

IMPLEMENTING *PANCA KESADARAN SANTRI* IN ENGLISH LEARNING: ENHANCING CHARACTER IN EDUCATION

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Abstract

At Nurul Jadid Islamic Boarding School, the *panca kesadaran santri*—which consists of religious, social, and scholastic aspects—embodies core values. This study looks at how these principles are incorporated into SMK Nurul Jadid's English learning activities and how they show up in lesson planning and instructional strategies. Using a *panca kesadaran santri*-centered theoretical framework, the research attempts to analyze how it is incorporated into English learning activities and assess how well it is implemented at the school. The study design used is a descriptive evaluational one that includes documentation, interviews, and observations. The successful incorporation of religious, social, and national/state awareness into lesson planning and learning activities is demonstrated by data analysis. These principles are actively lived by educators and students, supporting a comprehensive approach to character education. The results highlight how crucial it is to match educational methods with the goals and ideals of society. The study provides practical guidance for curriculum development that promotes holistic student development while also making a theoretical contribution to the conversation on values integration in education. It is advised that educational institutions investigate new teaching strategies and include stakeholders in order to foster a values-based culture. Overall, the study emphasizes how *panca kesadaran santri* can be successfully included into English language learning activities and emphasizes the importance of this practice in developing students' moral character and sense of social responsibility.

Keywords: English Learning; Implementation; Panca Kesadaran Santri

INTRODUCTION

Nurul Jadid Islamic Boarding School instills essential principles in all of its pupils, known as the *panca kesadaran santri*, or the five consciousnesses of students (Nu'man, 2023). These principles have religious, social, and educational components, according to Kiai Zaini Mun'im, who developed them with help from Kiai Hasyim and Kiai Hasan (Baharun & Maryam, 2018). Religious awareness, knowledge awareness, organizational awareness, social awareness, and national and state awareness are all included in the *panca kesadaran santri* (Hasanah et al., 2022). Rather than being merely a theory, the concept of *panca kesadaran santri* serves as a guide for putting the knowledge and extensive experience obtained from working in the fields of da'wah (Islamic outreach) and other spheres of life to use.

Moreover, a comprehensive approach to character development is required by the modern educational environment (Gergel & Turner, 2017). The mission of Islamic educational institutions, such as Nurul Jadid, is to include the *panca kesadaran santri*, which encapsulates religious, moral, and social principles, into their educational endeavors (Hewitt, 2021). This integration is a fundamental component of raising national character and exemplary people.

Academic discourse on the incorporation of values into educational practices highlights the crucial function of Islamic boarding schools, characterizing kyais as social architects in charge of molding cultural preferences (Dugan, 2021). Islamic boarding school curricula are

dynamic, having moved from a purely religious orientation to one that includes modern socioeconomic themes (Willemse et al., 2020). This development is a reflection of a larger paradigm shift in education toward a curriculum centered on society, with the goal of creating well-rounded people who can handle today's issues (Zguir et al., 2021).

Additionally, studies on the incorporation of Islamic values in educational environments have been conducted. According to Wijayanto (2020), the incorporation of Islamic values into English language instruction underscores the importance of integrating religious concepts into pedagogical methods. In a similar vein, Bali & Fadilah (2019) investigate how religious figures are internalised in learning environments, highlighting the revolutionary possibilities of incorporating moral principles into education.

Furthermore, research like that of Baharun (2017) provides insight into particular facets of character development in Islamic boarding schools, such awareness of the nation and state. All of these studies highlight how crucial it is to incorporate moral principles—like those found in the *panca kesadaran santri*—into teaching methods in order to promote the complete development of students.

This study uses a theoretical framework based on the *panca kesadaran santri* as a guiding principle for English language learning activities, drawing on the previously stated literature. Teachers can help students develop moral and social consciousness in addition to language ability by incorporating these principles into the curriculum and instructional strategies.

In light of this, this study attempts to explore how the *panca kesadaran santri* is applied in English learning activities at SMK Nurul Jadid, looking at how it is reflected in lesson plans as well as how it is really implemented in teaching and learning procedures. The study aims to do two main things: first, by examining lesson plans, it will examine how the *panca kesadaran santri* are incorporated into English learning activities at SMK Nurul Jadid; second, it will assess how these values are applied in the school's teaching and learning practices.

This research is important from a theoretical and practical standpoint. Theoretically, it advances the conversation on integrating values into education, especially in the context of Islam. In practical terms, the results can guide the creation of curricula and instructional strategies meant to promote holistic student development.

