

# The Foreign Language Learning in the Holistic Education Perspective

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**Abstract**—Instruction is the essential procedure done which teaching happens. This study is aimed to uncover foreign languages learning that is English at the An-Nur Tangkit Islamic Boarding School using a pragmatic approach, which examines the process of foreign language learning using a perspective of holistic education theory. This study applied a qualitative approach, and data were collected by using observational techniques, interviews, and documentation. Data were then analyzed by using two patterns of analysis. The results showed that the process of learning a foreign language in An-Nur Tangkit boarding school in general was in accordance with the principles of holistic education. This finding is interesting considering that Islamic boarding school education institutions does not only teach religious knowledge but also is oriented to the formal curriculum regarding the current development. It is considered to have been able to develop the quality of the learning process in accordance with holistic education. This study also found that the process of foreign language learning at An-Nur Tangkit Islamic Boarding School is able to carry out creative innovations. The students do not only study foreign language as formal learning in the classroom but also outside the classroom. This pattern of foreign language learning is also successfully implemented regardless the fact that this boarding school does not have a technology-based language laboratory.

**Keywords**—learning patterns; foreign language; holistic perspective

## I. INTRODUCTION

In educational activities, the learning process is a core part or can be considered as the spearhead of these activities. As in the opinion Yin and Yuan which states "Teaching is the core process through which education happens" [1]. Thus, it can be ascertained that the quality of teaching and learning activities and the effectiveness of the learning process will have an impact on the final result of the education itself. This statement is reinforced by the opinion of Guangqian, who stated that the quality of the learning process has a more significant influence on students' learning progress than other factors, especially the school environment factors [2].

According to Chen, M. X there are two contrasting conceptions of effectiveness in how to measure the effectiveness or quality of the learning process [3]. First, pragmatic or correlative conceptions of effectiveness. Second, normative conceptions of effectiveness derived from theory or

ideology. The first approach views the effectiveness of learning in terms of process-product correlations or the relationship between the learning process and academic achievement in accordance with the measures of learning outcomes that have been established, such as attitude scale, interest inventory.

To find out the effectiveness of learning, a correlation test must be carried out between the process and results [4,5]. In the first approach, namely pragmatics, the effectiveness of learning is seen in terms of correspondence (relevance) of the implementation of learning with an ideal learning model or concept based on certain theories or ideologies that are used as references.

At one of the boarding schools in Tangkit, the education system implemented were modern school system (manhaj kholafi) and the boarding house system (manhaj salafi) [6]. This was reinforced by the view of the pesantren director who explained that the modern education system was a unified element, sustaining efforts to the realization of national education objectives based on the development and needs of the times [7]. Not only that, the national education objective is also following the students interests and talent as a curriculum formed by the government. Combining the modern school system and the dormitory system will result in the ability to produce graduates who are noble and competent in the field of Arabic, English, and exact sciences [8,9].

This study aims to reveal the patterns of foreign language learning carried out by students. By knowing the foreign language learning patterns carried out by students, the quality of the learning process can be improved so that student-learning outcomes can be more optimal [10]. Holistic education theory can be used to map foreign language learning patterns. this is based on the idea that holistic education is an educational model that is able to see the problem of education fully and is oriented towards developing potential that includes social-emotional and intellectual potential, moral or character, creativity and spiritual potential of students [11,12].

Moreover, today holistic education is the latest education model that is also the 21st century trend in education [13]. Various trials of the effectiveness of learning that use holistic approaches are also widely practiced [14]. Experiments on holistic education include has empirically proven effective in

building the meaning of learning for students and the environment [15], religion [16-18], and also emotional [19].

This research is considered important because based on literature review and field case studies about foreign language learning in Islamic boarding schools using a holistic education approach [20], has not been carried out by other researchers. Several studies on the development of foreign language learning look more at aspects of the role of educational institutions and the role of educators in their implementation.

Rudge, for example, conducted a study on holistic education: An analysis of its pedagogical application, to explore the development system of English learning [21]. While the approach used, using democratic methods is different from the research that the author did. Another study conducted by Miller, who conducted research using a holistic approach to the pattern of learning of Nurturing Spirituality in education [22,23].

## II. RESEARCH METHOD

This study used a qualitative approach which involved 56 seventh grade students. Data were collected by using observational techniques, interviews, and documentation. Data analysis was done by analysis of descriptions, namely exposing data in accordance with the data as it is. Data validity was determined through triangulation activities, namely source triangulation and method triangulation. Then the data is analyzed thoroughly [24]. In general, the process of data analysis in this study includes: data reduction, data categorization, synthesis.

## III. RESULTS AND DISCUSSION

### A. *Patterns for Development of Foreign Language Learning Seen from the Connectedness Principle*

The principle of connectedness which includes the principles of interdependence, interrelationship, participatory and nonlinearity can be found empirically in the system and process of foreign language learning at An-Nur Tangkit boarding school. The principle of interdependence in the sense that the function of parts depends closely on other parts and systems has been applied by the teachers in the process of learning foreign languages at An-Nur Tangkit Islamic Boarding School. Foreign language learning at this school is designed and implemented in such a way that not only depends to the teachers. Learning foreign languages at the An-Nur Tangkit Islamic Boarding School involves many parties and many aspects as a whole.

