

Models of Moderation based instructions in teaching English at Islamic Senior High Schools in Makassar

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Abstract. Moderation is an important aspect in education since it can contribute to democratic education. Educational system in Indonesia needs to consider implementing the concept of moderation, especially in Islamic Schools. For this purpose, this research aims at exploring the models of moderation in Islamic Schools in Makassar. This research focuses on exploring the models of moderation based instruction in teaching English at Islamic Senior High School in Makassar. The subject of the study is an English teacher and the students of one Islamic Senior High School in Makassar. This study employed an ethnographic research design. The researchers applied observation, interview, note taking, and documentation of English teacher in exploring the implementation of moderation based instruction in teaching English. Findings from this study shows that PELA Model which stands for Preparing material, Established and adopting the local wisdom, Learn to apply in ourselves before teaching others and Apply moderation based instruction in English teaching. This model is only suggested model that should be followed up by further research to examine and measure the effectiveness of this model. This study will contribute to the professional knowledge of how to implement moderation in teaching English in Islamic Schools in Indonesia as well as providing insights for policy-making and improving the quality of primary-school level English language teaching in general.

Keywords: Moderation; instruction; moderation-based instruction; English Language Teaching

INDONESIAN JOURNAL OF EDUCATIONAL STUDIES

E-ISSN: 2621-6736

P-ISSN: 2621-6744

Submitted: 1st October 2021

Revised: 22nd October 2021

Accepted: 1st November 2021



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INTRODUCTION

English language teaching is not merely a matter of training students in a particular set of skills. Rather, the occupation of ELT is profoundly imbued with values, and these values are furthermore are complex and riven with dilemmas and conflict (Johnston, 2003). Learning the English language assists in developing intercultural understanding. It is not only a means of improved communication but also plays a role in promoting global understanding and respect for cultural diversity. When students inculcate morals and values through English language learning, it also enhances their language acquisition skills. Integrating values in the teaching and learning process is in line with the goal of national education. Indonesian national education system law number 20 the year 2003, chapter 3 states that the goal of national education is to develop educated people with life skills and good character building. So that, all levels of our education should integrate character values into curriculum, syllabus, and lesson plan and also in the teaching-learning materials. Indonesian minister of education develops a grand design for implementing character values in all levels of education. Through education based on character building, the students will have the opportunity to develop their potentials become optimal.

As one of the school subjects, English also has its character values that should be developed in its learning activity. These character values are formulated to strengthen the success of language learning. Because when studying a language, the learners do not only learn how to master the language skills but also learn how to use it politely and properly. People tend to learn and use language merely to express their ideas, belief, and thought or as intellectual- based. Language is more than those purposes, it is also used to express the norms, values, and even emotions. It is strengthened in the new curriculum 2013 that the learning outcomes cover not only cognitive aspects but skills and attitudes. The standard competence of 2013 included attitude and behavior, skill, and knowledge. Thus, those standard competence breaks down into core competence. In core competence 1, is about religious competence or how the students respect and apply their religion theory. In core competence, it is about developing behavior (honesty, discipline, responsibility, care, well behaved, environment awareness, mutual aid, politeness, self-confidence in interaction with society and world effectively. Religious competence and human behavior were explained explicitly in core competence 1 and core competence. Indeed, religious competence and social competence is primary competence in the English teaching and learning process (Kemendikbud, 2013).

In our country, English is not only taught in schools but also Madrasah (Islamic school). Madrasah is a classical system of Islamic school education that initially adopted certain aspects of the Dutch school system. It was introduced in the early 1900s (Azra, 1999). The madrasah curriculum is given 30 percent religious subjects and 70 percent general subjects by the government. Madrasah is divided into three levels: Madrasah Ibtidaiyah (Islamic elementary school), Madrasah Tsanawiyah (Islamic Senior High School) and Madrasah Aliyah (Islamic high school). Madrasah education is expected to be National Plus a good general education

based on the national curriculum plus a religious education designed to inculcate a strong understanding of religious and moral values based on the tenets of Islam. This vision echoes the debate whether Madrasahs should concentrate more on religious education while remaining poor in general education or develop general education at the cost of poor religious education. This should be resolved by bringing madrasahs back to the original fundamental educational philosophy that underlines their establishment, that is, that Islamic education is a more comprehensive education than ordinary general education. Teachers, students, and Madrasah principals are also found out that they require English materials with Islamic teaching in them (Rohman, 2017). Under this situation, the teaching of English, especially, in madrasahs should be administered by incorporating Islamic teachings in it, which is known as moderation.

Instilling Islamic moderation values must be done not only through religious subjects but also general subjects like Math, Biology, English, and so forth because students as the next generation being in charge of the survival of this nation should be early supplied with Islamic moderation values. Irveanty (2013) stated that with the existence of Islamic character values that have been integrated into every subject in school, especially in English lessons then it is expected that students can apply the values of Islamic character in daily life. In integrating the Islamic moderation value in the teaching and learning process is not hard work. The teacher can choose the teaching methods which cover the classroom activity involving collaborative activity.

Teaching English as a Foreign Language (TEFL) is more meaningful if the teachers can integrate not only the culture in the society where the students live but also the local wisdom such as the values in the students' religion. For example, in opening the lesson teachers can arise the students' motivation by giving an example in a life file situation and input with the social and culture of the students. As a result, the teacher can integrate the teaching and learning process with the Islamic values of the student's background. English teachers teaching at the school should be able to conduct the process of teaching and learning English integrated with Islamic values. Therefore, they incorporate an approach of learning, i.e. teachers moderate in teaching and learning process.

