricular, cocurricular, extracurricular programs, as well as teacher training and teaching practice classes for students. These four programs are designed in an integrated manner to create a learning environment that supports active, functional, and sustainable English language acquisition, as shown in the following figure.

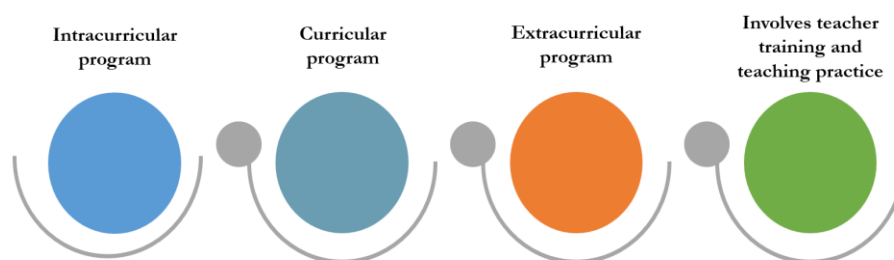


Fig 2. Program to improve english language skills of students at modern Islamic boarding schools

First is the intracurricular program. The intracurricular program is part of the formal curriculum that all students must take. Based on observations

and interviews, this program consists of six main components: grammar lessons, dictation, English lessons, stories for you, reading, and speaking. Grammar lessons focus on understanding English language structures, such as parts of speech, tenses, conditional sentences, and passive voice, using theory-based learning methods, exercises, and direct application. Dictation is used to practice listening and writing skills, where students are asked to write down sentences read by the teacher or played through audio. English lessons cover four main skills: speaking, listening, reading, and writing, with interactive approaches such as discussions and group projects. Story for You aims to improve students' understanding of English narrative texts that contain moral and Islamic messages. Meanwhile, reading and speaking lessons are specifically provided to outstanding students with good language skills, using authentic materials and learning methods that refer to international standards such as TOEFL and IELTS. This program shows that English learning in Islamic boarding schools is not only theoretical but also practical and contextual.

Based on interviews with several key informants, the main program for managing students' English language skills is through the following intracurricular programs.

"We teach grammar lessons gradually according to grade level, using a method of theoretical explanation, practice questions, and direct practice so that students become accustomed to constructing correct sentences in English (informant 1); Dictation is important for training students' concentration and listening skills. They write down what they hear from the teacher or recording, then we evaluate it to correct their spelling and comprehension (informant 2); In the Stories for You lesson, we listen to stories from the teacher or videos, then we are asked to retell the content and moral in English. It's exciting and challenging, especially if the story is about Islamic figures (informant 3)"

In addition, this program also reflects the principle of task-based learning, in which learning is designed through tasks that require the active application of language skills. For example, dictation activities train aural comprehension and written reproduction, while reading and speaking lessons for outstanding students use authentic materials that refer to international standards such as TOEFL and IELTS. This is in line with Krashen's input hypothesis, which states that understanding meaningful input that is slightly above current ability ($i+1$) can promote optimal language development (Hasbi et al., 2025). Thus, this intracurricular program not only develops technical language skills but also enhances communication skills relevant to the academic and social needs of students.

Secondly, there is the co-curricular program. The co-curricular program serves to reinforce and enrich the intraschool curriculum. Field findings show that this program includes daily vocabulary activities, English conversations, English week, *muhadharah*, *haflah al-Lughah*, and speech contests. Daily vocabulary activities require students to memorize 10 new words every day, which are then submitted to their senior classmates (*mudabbir/mudabbirah*) and recorded in a supervision book. Evaluations are conducted through weekly quizzes to increase motivation and competitiveness. English conversation activities are held every morning after dawn prayers, where students practice speaking and listening in English in pairs or small groups, with varied themes and direct supervision from teachers. English week, *muhadharah*, *haflah al-Lughah*, and speech contests are thematic activities that encourage students to perform and speak in public using English, thereby training their courage, articulation, and improvisation in communication. This is as stated in the interview results presented by the following informant.

"Every student is required to memorize ten English vocabulary words every night and

submit them to the mudabbir or mudabbirah. These memorizations are recorded in a monitoring book, and every week we hold a quiz to test their understanding. This is very helpful in building consistent study habits (informant 4); English Conversations are held every morning after dawn prayers. Student practice speaking English with their groupmates, using daily themes such as introductions, experiences, or aspirations. Teachers and senior students supervise and correct any mistakes (informant 5); English Week and speech contests are important moments for students to perform in public. They deliver speeches in English on predetermined themes. This activity is very effective for training courage and the ability to speak spontaneously (informant 6)”

The second finding regarding the co-curricular program shows that English language learning in Islamic boarding schools does not only take place in the classroom, but is also expanded through supportive activities that are practical and social in nature. Activities such as daily vocabulary, morning conversations, and English week provide space for students to repeat, apply, and expand their understanding of the language in context. This is in line with Stephen Krashen's Second Language Acquisition theory, particularly the concepts of language exposure and low affective filter. When students engage in informal and enjoyable activities such as speech contests or *haflah al-Lughah*, they receive meaningful language input in a relaxed atmosphere, allowing the language acquisition process to take place more naturally and effectively.

Furthermore, thematic activities such as English week, *muhadharah*, *haflah al-Lughah*, and speech contests reflect an experiential learning approach that emphasizes learning through direct experience. In these activities, students are trained to perform in public, convey ideas in English, and interact actively with the audience. This is in line with Howard Gardner's theory of multiple intelligences, particularly linguistic and interpersonal intelligence, which are honed through speaking, arguing, and improvising activities (Auralia et al., 2025; Sajari & Durri Al Maqrizi, 2024). Thus, the co-curricular program not only enriches cognitive aspects but also shapes the students' self-confidence and communication skills in an Islamic and global context.