This literature review explores the idea of *Panca Kesadaran Santri* and emphasises how important it is in forming the students' ethos at Nurul Jadid Islamic Boarding School. The ideals of the *Panca Kesadaran Santri* are fundamental to both personal growth and interaction with society (Baharun, 2017; Mundiri & Bariroh, 2018). It emphasises how crucial it is for students to be aware of and knowledgeable about religion, as well as to be involved in society and their country.

The religious awareness (*kesadaran beragama*) emphasizes the value of morality, worship, and *aqidah* (belief) in educational institutions and highlights how these factors shape a student's development. It also demonstrates how religious awareness can be combined with moral behaviour and character development, which is consistent with educational goals that try to inculcate moral principles.

Both religious and secular knowledge are presented as essential to the development of the individual and the advancement of society. It is recommended that scholarship and faith be combined in order to develop Muslim scholars who can make valuable contributions to

society. In addition, the story emphasises the relationship between morality and knowledge while focusing on the whole person's development.

The emergence of social consciousness (*kesadaran bermasyarakat*) serves as a precondition for community involvement and service. Students are inspired to participate in activities that promote positive social change since they are based on Islamic values and societal norms. The story highlights traits like empathy, teamwork, and proactive involvement in addressing social challenges.

Instilling in students a sense of civic duty and national identification is emphasised throughout the national and state awareness (*kesadaran berbangsa dan bernegara*). In order to encourage civic engagement and social cohesiveness, it places a strong emphasis on how Islamic teachings relate to national commitments and ideals.

The organization awareness (*kesadaran berorganisasi*) promotes student engagement in organisations as a way to develop their leadership, teamwork, and goal-oriented behaviour. Students who participate in organised events gain valuable skills and further the community's overall goals.

METHOD

This study uses a descriptive evaluational research design, which offers an accurate and methodical representation of the relationships or phenomena being studied. The objective of the evaluative approach is to collect data on the application of policies, with the goal of producing suggestions for the continuation, enhancement, modification, or discontinuation of assessed elements (Stufflebeam & Zhang, 2017).

The research methodology entails the following crucial steps: First, observations were made with a particular focus on English learning activities at Nurul Jadid Vocational High School (SMKNJ) in Paiton, Probolinggo. Second, the issue formulation focused on comprehending how students were using *Panca Kesadaran* during these exercises. Third, curriculum frameworks and learning device designs (RPP) were used in the data collection process. Fourth, students in the twelfth grade were chosen as participants. Fifth, the headmaster of the school granted permission. Sixth, information was gathered in accordance with curricular rules and RPP. Seventh, the analysis sought to glean practical knowledge from the gathered information. Ultimately, reports were used to record and share the results.

The researcher, who conducts direct fieldwork to collect, evaluate, and interpret data, is the main research tool. Additional tools for assessing how *Panca Kesadaran Santri* is being used by students include documentation, interviews, and observation. Data primarily originate from SMKNJ's Multimedia Program, with primary data obtained through direct interactions and secondary data derived from official documents and archives.

The study employs a blend of qualitative and quantitative techniques for gathering data: First and foremost, observation involves keeping a close eye on all interactions and activities that take place in the learning environment. In order to supplement observable data, the second main goal of documentation is to compile written records such as lesson plans and curricular materials. There are various steps in the data analysis process (Akinyode & Khan, 2018): To begin with, data reduction is the process of carefully classifying and arranging data in order to find important trends and themes. Data display, on the other hand, entails presenting systematic and ordered data for thorough comprehension and evaluation. In order

to ensure validity and credibility, verification and conclusion drawing also involve looking at data relationships and coming to conclusions that are in line with the goals of the research.

To mitigate individual biases and enhance the depth of understanding, theoretical triangulation is employed in data triangulation to compare study findings with pertinent theoretical views (Turner et al., 2017). The study intends to offer important insights into the application of *Panca Kesadaran Santri* among students during English learning activities at SMKNJ by using this thorough research technique.

FINDINGS AND DISCUSSION

The research findings go into detail on how *Panca Kesadaran Santri* is used, as seen in the learning activities and English lesson plans (RPP). Based on their constituent parts—primary activities, core activities, and closing activities—the lesson plans are examined. Each component reflects a distinct facet of the *Panca Kesadaran Santri*.