According to the observation by the researcher, teachers of Madrasah Aliyah Negeri 2 Kota Makassar always explain a moral value or advice to the students besides teaching the main material. The teacher tried to take responsibility for shaping the student's attitudes to make the students have noble character. Students of junior high school are still the young characters in the phase of life. They still have their childish attitudes, so some of them did not know yet how they should behave. Here is where the teacher should guide students. From the result of the interview with some English teachers of Madrasah Aliyah Negeri 2 Kota Makassar, the researcher found that incorporating Islamic values and English materials in based moderation in the process of teaching and learning English. The teachers not only implemented moderation in teaching English but they also incorporating Islamic value in the process of learning.

The researcher firstly found the concept and the implementation of

integrating Islamic values from teaching practice experience at Madrasah Aliyah Negeri 2 Kota Makassar. During that time, the English teacher taught the subject by incorporating verses of Al-Qur'an and hadith that relate to the course theme in each chapter. However, learning English like this brings such a new academic model in education world practice.

Teacher of Madrasah Aliyah Negeri 2 Kota Makassar applied a method that requires the teacher to teach the students about moral values besides the main material. Internalization of Islamic values is instilling the student's values of Islam. Every teacher in Madrasah Aliyah Negeri 2 Kota Makassar is required to teach students about the value of Islam, so the English teachers not only teach about English but also about the value of Islam. The English teacher would directly give the Islamic value when the teacher or the students discuss a text that contains a moral value. The teacher also gives the example by telling a story of Prophet Muhammad SAW. The value given by the teacher was expected to be practiced by students in their daily life. However, some teachers still face problems in doing the internalization because they have to deliver the Islamic value while teaching English. Islamic value is not only intended to master the Islamic contents but actually to build good student character (Omar & Noh, 2015). From the background of the studies above, the researchers are interested in investigating the implementation of moderation based instructions in teaching English at Madrasah Aliyah Negeri 2 Kota Makassar. Two principle aspects will make the research different from other researchers. First, the teaching and learning process will be conducted in an integrated manner. The integration of language skills in teaching and learning is recommended by the 2013 Curriculum. Besides, integrating the four language skills will enhance the focus on realistic communication, which is essential in developing student's competence in English. Second, the implementation of moderation-based instruction in teaching English will pay attention to the school context. The integration of teaching and learning with Islamic values includes how English teachers design the lesson plan, how the English teachers select the instructional materials and media, how the English teachers integrate the instructional activities, and the way the English teachers assess the student's assessment.

For this purpose, this paper aims at exploring the models employed by the teachers at the school in implementing the moderation based instruction. This study is expected to give contribution to the theory of the moderation in teaching English. It is hoped that this study will contribute to the professional knowledge of how to implementation moderation in teaching English in Islamic Schools in Indonesia as well as providing insights for policy-making and improving the quality of primary-school level English language teaching in general.

RELATED LITERATURE

What is Moderation?

Reconstruction of the theory of moderation in learning is a new thing. In the context of this research, reconstruction theory is drawn from the moderation theory that has been used more on political and social segments. However, moderate theory is more likely to relate to individual or group attitude statements

against two choices. This theory is also born due to a collision between two ideas that have someone to build a stance on the idea. In the study of this research, the moderation theory will be used as a value element that must be possessed by the principal, educators and educational professionals in making decisions in the planning, implementation and evaluation of learning.

To define moderation, Muslim scholars, firstly explores the lexical meanings of its Arabic equivalent “*wasatiyyah*”. Generally, the word *wasatiyyah* in Arabic lexicons refers to several shades of meaning such as justice or balance (*al-‘adl*), merit or excellence (*al-faḍl*), better (*al-khairiyyah*), median (*al-bainiyyah*) (Sallabi, 1999). In broad terms, as Schwedler and Schwedler (2006) asserts, “Moderation a process rather than category entails change that might be described as movement along a continuum from radical to moderate. Moderation is implicitly (and sometimes explicitly) tied to liberal notions of individual rights and democratic notions of tolerance, pluralism, and cooperation. To become more moderate, the scholarship implies, actors must become more open to the possibility that other perspectives are valid, even if not equally so. But mere participation in elections or democratic processes behaviour that might appear to indicate the embrace of liberal and democratic norms of governance is alone in sufficient as an indicator of moderation; participation is a form of political behaviour that a group might adopt for purely strategic purposes while continuing to harbour a more radical political agenda. Scholarly models thus posit a variety of ways to determine when moderation has taken place and to identify the mechanisms that bring about that change. He reserves the term moderation to refer to attitudes changing positively toward democracy and adopts instead the term de-radicalization as the process of abandoning militancy.”

Moderation based learning

Moderation is the process of teachers sharing, working through and agreeing their understandings of expected curriculum levels of student achievement and progress. Moderation is an essential part of ensuring integrity in assessment tasks. It is through this process, particularly at the assessment design and point of assessment stages, that issues of assessment validity and reliability are identified and improved. In other words, moderation is the practice of teachers or students sharing and developing their understanding of what learning looks like by examining examples of different types and quality of students' work and comparing these with formal standards.

Understanding the process of moderation and how it can be used in schools is a driver for improvement of student learning outcomes. Moderation enables teachers within a school to develop and apply a consistent and precise language of assessment which can be used by teachers, students and families to describe and discuss student learning (Ontario Ministry of Education, 2007). Moderation is the practice of teachers or students sharing and developing their understanding of what learning looks like by examining examples of different types and quality of students' work and comparing these with formal standards and success criteria (the Victorian Curriculum F-10 Achievement Standards).

