ONLINE PEDAGOGY AS ALTERNATIVE WAY OF ENGLISH LANGUAGE LEARNING AND TEACHING IN PESANTREN BASED-UNIVERSITY

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Abstract

Pesantren, as one of the oldest traditional educational institutions in Indonesia, are currently having an international outlook because they no longer only study classical Islamic books in Arabic but also the general sciences in English. These institutions are often labelled as Pesantren Modern which they try to balance spirituality with intellectuality. The development of these two sides simultaneously becomes a new challenge in developing English teaching and learning, mainly from a pedagogical perspective. This ethnographic study tries to highlight the experience of one pesantren-based university in implementing the online pedagogy towards learning foreign languages, especially English. As the result, it was found that several online pedagogies were carried out, such as using of computer-based tests in conducting language tests, using of digital modules in teaching and learning, collaborating with other language institutions in providing tests and learning, and encouraging the students to use other third-party language applications such as Duolinggo, Grammarly, etc. From these findings, it can be concluded that pesantren can take digital approaches to the learning, especially English, so that a balance is created between religious knowledge and general knowledge and linguistics that are created through online pedagogy.

Keywords: English Language Learning, ELT, Online Pedadogy, Pesantren

Introduction

Technology which rapidly developed in education method might be so influential, particularly in English learning and teaching. Several schools already implemented online pedagogy as the alternative way in case of technology developments, including the use of internet at school in conducting the education system, putting the projector on each class, until assembling digital library which conduct the students in case of looking for some books easily. Online pedagogy which applied as the method within the English learning and teaching might facilitate either the teacher or student as the technology developments. However, all the exertions which seem to be done by assembling all the facilities might unbalanced if the teachers unable to manage technology-based class. In fact, The Ministry of Education and Culture shows some data which explain a gap between teacher and student in case of using the technology and only 40% of non-ICT teachers that ready with the technology. Online pedagogy become the way for giving the students only the knowledge instead the values. Therefore, online pedagogical come as alternative teaching in industrial revolution 4.0, made issued of challenge for school academic team to adaptable their educational learning with technological developing. Discourse of digital native increasingly in many considerable study and literature. Into the bargain, are developing the words about net generation, Z generation and alpha generation. Said that nowadays student as digital learners, by the assumption that the students were tied to technological information (Gallardo-echenique et al., 2020).

In the English language learning process, the online pedagogy has also evolved; particularly since Covid-19, almost all institutions have begun to transition from traditional face-to-face teaching to online learning models, either through distance learning or materials provided via social media that are maximized. This has had a positive impact on both pupils'

talents and psychological well-being. Even some teachers typically agree that teaching English online in virtual classrooms fosters a favorable learning environment for both teachers and students. They also perceive that students in virtual classrooms learn at the same rate or faster (Manegre & Sabiri, 2022), increase their autonomous learning (Famularsih, 2020), and develop their creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem solving, and decision making (A. Hazaymeh, 2021)

As a part of educational system which have been long presented in Indonesia historical education, pesantren needs to be opened into rapidly global development. Based on historical scripts, pesantren is one of educational institution in Indonesia which is always being popular and adaptable with the local culture, but in general the blind side is milt to looking for global knowledge in the future; Pesantren are said more corroborating in unformal marginalist education (Muid, 2019). Therefore, the curriculum often reputed by the old standard because his education just rivets on considerable classic study. Whereas in the future, pesantren will be expected to integrate with the dynamical global knowledge and spiritual value which precisely would be able to assimilate and giving the contribution to build modernization. Furthermore, pesantren should be able to defend its own characteristic as moral-spiritual based and his function in build up the religious societies (Munifah, 2019)Therefore, Pesantren in the future are extremely urgent to arrange back the system which as the best way to facing global era (Rahman, 2019)

In fact, pesantren nowadays are becoming increasingly popular, with a variety of global and modern approaches to education being developed. One of them is to incorporate foreign language lessons, particularly Arabic and English, into their everyday study (Bin Tahir, 2017). For example, pesantren with a modern system have begun to incorporate multilingual areas into their learning curriculum, both intra-curricular and extra-curricular, resulting in students with diverse perspectives (Muhammad & Ashadi, 2019). However, in the practice, there are various restraining factors in developing English, especially in the fear element and religious point of view, resulting in an imbalance in language practices between Arabic and English (Muhammad & Purbani, 2024).