In addition, this co-curricular approach can also be explained through the study of language socialization, which emphasizes that language learning occurs through social interaction and participation in cultural practices (Aryanti, 2024). In the context of Islamic boarding schools, activities such as *muhadharah* and English conversations not only train language skills but also shape the communicative identity of students as part of a religious and global learning community. Previous studies by Febriyanti, (2017) also emphasize the importance of meaningful communication and task-based activities in second language learning. Thus, co-curricular programs play an important role in bridging theory and practice, as well as strengthening students' English language competence through real experiences and structured social interactions.

Thirdly, there are extracurricular programs. Extracurricular programs at Islamic boarding schools are designed to expand opportunities for practicing English outside of formal lessons. These programs consist of an English club, a debate club, and a storytelling club. The English club provides a forum for students to discuss and practice English informally. The Debate Club trains students in critical thinking, argumentation, and rhetoric in English, while the Storytelling Club encourages students to convey stories expressively and communicatively. These three activities provide a space for students to develop their language skills creatively and collaboratively, while strengthening their confidence in communication. This is evident in the following interview results.

"The English club is a free space for students to have casual discussions in English. They can speak without fear of making mistakes, because the atmosphere is more informal and enjoyable. This greatly helps to increase their courage in speaking (informant 7); I joined the debate club because I wanted to learn to express my opinions in English. We are trained to construct arguments, respond to opponents, and remain polite during debates. Now I am more confident speaking in public (informant 8); The storytelling club trains students to tell stories with the right expressions and intonation. They learn to structure a story, choose appropriate diction, and perform in front of their friends. This is very effective for training their speaking and public speaking skills (informant 9)"

Extracurricular programs such as the English club, debate club, and storytelling club serve as spaces for more free and creative expression and exploration of English for students. From a constructivist perspective, learning occurs actively when students construct knowledge through experience and social interaction (Putri et al., 2023; Suryana et al., 2022). Debate and storytelling activities, for example, encourage students to process information, construct arguments, and convey ideas in a structured manner in English. This strengthens higher-order thinking skills such as analysis, synthesis, and evaluation, which are not always facilitated in formal learning. The English club also becomes a social arena that supports language learning through practical and collaborative practice, in line with the principle of learning by doing as proposed by John Dewey.

Previous studies by Ramadhania & Christanti, (2024) also emphasize the importance of extracurricular activities in language learning as a means of improving communicative competence and learner autonomy. When students participate in debate or storytelling clubs, they not only learn the language, but also learn to become confident and reflective communicators. These activities enable students to use English in meaningful contexts, strengthening their fluency and accuracy skills simultaneously. Thus, extracurricular programs in Islamic boarding schools are not merely complementary, but are an important strategy in creating a learning environment that supports holistic and sustainable language acquisition.

The fourth component is teacher training and teaching practice classes. The final component of the English language skills improvement program is teacher training and teaching practice classes for students. The Islamic boarding school recognizes that the quality of learning is highly dependent on the competence of educators. Therefore, teacher training is conducted regularly to improve teaching methods, mastery of material, and pedagogical skills. In addition, students are also given the opportunity to participate in teaching practice classes as part of leadership and communication skills training. This activity not only trains students to become active learners, but also prospective educators who are able to convey material well in English. This is as stated in the interview results presented by the following informant.

"Every semester we hold internal training for English teachers to update teaching methods and strengthen the communicative approach. The goal is to make learning more interactive and tailored to the diverse needs of students (informant 10). We also involve students in teaching practice classes. They are asked to prepare materials and deliver lessons in front of their friends. This is very effective for training public speaking and building their confidence as future educators (informant 11); I used to take teaching practice classes and was asked to explain grammar material in English. I was nervous at first, but after several practice sessions, I became more confident and now I can be an English tutor on campus (informant 12)"

Teacher training and teaching practice classes are important components in improving the quality of English language learning in Islamic boarding

schools. Based on the Pedagogical Content Knowledge (PCK) theory developed by Shulman, an effective educator must have a deep understanding of the subject matter as well as strategies for teaching it contextually (Solihin et al., 2021; Sutamrin et al., 2022). Regular teacher training aims to strengthen both aspects, both in terms of mastery of English material and pedagogical approaches that are appropriate to the character of the students. Thus, teachers are not only conveyors of information, but also learning facilitators who are able to create an active, communicative learning atmosphere that is relevant to the needs of students.

Meanwhile, teaching practice classes for student reflect an experiential learning approach that emphasizes learning through direct experience. When students are given the opportunity to teach, they not only hone their communication and leadership skills, but also learn to design lessons, compile materials, and deal with real classroom dynamics. Vygotsky's earlier study on the Zone of Proximal Development (ZPD) is also relevant here, where students in the active learning stage can develop more optimally when given challenges that are slightly above their abilities, with support from teachers or peers (Heryadi et al., 2025). Thus, teacher training and teaching practice not only improve the quality of teaching but also shape a collaborative learning ecosystem oriented toward long-term capacity building.

CONCLUSION

The conclusion of this study confirms that the management of English language skills improvement programs in modern Islamic boarding schools has been designed comprehensively and structurally through four main channels: intracurricular, cocurricular, extracurricular, as well as teacher training and student teaching practices. These four components complement each other in creating a learning environment that supports theoretical, practical, and communicative language mastery. These findings indicate that the success of the program depends not only on the teaching materials, but also on managerial strategies that include consistent planning, implementation, and supervision. As a practical implication, this model can be used as a reference by other pesantren-based educational institutions to develop similar programs that are adaptive to local needs and global learning standards, emphasizing the importance of teacher training and empowering students as future educators.

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