The practice gives teachers and students the collaboration structure and

processes to look closely at evidence (student work samples) to establish what is to be learned, how is learning progressing?, and what will be learned next. Moderation enables discussion about how to interpret the Victorian Curriculum F-10 Achievement Standards, what students need to learn to meet Standards, and what success looks like?

Moderation is an assessment practice, but it is also a technique that strengthens other assessment practices. It provides a structure and process for teaching teams, teachers, classes and individual students to develop a shared and deep understanding of learning intentions, success criteria and the curriculum standards on which assessment is based. Teacher moderation is a process by which teachers, usually with different experiences and from across a range of year levels, meet to review student work samples based on the Victorian Curriculum F-10 Achievement Standards.

Student moderation is a process of embedding learning intentions and empowering students to self-identify what success looks like. This might be via examination of (de-identified) student work samples, use of rubrics to self-assess or peer-assess, and collaborative identification of learning goals. Moderation can be linked to data walls, as both approaches create vehicles for robust discussions about evidence of student learning. Both moderation and data walls feed into the design of learning and actionable classroom strategies. Moderation also helps build collective efficacy – that is, teachers' collective power to improve learning outcomes for students (Heineke & McTighe, 2018).

The purpose of moderation is to make consistent, valid, evidence-based decisions. Moderation can be used within an improvement cycle. Before assessment to build agreement around what achievement of standards looks like and plan the teaching and learning program. As assessment to establish student understanding, monitor progress, and adjust a learning program. After assessment to support consistency of teacher judgement and alignment with curriculum standards

Schools can use moderation to align curriculum, pedagogy, assessment and reporting with the Victorian Curriculum F-10 Achievement Standards. For example, a moderation can be used as one step in the design of summative assessment tasks, to develop marking guides for a learning area or subject that use student work samples to show how student achievement can be linked to the Victorian Curriculum F-10 Achievement Standards, to determine learning intentions and describe a learning continuum using the Victorian Curriculum F-10 and to identify phases within a learning continuum and develop a rubric that breaks up complex learning into small, increasingly complex segments which support collection of evidence of student learning and consistency of assessment practices (Victorian Curriculum and Assessment Authority, 2002). Incorporated into a whole school planning process, moderation supports consistent teacher judgements, accuracy of reported results and effective gathering of evidence of student learning. Moderation can also be a part of diagnostic assessment. A rubric developed in a moderation process can be also used to gather information about student understanding prior to starting a unit of work. A teacher can collect evidence of students' current achievement levels which can be compared against the rubric as

part of a moderation discussion within a teaching team, and the teaching team can then identify what students are ready to learn and discuss how to set learning objectives, decide on an instructional focus and select effective strategies within each learning area.

Moderation supports students to develop important self-regulation and metacognitive skills including self-reflection, self-questioning, and critical questioning. Students may use moderation to set individual and collective goals. For example, teachers might invite students to use self-questioning to reflect on success criteria developed for a lesson, self-evaluate and set their own goals, and then follow this up with a group discussion that invites students to explore the thinking of others, develop critical listening skills and come to consensus about what they want to explore in more detail, to check for understanding. For example, a teacher might invite the class to discuss the assessment criteria and standards from a unit of work and use anonymous work samples from another class to discuss and rate the samples, and to monitor own progress. For example, a teacher might give students a copy of a formative assessment rubric containing examples of phases within a learning continuum and invite them to align these to their learning goals. Even very young children are able to use a wide range of metacognitive strategies to set goals and check for understanding.¹² Students with strong self-regulation skills are able to reflect on their own knowledge, set goals and plan for increasingly complex learning tasks, habits which enable them to recognise and lead their own learning and teach others (Frey et al., 2018).

Indicators of Moderation

As we know that, moderation is the middle way of two things or more, one group or more, and how to make it balance between one thing and more.

Moderation is a value that helps us to make the most appropriate or balanced moral and behavioural judgments. If there are two good things, moderation is following the comparatively the better one; if there are two bad things, moderation is taking comparatively the less wicked one; if there are two choices-bad and good, moderation is adopting the good one (Sallabi, 1999).

Based on the explanation above about indicator of moderation, the researcher distribute indicators of moderation in three (3) parts, namely;

Tolerance

Tolerance is one thing of moderation indicators. Thus, in teaching-learning process, as teachers must be understand of students' abilities. Many educators avoid talking about race and racism. It's uncomfortable, may lead to conflict, and calls for skills few of us possess. Often, this avoidance comes down to a fear of misspeaking, sounding racist or unintentionally doing harm. Social responsibility and cooperation, tolerance and understanding differences are some of the liberal educational aims that can be found in Finnish curricular documents, and they form an important part in the rhetoric concerning schools' responsibilities in education for citizenship.

Education is a national project, aiming for the promotion of future citizens. A process of normalisation takes place in schools, based on conceptions of proper

adulthood and legal as well as social rights and duties of citizens. Historically, schools have been expected both to confirm and reproduce, and to challenge social divisions (Gordon et al., 2014). Schools, then, have a dual task. They should exert regulation and assure the maintenance of hierarchical social relations, but also become sites of social change and emancipation. These tasks have met new challenges in the globalised world in which neoliberal restructuring of education emphasises accountability, choices, and markets, with decreasing consideration of equality and social justice (Aapola et al., 2003; Arnot & Gordon, 1996).