According to (Madrim, 2022) via www.voaindonesia.com, Indonesian Internet Service Providers Association (APJII) stated that the internet users in Indonesia reach around 210 million people or 77.02 percent of the population. However, there are still about 23 percent who have not been able to access the internet at all for various purposes in which some of them are the people who live in pesantren. Therefore, they found out this problem as an obstacle in applying online pedagogy and it is exacerbated by the lack of facility, IT instructor, even IT literacy. Pesantren have also not fully adapted to technological developments, particularly in the use of e-learning and the application of website-based learning management systems (LMS) (Rizaldi et al., 2021), due to displeasure and apprehension about losing the blessing of meeting face to face with their teachers and *kiyais* (Hasyim, 2023).

In order to compete in educational domain, this case might be deeper inspected by the academic team in pesantren-based institution. Those kinds of traditional schools will always be left behind if they can't adapt to the technological development. The main challenge is does the school will be able to get in on learning based-technology to the next generation? (Purfitasari et.al, 2019), whereas a pesantren-based education personnel, they should not only be able to balance technological developments in learning as an integration of knowledge but also maintain the morals of each student which is practically developed through online pedagogy.

Furthermore, online pedagogy will always be the key of learning development in digital era even there are much obstacles in implementing this method. It still become effective to increase student comprehension, especially in English language learning. An easier access to learning makes it easier for everyone to learn anywhere and anytime they want. This online pedagogy could be built by maintaining these grounded pillars: (a) Building Relationships and

Community, (b) Incorporating Active Learning, (c) Leveraging Learner Agency, (d) Embracing Mastery Learning, and (e) Personalizing the Learning Process (Archambault et al., 2022). These pillars are actually embedded unconsciously in pesantren-based university through their activities and what they are trying to implement in their online pedagogy. Even though learning is carried out within the scope of the dormitory, it can still develop rapidly. Where the source of scientific study can be reached more widely by various available platforms and e-books. It also helps improve language studies which are the main part of the curriculum so that it can reach up to the international realm

This study would like to express the way of pesantren modern concept in the university level, where the utilization of technology into online pedagogy is commonly used by its academic community. Pesantren, contemporary applies modern management in digital based and gives collateral quality and learning educational processes. Thus, the people could be able to control and evaluate its activity. Hopefully all the students, lecturers, and the stakeholders will put more trust in its vision, mission, purpose, and certifiable program which ran up to collateral quality.

Method

This study was conducted in descriptive qualitative design through Ethnographic Study as the authors would like to achieve a comprehensive, rich, or thick contextual description of some social actions in the setting (Pole & Morrison, 2003). The data was gained through the observation on several English language events which are categorized in online pedagogy learning and or teaching in one of pesantren-based university in East Java and some interview sessions with several students and stakeholders those who are related to the events in that institution. The data then displayed through content analysis method which focus on the highlights of Online Pedagogy in English Language Learning from the institution.

Results and Discussion
Online Pedagogy in Pesantren-Based University

Based on the interview session with several stakeholders and the students, there are several online pedagogies that have been conducted in the Pesantren-Based University. These pedagogies are taken into account to the use of digital learning media and the using of computer to learn foreign languages, especially English language. The pedagogies are: 1) the computer-based test in conducting the English language assessment or evaluation, 2) the using of digital modules in English teaching and learning, 3) collaboration with other language institutions in conducting online proficiency learning and testing, 4) encouraging the use of mobile or device application on language learning. The explanation on those pedagogies is written as follows:

Computer-Based Tests in Conducting Language Tests

In this institution, the semester language test is carried out online through a website application developed by the Islamic boarding school itself, using the Safe Exam Browser (SEB) application, which can be installed on students' laptops or available desktop computers. This program was developed under the name *Al-Ikhtibar*. The Directorate of Language Development directly manages and monitors this language test. According to the interview with the Vice Director of Language Development, Mr. AT, this type of online language test is designed to prepare the students familiarities with language assessments found in agencies and institutions outside the pesantren and it is also meant to ease them in managing the time of test, and to keep their trust on the result that published directly after doing the online test. Some students that we have interviewed said that the online test also more flexible because we can access in the time that have been selected.
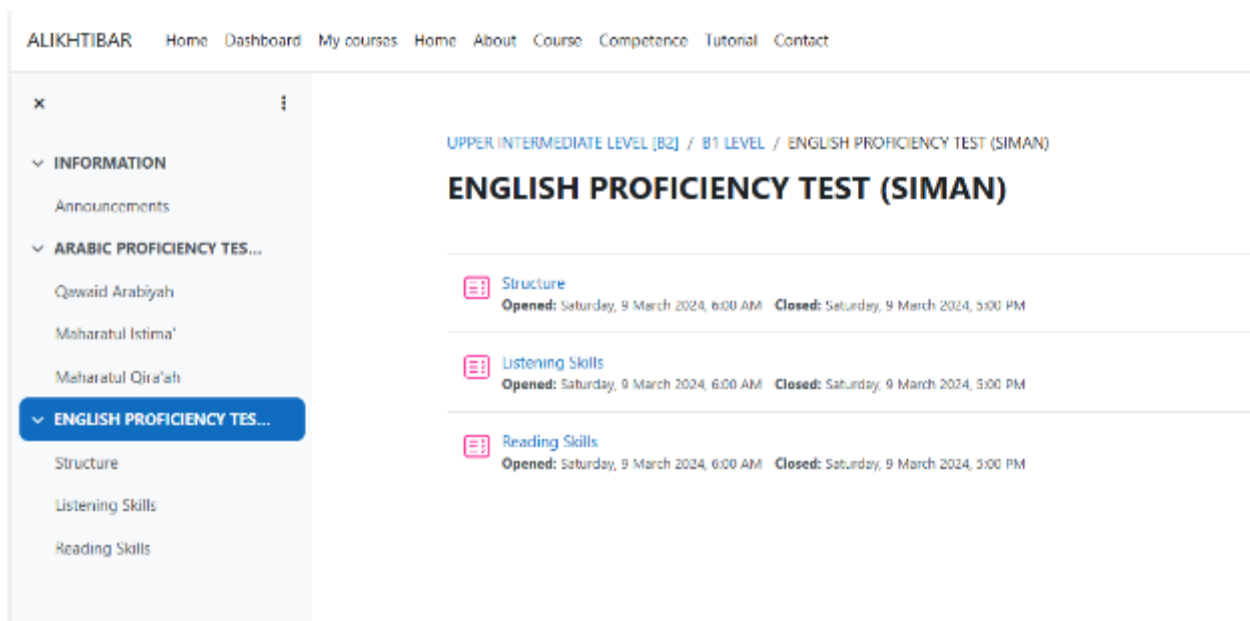
Figure 1. Home Preview of Al-Ikhtibar

Figure 2. Al-Ikhtibar Test for University Students

These findings actually strengthen the Ilgaz & Afacan Adanır (2020) and Butler-henderson & Crawford study (2020) where they found that most of the students perceive that the online test or computer -based test could save time and more trusted than paper-based test. They also pointed out that online exams are efficient, usable, and reliable while others indicated a level of insufficiency related to exam duration, as well as concerns about potential technical problems that may occur during the implementation of online exams. Understanding the benefits and challenges of online exams will help the institutions in planning their institutional road map. The computer-based test also creates students' flexibility in learning and doing testing based on their chosen time as what have been said by Schmidt et al., (2014). However, some other study found out that this kind of test may have a flaw, one of them is creating a chance to cheat especially if the participant could open other program in the computer and may have some discussion with the other examinee (Pagram et al., 2018). Based on this possible case, the Vice of Director convince that the students in this institution cannot cheat because the *Al-Ikhtibar* system didn't allow them to open other application and when it is happening the system will lock itself and report it to the main server, this possibility is also prevented by

having a zoom conference call during the test so the server could control all the students' activities even their eyes contacts.