In addition to the teachers who teach foreign languages as the most responsible parties, the learning process of Islamic study also involves many parties, namely teachers, leaders, student organizations, dormitory administrators, and residents who live in Islamic boarding schools' surroundings. At the An-Nur Islamic Boarding School Tangkit 2 (two) types of curriculum was developed, namely the formal curriculum and the school internal curriculum which refers to the Modern and Salafi boarding school. The design and implementation of the formal curriculum in English and Arabic is the responsibility of

all teachers living in Islamic boarding schools. Likewise, in the design and implementation of the school curriculum itself, all involve relevant parties as well. All teachers and student organizations also teach and assist students in extracurricular activities of foreign language learning such as speech (muhadharah), English and Arabic conversation (muhadatsah), and daily activities in the dormitory. Conscious of the principle of interdependence, the An-Nur Islamic Boarding School develops a pattern of foreign language learning not limited to formal learning in the classroom, but also outside the classroom and involving many parties. In the awareness of this connectedness principle, the An-Nur boarding school Tangkit developed the foreign language design which does not only depend on formal education in the class room but also out of the class room and involving many parties.

The principle of interrelationship (interconnected), in the sense that there is a complex network relationship between parts of the system with other systems, has empirical verification in the process of learning a foreign language [5]. At An-Nur Tangkit Boarding School, foreign language learning is designed and implemented in an intact and interconnected system. The formal curriculum, internal boarding house curriculum and extra activities have a close connection in the process of foreign languages learning. The cognitive, affective and psychomotor domain goals are also interrelated. Likewise, between the components of goals, materials, media, strategies, evaluations and steps of foreign language learning are equally related. Interrelationship between the related parties, such as teachers, student organizations and dormitories in general is obviously seen in their involvement in the process of foreign language learning at An-Nur Tangkit Islamic boarding school. Society also apparently participate in the learning process of Islamic study in this school.

Participatory principle, in the sense that all parties concerned with the development of the quality of the language learning process at An-Nur Tangkit Islamic Boarding School, are truly given awareness and involved to handle the learning process of Arabic and English language. However, the principle of non-linearity (not linear), in which the pattern of interaction in the process of learning foreign languages are complex and non-linear, can also be found in An Nur Tangkit Islamic Boarding School. The teachers always interact with students not only in the classroom, but also outside the classroom. The teachers also are also open to students in accommodating complaints and problems faced by students to help finding the best solution.

### B. *Learning Patterns of Foreign Language Seen from the Wholeness Principle*

The principle of wholeness means that the whole is not just a collection of unrelated parts. Thus, understanding the system can not only be done by studying the components separately. This principle includes the principles of whole systems, multiple perspectives, interdependence and multiple levels.

At An Nur Tangkit Islamic Boarding School, the overall elements of students personality, terms of cognitive, affective and psychomotor domains or aspects of hard skill and soft skills, receive a serious attention. In this school, in the context

of foreign language learning, students do not only receive formal Arabic and English lessons in classes which include cognitive reading, grammar, dictation and composition, but also receive intensive instruction in reading, writing, speaking, debate, giving compliment and speech in foreign languages. The learning process is also supported by a conducive environment in physical, psychological and social aspects. The whole component of foreign language learning at An-Nur Tangkit Islamic Boarding School appears to be a strongly interrelated network.

Multi perspectives principles, in the sense that the system always interacts in a complex manner and can be seen from many different perspectives, has been applied in the process of foreign language learning at An-Nur Tangkit Islamic Boarding School. The teachers, in dealing with students who behave negatively, do not necessarily judge them as bad children who must be punished. Instead of that, they first understand the background and condition of students objectively, both their educational background and psychological conditions, as well as regarding family background conditions. Therefore, the teachers in providing guidance to students prioritize persuasive method rather than authoritarian ways. The opinions and views of students, however, need to be appreciated as long as it is positive. In the process of learning in daily activities, teachers always provide opportunities for students to state their opinions deliberately.

Independence principle which means freedom for individuals or systems to behave in order to form equilibrium patterns with the environment also gets attention in the process of learning foreign languages. At An-Nur Tangkit Islamic Boarding School, the students are free to use guidance or other literacy, as a support for foreign language learning both inside and outside the classroom. Yet, the teacher examines and study other foreign language material, in order to maintain the effectiveness of language and the flow of understanding material.

The principle of multiple levels in the sense that there is awareness that a system includes a network of sub-systems that interact in complex ways can also be found in the process of learning a foreign language. At the An-Nur Tangkit Boarding School, the process of learning a foreign language forms a system consisting of complex sub-systems. There are sub-systems for old students, and sub-systems for new students. That awareness forms the purpose of implementing an integrative language, in which all subsystems are directed to support the achievement of foreign language learning goals.

### *C. Patterns for Learning Foreign Language Seen from the Principle of Being*

Teacher treatment at An-Nur Tangkit boarding school to students were very humane. The teachers believe in principle that students must be considered as their own children. They also interact frequently to students in several activities as a form of caring. Phrases like "assalamualaikum", "kaifa hal luka?" (how are you doing today) and "Madza ta'mal ya akhi" (what are you doing now) are often said in conversation students outside the classroom. The teachers also treat students equally without discrimination. All students are treated equally

in accordance to their rights. With such interaction patterns, students feel protected in being in a boarding school and in following the process of foreign language learning. In addition, the principle of giving freedom of expression in creative ways also received attention. The students are given a chance to become imam, as a mean to train the students' leadership mentality. Not only that, there is also a chance for the students to become a Friday sermon, to alternately give speech in foreign language, to become a student organization administrator, to get involved in organizing social activities through mutual cooperation in repairing roads and to get attached in other community activities such as leading tahlil and prayers.

With a learning pattern that is in accordance with the principles of being, An-Nur Islamic Boarding School has made an effort to develop the potential of students optimally in accordance with their respective talents and become a person with character and responsibility in relation to God, human beings and natural environment.

## IV. CONCLUSION

The results showed that the process of learning a foreign language in An-Nur Tangkit boarding school in general was in accordance with the principles of holistic education. This finding is interesting considering that Islamic boarding school education institutions does not only teach religious knowledge but also is oriented to the formal curriculum regarding the current development. It is considered to have been able to develop the quality of the learning process in accordance with holistic education.

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