These contradicting aims are more or less implicit in Finnish educational documents. Below is an extract from the current Curriculum Framework for the comprehensive school. “The task of the comprehensive school] is to promote all-around development of its students’ personalities, to support the achieving of those skills which are important for further studies and in choosing one’s career, and to prepare the way for positive social growth and cooperation in the light of the students’ individual differences (Ministry of National Education of the Republic of Indonesia, 2002).

The curriculum document regards the student as an active agent capable of reflecting on her or his own opinions and feelings – although it is possible to read other emphases in it as well. The document notes the capacity to work collectively, but individuality is still central in the value basis (Aapola et al., 2003; Norris et al., 1996; Simola, 1998). Students are supposed to learn to “accept the fact that people are different” (Ministry of National Education of the Republic of Indonesia, 2002) and develop “tolerance and openness towards different cultural backgrounds, viewpoints and languages as well as interest in them” (Ministry of National Education of the Republic of Indonesia, 2002).

Justice

Justice is one thing of moderation indicators. Thus, in the teaching-learning process, teachers must be understanding of students’ abilities. Many teachers argued that such themes are taken into consideration when issues that provoke these kinds of discussion emerge during the lessons. Many of them, however, emphasized the lack of time. One teacher felt bad because “we are always in a hurry to cover the syllabus and to get on.” She or he regrets that even when there are interesting themes to discuss, she or he feels that she or he does not have enough time.

Distributive justice encompasses the principles that ‘ought’ to regulate the distribution of societal resources (‘good’ and ‘bad’) to individuals or groups in different social spheres (like the economy, health, education). Such principles derive from societies’ moral infrastructure, whereby norms about ‘right’ and ‘wrong’ are set up and people are instructed to gear their behavior accordingly.

Education – a socially constructed and highly valued public resource is a distinct ‘sphere of justice’ (United Nations Administrative Committee on Coordination, 2000; Walzer, 1984; Walzer, 1995) whereby specific, but different, justice principles guide the distribution of instrumental, relational, and symbolic goods (or punishments). These goods are constantly being distributed by teachers: they test students and grade their performance; they praise or scold them for

learning efforts, homework, and class behavior; accordingly, they place them in classes, ability groups, and tracks; and they grant them attention, respect, affection, etc. Students, on their part, evaluate the ‘fairness’ of these distributions and as a result, feel that they were just – or unjustly – rewarded. Hence, justice (or, in students’ lingo, ‘fairness’) is an important component of students’ school experience that has far-reaching implications for their actual educational opportunities, motivation, attitudes, affection, and actual behavior. Yet, empirical investigations about the distribution of different educational resources and the possible impact of ‘just’ and ‘unjust’ distribution on students’ motivation and behavior are relatively scarce.

However, at the school level teachers, as well as principals and counselors, are invested with the responsibility and authority of allocating some educational resources that constitute the core of students’ educational experience.

The question of who will receive what kind of educational resources, based on which principles, is therefore crucial to a wide range of factors that affect the socioeconomic welfare of citizens virtually across the life cycle ([United Nations Administrative Committee on Coordination, 2000](#)). This question is all the more important since the educational literature typically frames distributional issues less in terms of justice than in terms of effectiveness, such as didactic fit, adjustment of learning pace, and academic achievement. Moreover, educational practices depend on resources – public and/or private – allocated based on policy decisions (national, local, etc.) regarding who ought to get what and according to which principles.

Balancing

Balancing is one thing of moderation indicators. Thus, in the teaching-learning process, teachers must be understanding of students’ abilities. Not only that but also, in teaching- learning as teachers must be mastering the material and understand the students’ needs based on curriculum and break them down to syllabi.

Despite making most of the learning decisions for students and controlling most aspects of the learning environment, students still get to make the decision that matters most. They, and they alone, decide whether or not they will learn. Teachers cannot learn for students or force learning on them. In reality, the balance of power in the classroom favors students. They can render teaching pointless by not learning ([Weimer, 2008](#)).

Teaching as of date is one the most challenging and stress full profession and the stress among teachers is a contributor to illness as well as a cause for mental health problems. A study in Warwickshire found that 25 percent of headteachers had an alcohol problem. That is shocking and creates lots of anxiety about teacher’s mental health. It is the teacher in the classroom who inspires, cultivates, and motivates for learning. A healthy work-life balance is very essential for a teaching professional to be productive and successful. Work-life balance for teaching professionals has become one of the greatest challenges in today’s world. Teachers’ workload not only demands their time in the institution but also extends to their home to get prepared for the following day, apart from maintaining student records and attending to various institution-related functional requirements. Teachers need

to spend extra hours every day to be effective and productive in their profession so that they could reach higher levels and face the challenging atmosphere. When one starts a new career versus when one is nearing retirement brings changes in work-life balance. Keeping in mind the importance of quality of work-life balance among teachers in different educational institutions, an idea was conceptualized to study the status of the quality of work-life balance among teachers as this is the high point in research when individuals should be acquainted with the term work-life balance to gain knowledge of productive and balanced attitude towards their all spheres of existence. Considering the status of work-life balance and to find out comparisons among teachers from select educational institutions in Haryana, the present study was carried out with this objective to elucidate different factors affecting the status of quality of work-life balance among teachers (Lakshmi & Kumar, 2011).

