

Article

Modern Islamic Boarding School English Teachers' Workload and Their Performance : A Phenomenological Analysis

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Abstract: A modern Islamic boarding school is increasingly becoming a popular choice for further education because it offers bilingual or multilingual programs. To effectively implement these programs, teachers need to be highly qualified, as they are required to manage three different curricula. This study aims to explore the impact of the workload on the teaching performance quality of Islamic boarding school teachers. A descriptive case study approach was used, and data were collected through interviews with two English teachers from an Islamic boarding school, along with the researchers' own experiences. The findings indicate that an excessive workload negatively impacts the quality of teachers' performance.

Keywords: *Islamic Boarding School; Workload; Teaching Performance*

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1. Introduction

Pesantren or Islamic boarding school is an educational institution which is genuinely from Indonesia. This institution was firstly focused on the Islamic development by teaching Islamic thought and Arabic language as their moderator to achieve and study Quranic verses. The establishment occur after the colonial's era. In the modern Islamic boarding school, the educational institution's learning system was transformed and developed by implementing two foreign languages, Arabic and English, in the process of teaching and learning, and be used as students' daily communication language. Students are obliged to use foreign languages to improve their knowledge in Islamic studies, and expand their language proficiency (Bin Tahir, 2017).

Most of modern Islamic boarding schools apply three kinds of curriculum to reach the objectives of both traditional and modern education. They are curriculum of Kemendikbud (Ministry of Education and Culture), curriculum of Kemenag (Ministry of Religion Affairs), and Curriculum of pesantren (Bin Tahir, 2011). Thus, Pesantren needs well-qualified teachers to be able to run those three curriculums at the same time.

The teachers' duty in modern pesantren is not only becoming a teacher. Based on the researcher' experience, Islamic boarding school teachers need to become a teacher to teach, parents to guide and take care of, and a friend to share with. It becomes challenges for the teachers to do those duties. It may make the teachers not really optimal in teaching and learning activities. Hargreaves (1992) states that work intensification represents one of the most tangible ways in which the work privileges of educational workers are eroded. Those teachers got intensification mean they work like labours who work only for reaching the company's target. The teachers do not have time for self-reflection causing quality reduction.

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2. Literature Review

2.1. Workload

The concept of teaching workload in modern Islamic boarding school is not seen from the teachers' regular activities like taking classes, preparing lesson plan, evaluating the scripts, attending programs and conferences. However, the teachers must involve themselves in different activities either academic or non-academic activities which are done outside of school hours. The activities are being a supervisor of organization, supervisor of bilingual or multilingual room, and official of coach of English competition. Hargreaves (1992) states that work intensification represents one of the most tangible ways in which the work privileges of educational workers are eroded. Those teachers got intensification mean they work like labours who work only for reaching the company's target. The teachers do not have time for self-reflection causing quality reduction.

Another theory is explained by Farber's theory of Burn out, most of education practitioners get a higher emotional overload until they get stuck. Teachers who are emotionally and physically exhausted are irritable, anxious, and angry. He states that to be burn out means being less enthusiastically in planning classes, and feeling less symphatetic to the students. There will be no instruction that can be efficiently and effectively conducted over a long period of time if teachers carry on heavy teaching load. Timpane as cited by (Ayuman (1995) explains about the effect of teachers' burn out. The term is used to describe and often excuse many teachers' inability to have an effective teaching the classroom. Further, burn out with all its symptoms will not quickly or easily disappear since it is in the profound and complicated psychological conclusion that their work is not efficacious. Referring to this, burn out is a substantial obstacle to educational reform and improvement at least for sensually affected personals and group in schools.

2.2. Teachers' Performance

The most crucial factor of teaching performance is the way the teachers deliver their teaching or lectures to the students. A qualified lecture should provide seven criteria to fulfil according to MacGregor (2007). They are i) a clear objective of the lesson as well as the expected outcome, ii) building background by integrating concepts to students background, past learning and key vocabularies, iii) a clear structural idea to all students and allows them to have different pathways based on their needs, iv) using a various strategies of questioning to stimulate and encourage students' development critical thinking, problem solving and performance skill, v) providing an adequate time for the students to give response, vi) employing instructional approaches aimed to meet the needs of diversified learners, and vii) using a well instruction to meet the proficiency level of oll the students in a classroom. In short, to be good teachers having a good performance, they should have a good classroom management. Furthermore, M Fakhruddin (2021) explains that classroom management is an essential concept in education for teachers, lecturers, and everyone involved in the educational sector. It should cover students' characteristics, teachers' efficacy, environmental situation, and the achievement standards of students. In Indonesian context, classroom management means a set of techniques and

skills that let teachers control students effectively in order to create a positive learning environment for all students (Ministry of National Education, 2003).