Implementation of Panca Kesadaran Santri in Lesson Plans

The lesson plans show how different learning phases incorporate social, cultural, religious, and national and state consciousness. Preliminary activities, for example, could involve religious customs like greetings and prayers, social awareness exercises like talking about the advantages of education, and knowledge awareness exercises like encouraging students to interact with the course content. Core activities, which cover topics related to knowledge and awareness of the nation and state, similarly place an emphasis on social interaction, knowledge acquisition, and attitude observation among students.

Implementation of Panca Kesadaran Santri in English Learning Activities

Based on observations, it is evident that educators and learners of English actively integrate the principles of *Panca Kesadaran Santri* into their lessons. Students' involvement, consideration for others, and observance of the norms and obligations in the classroom are clear indicators of this. While knowledge awareness is shown in students' attentiveness and appreciation for learning, religious awareness is exhibited through devotional routines. Additionally, students' cooperative behaviour and peer aid demonstrate their social awareness, while their efforts promote civic responsibility and cleanliness at the national and state levels.

The findings of this study highlight the value of *Panca Kesadaran Santri* in fostering students' character development and provide insight into how to incorporate it into English language learning activities. A holistic approach to education is reflected in the incorporation of religious, social, knowledge, and national/state awareness into lesson planning and classroom activities, which is consistent with *Panca Kesadaran Santri's* theoretical framework.

This study is guided by the theoretical framework developed by *Panca Kesadaran Santri*, which highlights the significance of this foundation in shaping the values of students at Nurul Jadid Islamic Boarding School. This study contributes to the discourse by examining the practical application of religious, social, and national consciousness in English language learning sessions, building on the body of prior research that highlights the importance of such awareness among students (Baharun, 2017; Mundiri & Bariroh, 2018).

As stated in the theoretical framework, religious awareness (*kesadaran beragama*) includes morals, worship, and beliefs, all of which are incorporated into educational

frameworks to inculcate moral ideals. Similar to this, knowledge awareness (*kesadaran berilmu*), emphasizes how crucial it is to combine education and faith in order to create people who can make meaningful contributions to society. Additionally stressed are social awareness (*kesadaran bermasyarakat*) and national/state awareness (*kesadaran berbangsa dan bernegara*), which encourage in students' empathy, collaboration, civic duty, and a feeling of national identity.

The findings of this study are consistent with earlier investigations into the incorporation of Islamic principles into learning environments (Wijayanto, 2020; Bali & Fadilah, 2019). These studies highlight the significance of character development for the overall development of students and have shown the transforming power of incorporating values into education. Furthermore, research like that of Baharun (2017) has emphasized certain facets of character development in Islamic boarding schools, bolstering the importance of incorporating principles like those represented in *Panca Kesadaran Santri* into teaching methods.

It is imperative to recognize the constraints of this research, though. Although the results add to the conversation about character education in an Islamic setting, they may not apply to other educational contexts because they are based on a particular case study. Furthermore, the study's primary focus is on English learning activities; it is yet unknown how widely *Panca Kesadaran Santri* is used in other subject areas. By performing comparison studies in various educational situations and investigating the long-term effects of values integration on student outcomes, future study could build upon these findings.

In summary, this study highlights the importance of *Panca Kesadaran Santri* in fostering students' character development and offers insightful information about how it might be used in English learning activities. Teachers can promote a comprehensive approach to education that develops students' moral, social, and civic consciousness by incorporating religious, social, knowledge, and national/state awareness into their instructional activities. These results highlight the significance of values-based methods in curriculum design and pedagogical practices and add to the continuing conversation on character education within an Islamic framework.

CONCLUSION AND SUGGESTION

The study concludes by shedding light on the effective incorporation of *Panca Kesadaran Santri* into English language learning activities at SMK Nurul Jadid and highlighting its critical role in fostering character development in students. The *Panca Kesadaran Santri* theoretical framework offers instructors a thorough manual, emphasizing the role that social, intellectual, religious, and national/state consciousness play in forming students' ethos. Through the integration of these principles into lesson planning and classroom activities, educators can foster a comprehensive approach to learning that develops students' civic, moral, and social consciousness.

In light of these considerations, it is recommended that future research expand the field by investigating the many subjects and educational environments in which *Panca Kesadaran Santri* is used. Furthermore, studies could examine how well different instructional strategies integrate values and develop students' character. Through investigating these facets, academics can enhance our understanding of character education in the context of Islam and support the advancement of values-based approaches in the classroom.

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