Ample researches were conducted on teachers Work-life balance as it has been found that teaching is a stressful profession (Rosser, 2004). Another most important reason for studying teachers on the aspect of Work-life balance is that this is the profession that has overwhelmingly female than in any other profession (Acker, 1995). Clark (2006) concluded that it is the teaching profession that has different dimensions such as the pattern of work, authority, identification, and career, etc., and most important thing is that all these dimensions differ with different institutes and subjects that is why this field is most preferred for Work-family conflict. Sorcinelli and Near (1989) studied the feasible ways in which work and life away from work are connected among university faculty members. This study identifies differences based on rank and gender, and also suggests the implication of family-friendly policies for institutions of higher education. Jacobs and Winslow (2004) find out the relationship between faculty workload and their dissatisfaction. The authors find proof that how many professors are discontented because of their workload. In addition, dissatisfaction enhances among those working the longest hours. The data also point out that extended hours on the job contribute to research efficiency. The extended hours demanded by faculty jobs, therefore, preteens a problem for those parents (professors) who want to splurge time with their families and their children.

RESEARCH METHOD

This study employed an ethnographic research design. Ethnography is the study of cultural patterns and perspectives of participants in their natural setting. Ethnographic designs are qualitative research procedures for describing, analyzing, and interpreting a culture-sharing group's shared patterns of behaviors, beliefs, and language that develop over time. Therefore, the researchers can describe, analyze, and interpret the culture of a group in terms of the group's shared beliefs, behaviors, and language at the end (Mills & Gay, 2018). According to Dourish (2014) ethnography means the picture of a human being. Ethnography is the written information of a special culture, customs, beliefs, and attitude lied on issues collected by using the field note.

This research was conducted at one Islamic Senior High School in Makassar. The respondents of this research are English teachers who teach in Madrasah Aliyah

Negeri 2 Kota Makassar and the students, and also the headmaster of Madrasah, the Vice of Madrasah curriculum. To collect data, the researchers will employ observation, interview, take note, and documentation.

The primary instrument in ethnographic research was the researcher himself. According to [Mulyana \(2006\)](#), the position of the researcher is very important and complex because the researcher is a planner, organizer, data collector, analyzer, interpreter, and at the end will be the reporter of his/her research. The secondary instruments were the use of the camera to observe the direct communication taking place between students and teachers, the documentation of the interview protocol, and field notes which became very important instruments in ethnography. Here is the explanation of each instrument:

After selecting and determining the respondents of the research, the first step of collecting the data was an interview. In this step, the teachers and the students, the headmaster of Madrasah, the Vice of Madrasah curriculum of Madrasah Aliyah Negeri 2 Kota Makassar were interviewed to gain the data. After gaining the data about the implementation of moderation-based instructional in teaching English of English teachers' and students' then the next step was doing the observation. In the observation phase, the researcher recorded the situation or the direct communication taking place, English teachers implementation moderation based instructional in teaching by using a camera. Since the researcher also became a passive observer, the process of video recording was assisted by several co-researchers. In this process, the researcher acted as a passive participant observer. As [Spradley \(2016\)](#) suggests that passive participant-observers attended in the classroom but did not interact with both students and teachers.

The observation using video recording was applied several times to gain the relevant data of the research. During the observation, the researcher took notes to help the researcher understand the situation being observed. It also enabled the researcher to eventually craft a narrative of what was going on. The data of mediated communication as one of the variables were obtained through the document of text. All the conversations between English teachers and students were collected to provide the relevant data. The documentation data were taken based on the English teachers' and students' agreement.

In this research, the data analysis applied was Discourse Analysis (DA). Discourse analysis is a useful tool for studying the political meanings that inform written and spoken text ([Barron & Schneider, 2014](#)). Ten steps could help to conduct a systematic and professional discourse analysis: Establishing the context, Exploring the production process, Preparing the material for analysis, Coding the material, Examining the structure of the text, Collecting and examining discursive statements, Identifying cultural references, Identifying linguistic and rhetorical mechanisms, Interpreting the data, and Presenting the findings

FINDINGS

Based on the data obtained from the results of observations on learning English at MAN 2 Kota Makassar, it can be seen that the Moderation based Instruction Model applied by the teacher is a model of adapting and adoption, and adjusting material according to the context and experiences of students then

implementing it properly and fairly without partiality to other parties and evaluate the learning objectively. The interview results with informant R stated that:

“Model pembelajaran yang digunakan dalam pembelajaran bergantung pada jenis materinya yang akan diajarkan oleh guru; Bisa menggunakan proyek, pemecahan masalah dan penemuan yang disesuaikan dengan ruang lingkup materi yang akan disampaikan seperti yang telah dituangkan dalam RPP”

(The learning model used in learning depends on the type of material to be taught by the teacher; it can use projects, problem solving and findings that are tailored to the scope of the material to be conveyed as outlined in the RPP).

It indicated that moderation based instruction applied by English teachers in MAN 2 by adjusting the curriculum, syllabus, and learning material to the national curriculum then insert material that has moral values from the habits, culture, and religion of the students then the teacher exemplifies it in the learning process and the environment for students as a rolemodel so that it impresses themselves to be applied it in everyday life. Meanwhile, the results of interviews with respondent D said that:

“Guru menggunakan model pembelajaran berdasarkan materi dan kemampuan siswa”

(The teacher uses a learning model based on the material and students' abilities)

It indicated that the model used in English learning-based instruction is the need-based model, in which teachers must observe and identify the students' ability and students' background before planning the material so the teachers can be fair and tolerant with students' diversity.