2.3. Islamic Boarding School

Pesantren in Indonesia have made significant contributions to education throughout the country since the colonial era (M Fakhruddin & E Andriyanti, 2021). As one of the oldest Indonesian education systems, schools in pesantren have taught English as one of compulsory subjects in its national curriculum (Daulay, 2009; Kamil, Mukminin, & Kasim, 2014; Sofwan & Habibi, 2016). A pesantren is a community that consists of a complex, a mosque, and boarding facilities where santri (students) and ustadz (teachers) spend their entire day learning, sleeping, eating, and socializing (Buang, 2007; Nilan, 2007; Srimulyani, 2007). According to Daulay (2009), students in pesantren typically spend 24 hours a day engaging in communication, interaction, and socialization with their community, peers, and teachers, leading to diverse academic and social experiences and phenomena.

In modern boarding schools, students are expected to be multilingual. This means having the ability to speak three or more languages, which are actively used in daily communication within a multilingual society (McArthur, 1992; Edwards, 1994; Vildomec, 1963; Kemp, 2009). According to Cruz-Ferreira (2010), multilingualism is less about the influence of knowing multiple languages and more about how individuals practice and use these languages in their daily activities.

3. Method

3.1. Research Method

This paper is aimed at identifying the phenomenon of teachers' workload in modern Islamic boarding school. To deal with that, descriptive case study is employed in this study. By implementing this method, the writer is supposed to find the phenomenon of how teachers' workload in modern Islamic boarding school affects their teaching performance.

3.2. Interview

There are three English teachers interviewed to obtain the data. Those three teachers are English teachers who are staying in the Islamic boarding school. The kind of interview was a semi-structured interview. It means that the researcher prepared several questions as a guide before interviewing those three teachers, and some additional questions will be developed spontaneously based on their answers and the researcher's need.

4. Findings and Discussion

4.1. Findings

Findings are presented to answer the objective of this paper; it is about the status of Islamic boarding school English teachers and its implication. It shows the teachers' workload in instruction, administration, involvement in committee, advisorship, and teaching hours overload.

The data gained in this paper is from the interview done with two English teachers staying and teaching in the modern Islamic boarding school implementing multilingual program, and the researcher himself experienced teaching and staying there. The type of interview is semi-structured interview where the researcher prepared several questions to ask, and developed at the time to have a deeper answer or data. In this case, there are 7 main questions to ask. They are:

1. How many hours do you teach in a week?
2. Do you have other duties besides teaching (in the school)? What are they?

3. Do you have other duties outside of school? What are they?
4. Do feel bothered with those activities/duties?
5. Is there any relation between workload and teaching performance?
6. If yes. How much workload affects teaching performance?
7. How to deal with that?

The following is the result of interview with the first respondent:

1. How many hours do you teach in a week?
"In a week, I teach for 56 hours in a week. That number is almost the maximum number of teaching hour.
2. Do you have other duties besides teaching? What are they?
"There are several duties need to be done besides teaching. First, she becomes one of official coaches of English competition. Being a coach in this school was quite challenging since almost every year the students won the competitions. Moreover, the second duty is that I am trusted becoming the committee of school events and supervisor of English organization. Those two duties often take my time, exactly holiday time because most of the activities are held in the weekend that should be my free or family time.
3. Do you have other duties outside of school? What are they?
"My job outside of the school is a house wife taking care of my three children and my husband. For me, being a housewife is a blessing, it is not the thing I consider as a burden.
4. Do feel bothered with those activities/duties?
"Yes, I do even not really much."
5. Is there any relation between workload and teaching performance?
"Of course. The workloads I have really related to my performance quality in teaching."
6. How much workload affects teaching performance?
"The workloads affect significantly towards my teaching performance. As I told above that there are several things I need to do besides teaching. Mostly, I have no time to have self-reflection about I did before. It seems simple but actually having evaluation is really important for me to create a better condition and performance in teaching. Further, I used to have less enthusiastic in the last or noon hours because of feeling exhausted for the overloaded hours. I usually ask them to write or do assignment. It means that the treatment I give among classes that should be the same is not so. Moreover, the thing which is clearly affected is about administration. I cannot be optimal in finishing the administrations that I need to fulfil. The lesson plans that should be different among classes by considering the students' condition and need, I make them all the same for it is quite difficult to create so many lesson plans with limited time I have. I said a limited time because I want to be professional. I do not want to bring my school duties to my home since I have a lot things to do at home as a wife and mother."
7. How to deal with that?
"As what I told, I try to be professional. As tiring as my day, I never leave my class even I am not always spirit in the class. I have been trying to manage my time well to be able to handle all my duties. To make it efficient but not really effective, I make the materials all the same with the same method or approaches for all classes. Besides

that, when I am getting exhausted and hectic with all activities I have, willy nilly I give them many assignments with a short explanation."

