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Assistance to Boarding School Boarding School Administrators in English Language Development

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ABSTRACT The relationship between the world of education and Islamic boarding schools is the same thing and is interrelated. Many things are involved and included in it. The social sphere is something that cannot be separated from Islamic boarding schools. In this advanced era, several Islamic boarding schools carry out learning developed by many groups, namely learning English, which students must also master in the current era. The method used in this service is ABCD, namely the appreciative discovery process, asset development analysis, program strategy analysis, program narrative summary, program monitoring and evaluation techniques with dormitory management partners at Islamic boarding schools. The expected target of assisting Islamic boarding school boarding school administrators in developing English is to be able to create language agents for developing English in their respective Islamic boarding schools. The assistance, material and management will be provided in developing English in Islamic boarding schools. In this way, it is hoped that after assisting Islamic boarding school administrators who become English language agents, they can develop English in their respective Islamic boarding schools.

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1. INTRODUCTION

The development of English language learning in Islamic boarding schools must be processed and packaged in such a way that the students can develop self-motivation so that they continue to be enthusiastic about learning it (Fauzi et al., 2022; Sopa et al., 2022; Warohma, 2021). Several researchers have begun researching various foreign language teaching methods that are considered capable of increasing student motivation in Islamic boarding schools (Apiyah & Suharsiwi, 2021; Suharsiwi et al., 2023; Supriatna et al., 2023). As we know, English is an international language, so it is the most widely used worldwide (Sa'diyah & Zahroh, 2023; Yuniwati, 2018; Zahroh et al., 2023). So, of course, it is necessary for students to study it so that it does not become outdated.

However, Islamic boarding schools in Metro City affiliated with Nahdlatul Ulama are still unable to develop English optimally, especially for daily activities (Afifah et al., 2022; Darmayanti, 2023a; Yuniwati et al., 2023). Some Islamic boarding schools in Metro City that are affiliated with Nahdlatul Ulama are as follows: Ma'arif NU Islamic Boarding School, Raudlatul Tholibin Islamic Boarding School, Roudlatul Qur'an Islamic Boarding School, Darul A'mal Islamic Boarding School, Nurul Anwar Islamic Boarding School, Darul Ulya Islamic Boarding School.

However, the Community Service Team will serve the Dormitory Management of the Ma'arif NU Islamic boarding school, Roudlatul Tholibin, Roudlatul Qur'an and Darul A'mal. Assistance from Islamic boarding school administrators as language agents who become tutors is necessary so that English language development in Islamic boarding schools can be carried out quickly and precisely (Anggraini et al., 2022; Anhar & Darmayanti, 2023; Rosyid et al., 2023). It is intended that the boarding school administrators who become tutors can accompany the students directly in English, and there is also no significant time limit for teaching English (Mubarok et al., 2023; Qomariyah et al., 2023; Rachmawati et al., 2023). Dormitory administrators at Islamic boarding schools also know the students' activity schedules so that providing English language materials does not interfere with Islamic boarding school activities (Behaghel, 2017; Fadhli et al., 2021; Zulkarnain, 2019).

The expected target of this service is to assist Islamic boarding school administrators in developing English, especially the Ma'arif NU Islamic Boarding School, Roudlatul Tholibin, Roudlatul Qur'an and Darul A'mal. can have language agents for developing English in their respective Islamic boarding schools. In the mentoring, material and internal management will be



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provided English language development in Islamic boarding schools. In this way, it is hoped that after assisting Islamic boarding school administrators who become English language agents, they can develop English in their respective Islamic boarding schools.

2. METHOD

Assistance was provided to dormitory administrators at Islamic boarding schools throughout Metro City. Mentoring in this approach prioritizes utilizing the potential and assets that students already have. In this approach, students' main capital in achieving change is ability or potential. The following are the steps for assistance in the ABCD method approach process and tools for finding and recognizing assets, namely Appreciative Discovery (Al-Rawafi et al., 2021; Griffith, 2017), Asset development analysis, Monitoring and program evaluation techniques (Piggush, 2019; Ridwan et al., 2019).

The location for the service will be the Metro Lampung Islamic Institute of Ma'arif (IAIMNU) Language Laboratory, which has adequate tools related to language so that the service team can provide effective assistance and monitoring in the development of English. Per the schedule set by the Islamic Institute of Religion (IAIM) NU metro, this Community Service activity will be implemented between June 15, 2023 – 25 July, 2023.

The implementation stage of this activity uses a workshop program. This is considered effective because this workshop activity is one of the innovations in online or offline learning media design in the post-pandemic period (Duff, 2017; Shanahan, 2017; Syahbana, 2018). This workshop is the implementation stage of the planning design that the facilitator has made. Researchers have applied the components in implementing learning activities such as opening lessons, delivering material, and closing material.