This is also in line with the results of an interview with respondent W which strengthens the answer of respondent D as follows:

“Model yang digunakan sesuai dengan materi yang akan diajarkan; sehingga model pembelajaran sangat variasi sesuai dengan kemampuan dan latar belakang siswa” (The model used is following the material to be taught; so that the learning model varies greatly according to the abilities and backgrounds of students)

Respondent W's answer indicates that the teacher should first observe and identify students' abilities as well as the conditions and backgrounds of students who may be of different religions, ethnicities, races, and cultures. So, that the material prepared and the learning and evaluation process can accommodate students' diversity which will have an impact on the success of learning.

Besides that, the researcher interview some students to get more information, not only about the model are used by the teachers but methods and

something else that teachers used to explore the materials of English subjects, namely; Nurul Isnaeni Jumaide

Apakah guru menggunakan metode pembelajaran dalam Bahasa Inggris?
 Answer: Iya, guru disekolah/Madrasah saya menggunakan metode pembelajaran dalam bahasa Inggris untuk memotivasi kami dalam belajar Model pembelajaran apa yang di gunakan oleh guru dalam menyampaikan materi pembelajaran Bahasa Inggris?

Answer: Selama pembelajaran online, guru disekolah saya menyampaikan materi melalui audio whatsapp, hasil foto materi dari buku, materi dari google, dan mengirimkan video link youtube untuk ditonton agar lebih mudah dipahami

(How do you respond about learning English either in class or zoom?)

Answer: *My response about learning English in class or zoom is easy to understand if you pay attention to the explanation because in everyday life English is also widely used, such as in playing games and when using cellphones)*

(Does the teacher use learning methods in English? Answer: Yes, the teachers at my school/madrasah use English learning methods to motivate us to study)

(What learning model is used by the teacher in delivering English learning materials? Answer: During online learning, the teacher at my school conveys material via WhatsApp audio, photos of material from books, material from google, and sends YouTube video links to watch so that it is easier to understand)

Another response of students, as follows; Fitrahtullah

Respond saya mengenai pembelajaran bahasa Inggris di kelas lebih efektif karena berinteraksi langsung dengan guru dan teman-teman lainnya, terus ada feedback dari guru dan teman lainnya lebih mudah untuk memahami materi yang di sampaikan, sedangkan melalui zoom transfer of knowledge lebih susah di karenakan tidak berinteraksi langsung dengan guru dan teman-teman lainnya sehingga susah mengetahui secara langsung.

Guru menggunakan metode daring karena lebih aman untuk masa pandemik sekarang ini untuk mencegah penyebaran covid 19 dan guru juga mengirimkan tugas untuk dikerjakan.

Model pembelajaran yang diterapkan oleh guru di kelas dengan menggunakan model pembelajaran projek based learning untuk memudahkan kami untuk belajar dan di arahkan untuk berfikir kritis, kreatif, dan kami bisa bekerjasama berdasarkan instruksi dari guru.

(My response about learning English in class is more effective because I interact directly with the teacher and other friends, there is always feedback from the teacher and other friends, it is easier to understand the material being conveyed, while through zoom the transfer of knowledge is more difficult because do not interact directly with teachers and other friends so it is difficult to know directly)

(The teacher uses the online method because it is safer for the current pandemic period to prevent the spread-out of covid-19 and the teacher also sends assignments to work on).

(The learning model applied by the teacher in the classroom by using a project-based learning model to make it easier for us to learn and be directed to think critically, creatively, and we can work together based on the instructions from the teacher)

Different idea from other students, as follows; Hernawati

Menurut pendapat saya belajar didalam kelas jauh lebih menyenangkan dibanding belajar melalui zoom, karena belajar didalam kelas kita lebih berinteraksi dengan satu sama lain secara baik. Dan juga belajar dikelas itu lebih siswa dan guru lebih interaktif.

Guru menggunakan metode dalam mengajar bahasa Inggris karena tanpa metode mengajar maka pembelajaran akan monoton dan tidak memiliki tujuan. Metode pembelajaran sangat memiliki peran penting dalam proses belajar mengajar.

Setiap guru memiliki metode apabila mereka mau mengajar. Terkadang guru menggunakan metode ceramah, diskusi dan demonstrasi.

(In my opinion learning in class is much more fun than learning through zoom, because learning in class we interact with each other better. And also learning in the classroom is more interactive for students and teachers.

Teachers use methods in teaching English because without teaching methods, learning will be monotonous and have no purpose. Learning methods have an important role in the teaching and learning process.

Every teacher has a method if they want to teach. Sometimes teachers use lecture, discussion, and demonstration method)s.

Based on students responses above, below are other responses from another student, namely; Sukmawati

Bagaimana respon anda tentang pembelajaran Bahasa Inggris di kelas atau zoom? Jawab: Sangat antusias

Apakah guru menggunakan metode pembelajaran dalam kelas?

Jawab: Iya, karna menggunakan salah satu metode pembelajaran membantu mengembangkan kemampuan secara individu para peserta didik agar mampu menyelesaikan setiap masalah dalam ruangan kelas

Metode pembelajaran apa yang digunakan oleh guru dalam menyampaikan materi pembelajaran Bahasa Inggris?

Metode pembelajaran, demonstrasi, ceramah, dan Resitasi How do you feel (about learning English in class or zoom? Answer: Very enthusiastic

Do teachers use learning methods in the classroom?