Followed with the result of the interview with the second respondent:

1. How many hours do you teach in a week?

"I teach 44 hours in a week."

2. Do you have other duties besides teaching? What are they?

"Yes. There are several things that I need to focus on. They are a supervisor of two English organizations, official coach of English competition, and mostly I am chosen to be the committee of school events."

3. Do you have other duties outside of school? What are they?

"As you know that I am staying in this boarding school together with our students, it makes me work hard being their supervisor in the room. Besides that, I also have to teach Al Qur'an in the morning exactly after Shubuh prayer."

4. Do feel bothered with those activities/duties?

"Sometimes the workloads bother and bore me, but I try to enjoy those activities."

5. Is there any relation between workload and teaching performance?

"Exactly! But again, I try to enjoy it."

6. If yes. How much workload affects teaching performance?

"There are many duties I need to do in every single day. Sometimes, I get bored and exhausted with all those activities. As you know that I live with and take care of them for 24 hours. I am not only becoming a teacher for them, but also a parent, an old sister, and sometimes a friend. It is not something easy to be multiple roles with all my workloads in the school. I can say that it sufficiently affects towards my teaching performance since the quality of teaching or treatment among classes will be different when I am tired. I think that is the most terrified effect of the workload besides the administrative things."

7. How to deal with that?

"Not much that I can do. I try to be happy with the things I must do. Further, I always try to be professional with time management because once I forget, I will leave many things. To make me easier do those activities or duties is by mapping what I have to do. It helps me so much in organizing myself. Hence, with the limited time I have, I am still able to have self-reflection."

Then, the last is based on the researcher's experience. The researcher stated that the respondents' answers represented his answer. Based on his experience, he took several roles in the school. He was an English teacher with 56 hours in a week. Besides that, he was a vice principal focusing on students' affair. It means that he took care of all students' documents and organizations in the school. Moreover, he was also the coach of English competition that sometimes the students (boys) asked him to have rehearsal in the night after finishing complex's activities until midnight. Furthermore, the researcher had another duty besides those duties mentioned. He became a multilingual complex supervisor. Being a supervisor, he said that he had to be a teacher, father, brother and friend for santri/students. That's the main workload which sometimes bothered the researcher because he needed to take care of the students for almost 24 hours. He was to

know about the students' mental and physical condition in the complex. Sometimes it became very hard when he found students who were getting sick or the students who were having internal problems with other students. He found for several times that he had to be able to solve some problems of several students in the same time. With all the workloads to be done, the researcher had a very limited time to have self-evaluation and handle the administrative things especially lesson plans. To deal with that, the researcher tried to make and arrange the schedule every single day in order that all businesses are still handled well even not very optimal.

4.2. Discussion

This study focused on identifying the relationship between Islamic boarding school English teachers' workload with their teaching performance. The respondents' responses believed that intensification influenced negatively to the quality of teaching because teachers do not have sufficient time to have self-evaluation and preparation to teach. There are three points highlighted based on the findings above.

Firstly, the researcher tried to know about the teaching hours of each teacher. It was found that those three teachers have more than 40 hours in a week. The first respondent stated that she taught for 56 hours in a week which was almost the maximum number of teachings per week. Meanwhile, the second respondent had 44 hours in a week, and the last respondent had the same number as the first respondent, 56 hours.

Then, the next findings discussed about respondents' other duties to do beside teaching. The three respondents almost have the same businesses. They have the same duty being a coach of English competition, a supervisor of English organizations, and committee of school events. However, there are several different roles to do among them. The first respondent has no responsibility to take care of students in their complex or room, while other two respondents do. They stated that the hardest workload was actually being students' supervisor in the complex. Besides being a teacher who is focusing on their language, the respondents also must pay attention with students' mental physical condition. They need to take care when the students are getting sick and having problems. They mostly have a rest in the midnight to control the students in the complex. They stated that the workloads of being supervisor spent a lot of their time that made them have no time to do self-reflection to have a better teaching and have enough preparation to fulfil the school administrative. Those effects affect significantly towards their teaching performance quality. The examples of the effect they mentioned were giving not optimal treatment in the class, giving too much assignment with less explanation, and improper lesson for several classes.

The last is about how they deal with the workload. The respondents agreed that the way to solve was by being professional. They stated that they could not be very good teacher who could accommodate all students' criteria, but they always tried to be responsible on their duties. They mapped about what they had to do every single day to organize busy activities.

5. Conclusion

Modern Islamic boarding school is a good institution implementing three curriculums to reach both traditional and modern education. However, there is a phenomenon which becomes a problem found on the teachers applying that policy, teachers' workload or intensification. Based on the findings and discussion above, it was clearly stated that having too much intensification affects negatively towards the teachers' performance quality.

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