Digital Modules in English Teaching and Learning

As other universities may do, this university provides English content to students of all majors, particularly those pursuing English proficiency. The Directorate of Language Development directly monitors intense provision in the form of Language lessons, as they arrange for the previously mentioned test. English sessions are given every Tuesday and Wednesday afternoon from 1-3 p.m. The class discussion focuses on the development of four abilities in accordance with the British Council's CEFR levelling through the development of existing modules. For the previous two years, students have had digital access to all modules using Google Drive, which is only available through university email and teachers' permission on their class. They use this module when the class is in session or when the lecturer in charge of the class is working on assignments.

As the development of learning and teaching, this institutions use digital modules, thus of using this system may have the relevantion with teachers competence. According to Karademir et al., (2021), teacher is an important component that can bring digital learning in learners environment and offer different learning materials to the learners. In fact, teacher may choose a program, application or website for use in helping learners learn English skills. Unfortunately, either teacher or student may lack knowledge and familiarity with guidelines on how to do this. Sometimes, the environments which they living in might not support for the development of the technology. This case happens also sometimes in this institution where the teacher is not actually the English teacher due to the lack of English Teaching degree and sometimes ask other majors which have capability in English language (such International Relationship, and Communication majors) to teach the students. But, according to Mrs. EIN as the head of English Teaching in Directorate of Language Development, this matter has been addressed by having Training of Trainers (ToT) that held annually by inviting the experts and practitioners in Language Teaching and Learning.

In this case, teacher must be aware with the circumstances that follow the technology which rapidly developed, and therefore need to adapt them to their teaching and learning. Because, by fusing technology with language learning, learner involves the relationship from what they have learnt in the classroom with what will they face in daily life.

Collaboration with Other Language Institutions in Conducting Learning and Testing

Archambault et al. (2022) describe one of the fundamental pillars of online pedagogy which is Building Relationship and Community in the form of collaboration, both internally and externally. Internal collaboration happens at this institution between study programs and bureaus that are closely relevant to students' everyday activities, such as the Islamic boarding school bureau and the academic and student affairs bureau. The Islamic boarding school bureau integrates language programs and competitions among students, both between study programs and between dormitories, and the academic and student affairs bureau collaborates to arrange language class and test schedules so that there are no conflicts of interest with the faculty or the study program being pursued.

In terms of external partnership, the Directorate of Language Development works with off-campus language institutions including ELTI and JETC in Yogyakarta. Collaboration with ELTI focuses on the delivery of official approved proficiency exams such as the TOEFL ITP. In addition, ELTI frequently provides customized online training for exam participants as well as intense training for test administrators in Islamic boarding schools. Unlike ELTI, work with JETC focuses on administering language courses and teaching them with a local cultural approach. JETC also offers an option in the form of native speakers who can instruct students, particularly in communication and speaking abilities.

Theses active collaboration between internal and external institution is also clarified on the research by García-Martínez et al., (2022), there they stated that web 2.0 and ICT can help teachers collaborate more effectively. The document outlines key obstacles for teachers and institutions to effectively develop school improvement networks. To summarize, the formation of a collaborative networking culture needs the setting up of virtual environments.

The use of CALL and MALL with some Language Application

In case of adapting this system into learning and teaching, this institution encourage the learners to use other third-party applications or platform that might help them in learning, such as Grammarly that used by many learners aiding them in English writing which will reform the written automatically, YouTube instead of looking for the entertainments, it can be used in language learning to have some learning materials from podcasts or news anchor delivery, the use of Digital library in case to translate some words even offline, the use of online quiz platform such as Quizalize and Quizizz to engage the students into online learning and so on.

This statement regarded by Kusmaryani et al., (2019) mentioned that technology might enhance language learning which now on the power of technologies lies in the Mobile devices such as Smartphone, Laptop, Tab, etc. They provide many features such as instant communication through social media, web browsing and so on. These features can be integrated in teaching and learning, because by using mobile devices can activated students, participation, contextual materials, learning situation, creating learning community, effective interaction and communication although outside the classroom.