3. RESULTS AND DISCUSSION

More progressive Islamic boarding schools may use specific approaches to teaching English, such as focusing on speaking and listening skills, especially for communication purposes (Ahmed & Kumalasari, 2023; Dewi et al., 2020; Winson et al., 2023). There are efforts to translate Islamic religious material into English so that students can understand their religious teachings in English (Karim & Zoker, 2023; Rahman, 2023; Warohma et al., 2021). This helps improve religious understanding and English language skills (Darmayanti, 2023b; Santiago et al., 2023; Zuhro & Hermawati, 2017). Technologically advanced Islamic boarding schools can utilize English language learning software, applications, and online resources to help students learn English (Arif et al., 2023; Ilham et al., 2021; Schabas, 2023). Some Islamic boarding schools can collaborate with schools or other formal educational institutions, focusing more on learning English (Edmunds, 2021;

Pramana, 2017). The students can take English classes at these schools and remain at the Islamic boarding school for religious education (Fazis et al., 2019; Rosyada & Ramadhianti, 2021; Xie, 2020).



Picture 1. Assistance activities for Islamic boarding school administrators regarding English

In the initial stage, the research group conducted a Focus Group Discussion (FGD) to determine the direction of service that will be carried out with the theme: **Assistance to Boarding School Boarding School Administrators in English Language Development**. The FGD was held on June 15, 2023, attended by the IAIMNU Metro Lampung Quality Assurance Institute, Mr. Hanif Amrullah, M.Si, Mr. Dr. Dedi Setiawan, M.Pd.I, and Saidul Abrori, M.Pd.I will determine the appropriate material for boarding school administrators in Metro City regarding English for Islamic Boarding Schools in Metro City. The FGD was also attended by the Head of Tadris Study Program English, Mr. Umar Alfaruq A. Hasyim, M.Pd., as director of the Research Roadmap that researchers will carry out. As well as several English lecturers to determine the scope of community service that will be carried out



Picture 2. Process Focus Group Discussion (FGD)

It is very necessary to identify community assets to find out capital assets. Focus on the assets and resources that exist in the community. This can include human resources, skills, experience, social networks, and physical assets such as buildings or land. Human Resources, at the Ma'arif NU Islamic Boarding School, Roudlatul Tholibin, Roudlatul Qur'an and Darul A'mal. can have language agents for developing English in their respective Islamic boarding schools. Which is an important asset in Human Resources (HR). HR in Islamic boarding schools becomes a Language Agent which can be transmitted to friends in Islamic boarding schools, English language training and Chit chat book

distribution can be developed for students in developing English in each Islamic boarding school environment (Efriana, 2021; Hadijah et al., 2020). The expertise and experience of Islamic boarding school administrators in assisting Islamic boarding school students in English language development can vary depending on their background and training.



Picture 3. Islamic boarding school administrators take part in English language assistance activities

Physical Assets Islamic Boarding Schools, Darul A'mal, Roudlatul Qur'an, Roudlatul Tholibin, and Ma'arif Metro Lampung Student Islamic Boarding Schools have the following physical assets: Buildings and Educational Facilities. Islamic boarding schools have buildings for learning activities, such as classrooms, libraries, laboratories, and computer facilities. Additionally, they may have dormitories for students and administrative facilities.



Picture 4. Physical Assets of Islamic Boarding Schools

After identifying potential projects that can utilize the assets that have been identified, implement a joint action plan that focuses on the strengths and resources of the community, not on existing shortcomings or problems (Lestari, 2019; Sugianto et al., 2023; Zacharias, 2017). After conducting discussions with the research object, it was concluded that Community Service. The development of event was held on June 23, 2023, the event was held at the IAIMNU Metro Lampung building because it was considered strategic for carrying out Community Service. Boarding school administrators from the Islamic Boarding School, Darul A'mal, Roudlatul Qur'an, Roudlatul Tholibin, and the Ma'arif Metro Lampung Student Islamic Boarding School attended the training. The event was carried out in one day, namely training and practice, and after the training was carried out, it was

continued with assistance from researchers to the assisted objects. Through WAG and also visits to Islamic boarding schools.



Picture 4. Training and Assistance for Islamic Boarding School Administrators regarding English language development

This event plan is a guide for training for boarding school student administrators in English language development. Further details, such as speakers and specific training materials, will be tailored to the needs and resources of the Islamic boarding school in question. Every day, the researcher monitors the development of the object of service, namely the Islamic Boarding School administrators, and daily visits and evaluations in the WA Group of Islamic Boarding School administrators also carry out monitoring (Nasiha et al., 2023; Vedianty et al., 2023; Zahroh, Maghfiroh, et al., 2023). Joint evaluation and monitoring of assistance to Islamic boarding school administrators in English language development is a process that involves various parties, including Islamic boarding school administrators, English teachers, and Islamic boarding school students, to ensure that the mentoring program is effective

4. CONCLUSION

Administrators and English teachers must be given the training and support they need to improve their ability to guide students. Involving the Islamic boarding school community in the evaluation and monitoring process. They can provide valuable feedback and support in improving the program and carry out similar training again to further mature the Service objects.

Joint evaluation and monitoring is a collaborative process that ensures that Islamic boarding schools' English language assistance program runs well and provides maximum student benefits. This process allows for continuous adaptation and improvement according to needs and changes that may occur.

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