Answer: Yes, because using one of the learning methods helps develop the individual abilities of students to be able to solve every problem in the

classroom)

(What learning methods are used by teachers in delivering English learning materials? Learning methods, demonstrations, lectures, and recitations)

From the findings of this study, the researcher concludes that the moderation based instruction model in learning English at MAN 2 Makassar City uses the material preparation model based on student backgrounds, adjusting the material with existing material but inserting material that contains existing local wisdom values then teaches it by first implementing it on teacher self as a role model for students so that it gives an impression on changes the students' knowledge, attitudes, and behavior.

DISCUSSION

Based on the findings of this study, the researcher concludes that the moderation based instruction model in learning English at MAN 2 Makassar City uses the material preparation model based on student backgrounds, adjusting the material with existing material but inserting material that contains existing local wisdom values then teaches it by first implementing it on teacher self as a role model for students so that it gives an impression on changes the students' knowledge, attitudes, and behavior.

According to [Anderson et al.\(2001\)](#) that “School learning model” is based on the view that ‘there are fast and slow learners’. According to [Carroll \(1963\)](#), when the appropriate time and learning opportunities are provided, all of the students can reach the desired learning objectives. Learning level is the function of the ratio between elapsed time in active learning and the time needed for learning. Time is the most important variable while explaining the “School learning” model. The other components of the model are ability, ability of benefiting from teaching, patience/diligence, opportunity, and the quality of teaching.

Furthermore, [Carroll \(1963\)](#), stated that there are two independent variables that are affecting the level of students' learning, in other words, learning outcomes. The first of these two variables is the student's entry characteristics at the very beginning of teaching-learning process; the other one is the quality of instruction. During the implementation of the teaching activities, if these two variables are taken into control, planned and implemented properly, “mastery learning” can be achieved among students. As stated above, it is expressed that the social factors like home and school environments play an effective role on the level of learning differences among people.

Many factors affect school learning. Some of these factors like intelligence (general ability), the characteristic features of the teacher, and the socio-economic status of the family cannot be directly changed via teaching-learning process. On the other hand, the factors like the prior knowledge of the students, their interests, attitudes, belief in success and the quality of instruction can be changed via teaching-learning process.

The main function of the schools is to popularize the school, to complete students' lack of learning, draw their attention to the topics, to increase their belief in success, to improve the quality of instruction etc. If schools can make positive

changes in the changeable characteristics that affect the learning process of the students and in the teaching-learning environment, then they can make contributions to students' self-realization.

This model is very close to the values of local wisdom in Maluku, namely PELA- GANDONG which teaches kinship between people so that this model researchers call the PELA Model which stands for *Preparing* material, *Established* and adopting the local wisdom, *Learn* to apply in ourselves before teaching others and *Applicate* it in teaching process.

The moderation based instruction model in English teaching at MAN 2 Model Kota Makassar can be described in Figure 4.1 as follows:

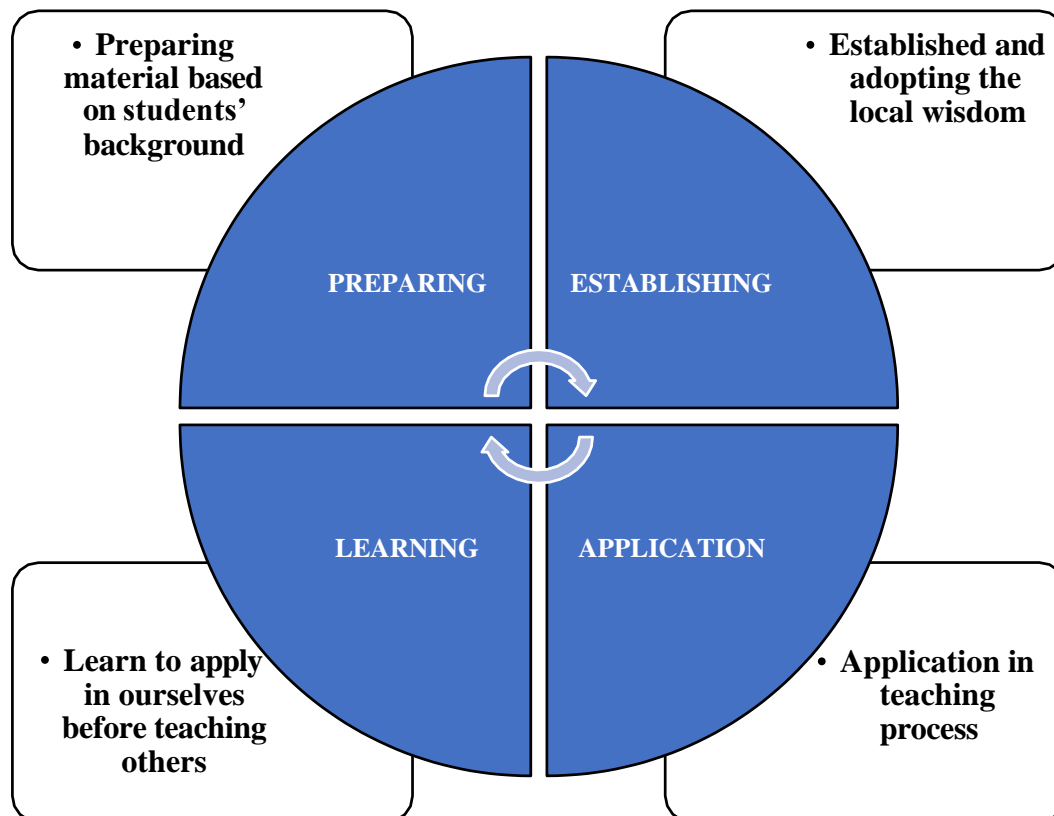


Figure 1: PELA Model of Moderation Based Instruction

Figure 4.1 shows that PELA Model which stands for Preparing material based on students background of prior knowledge, experience, habit, culture and religion, then Established the material by adopting and adapting the local wisdom and habit into the material that made students have many ideas to share and to deliver in the classroom, Learn the material to apply in teacher self before teaching others as a role model and Applicate the material in teaching process.