Figure 5. The Use of CALL in English Learning
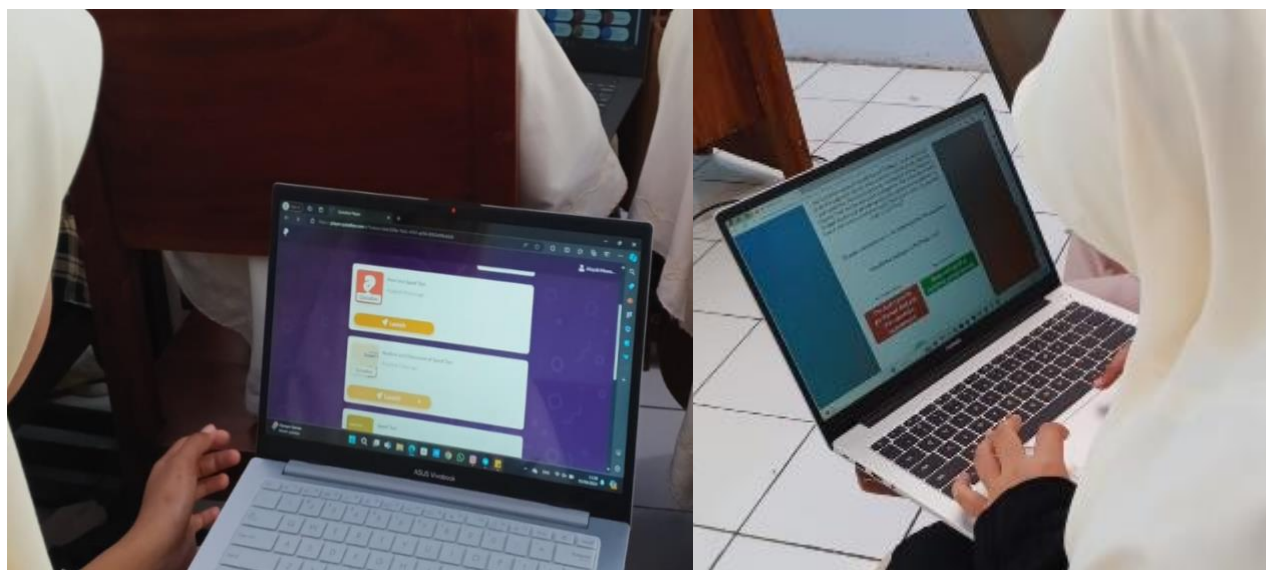
This form of online pedagogy focuses on several pillars brough by Archambault (2022), where it incorporates students' active learning, leveraging learner agency, and personalizing the learning process where it could be transferred through conceptual learning. The conceptual learning could take many information compactly without spending many times which accompanied by videos or pictures to make it more vivid and unforgettable, so the learners now have a wide range of possibilities of materials (Klimova & Zamborova, 2020). Nowadays, the teachers do not need to draw the picture or videos to accompanied the materials, there are many platforms which represent various illustration. Therefore, the student capable to sketch out the information. other than the student can take Mobile Assisted Language Learning (MALL) or m-learning, derived from Computer Assisted Language Learning (CALL).

Figure 6. Learning with CALL and MALL

Conclusion

Figure 4. Students' Learning through CALL

Also, pesantren-based university take the online pedagogy as the digitalization way to make learning system easier. Nowadays students are more critical than before because they learn not just only based on teacher lesson but also, they are able to access, comprehend, and practice by own self. In digital era even the student able to accessed the knowledge easily anywhere and whenever, the teacher's role is needed to guiding and ensuring the student to the right education and knowledge, and also giving the explain about some misunderstanding.

Through digital learning system, pesantren-based university desire to show-off how to balance spirituality with intellectuality. The online pedagogy is just not a transfer of knowledge system but also the values, which that's a main point of education. They try to develop the morality education walked side by global knowledge that hefty by digital learning system. Being opened to the technology bring pesantren-based university to run against other institution, where the ELT as the main program of this modernization learning. By in collusion with many digital language learning institutions and also the assembling of many online platform and mobile, hopefully pesantren-based universities are capable to be what is expected of its aim to create a person with certain characteristic as "ulama yang intelek, bukan intelek yang tahu agama".

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