Preparing material based on students' background, in line with [Omabe \(2006\)](#) asserts that instructional materials are central in the teaching and learning of English language because they are used to compliment efficiency of a teacher, and effectiveness in lesson delivery.

[Esu et al \(2004\)](#) affirmed that instructional materials facilitate learning of

abstract concepts by helping to concretize ideas and stimulate learners' imagination. Moreover, instructional materials help to increase active participation in the learning process while saving teacher's energy, reducing the teacher centeredness in teaching. The use of instructional materials make teaching effective as it enables learners to participate actively in classroom instruction. All these views suggest that the use of instructional materials can improved students' performance.

The success of achieving what they are met to achieve in an instructional situation depend on the suitability of the instructional materials, adequacy and effective utilization of the materials (Olaitan & Aguisiobo, 1994). The effectiveness of instructional materials in promoting students' academic performance in teaching and learning is indisputable. It provides the much needed sensory experiences needed by the learners for an effective and meaningful behavioural change. Instructional materials are meant to improve the quality of education for effective academic performance of students in schools. The performance of the students on the intended learning outcomes provide the validation – loop on the success of the interaction and instruction.

It is in line to what stated by Barfield and Uzarski (2009) who tried to integrate indigenous cultures into English Language Teaching (ELT) for the students whose countries are multilingual. Having lived and worked overseas over 20 years, Barfield and Uzarski (2009) realized that most EFL programs use curricula from English-dominant countries such as the United Kingdom, the United States, and Australia. They designed English teaching materials for elementary and advanced levels based on the collection of indigenous cultures selected from various areas, among other things, Maori Tattoos (New Zealand), Bantu Storytelling (Mozambique), Beading and Mathematics (South Africa), Star Quilts (North American Indians).

The same result also by Guthrie (2013) studied about ELT at secondary schools in Ontario, Canada as a place to learn local wisdom. The research results show that some elements of local wisdom emerged in the English learning process. The teacher attempted to relate literary teaching and practice in class to the students' life learning, life theme emphasis, self- experience, self-reflective learning, and individual needs. Kaltsum (2014) highlighted globalization issues related to national identity. Globalization can influence all aspects of life including education. In foreign language teaching (English) integrating foreign culture is unavoidable. Accordingly, to maintain national identity, it is necessary for English teachers to integrate elements of local cultures (*local wisdom*) in foreign language teaching for young learners.

It also suggested by Wulandari et al. (2020) that integrating aspects of local wisdom into ELT materials is required as it has the following benefits: (1) supporting the learning process, (2) helping the students understand the materials related to local cultures, and (3) enhancing the knowledge of local culture and character education as well as maintaining the exposure of local language (Javanese). It can be integrated aspects of local wisdom in ELT materials may have some benefits as follows: (1) enlivening the classroom atmosphere since the opening session is

accompanied with the song (video), (2) the local wisdom would enrich the students' understanding about local cultures, and (3) the integration of local wisdom would help the students understand the English texts more easily.

The teachers' adaptation of materials should reflect the concern of the course's objectives as well as learning atmosphere and the student learning achievement. When teachers think that teaching materials do not completely serve the objectives of the lesson or they may be a barrier to student learning instead of enhancing it, the teachers need to adapt the materials to get the best of the material use. Furthermore, adaptation allows students greater access to the information to be taught. More importantly, teachers should bear in mind that the students' linguistic ability is beyond the normal course book assigned for the class. Therefore, the material adaptation is needed to make the task more real and more personal and closer to the students' own experiences. Then the students can actually learn the most efficiently through the assumption (Krashen, 2009).

Teacher as educators not only have the role of supporting student' learning about teaching, but in so doing, through their own teaching, model the role of the teacher. In this respect, the teacher education profession is unique, differing from, explain, as doctors who teach medicine. During their teaching, doctors do not serve as role models for the actual practice of the profession i.e., they do not treat their students. Teacher as educators, conversely, whether intentionally or not, teach their students as well as teach about teaching.

It may well be that this aspect of teacher education is often overlooked as an important factor shaping teachers' beliefs and practices. If Wideen et al. (1998) are right in their conclusion that the processes in teacher education may be more important than the knowledge that is provided to student teachers, the way teacher educators model the promotion of certain views of learning could be a more important factor in shaping teacher behaviour than the content of the messages they are sending, despite inherent differences between the university and school contexts.

Based on this explanation, the researcher concluded that PELA Model which stands for Preparing material, Established and adopting the local wisdom, Learn to apply in ourselves before teaching others and Applicate imoderation based instruction in English teaching. This model is only suggested model that should be followed up by further research to examine and measure the effectiveness of this model.

CONCLUSION

Findings from this study shows that PELA Model which stands for Preparing material, Established and adopting the local wisdom, Learn to apply in ourselves before teaching others and Applicate imoderation based instruction in English teaching. This model is only suggested model that should be followed up by further research to examine and measure the effectiveness of this model. This study will contribute to the professional knowledge of how to implementation moderation in teaching English in Islamic Schools in Indonesia as well as providing insights for policy-making and improving the quality of primary-school level English language teaching in general.

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