



English curriculum analysis and its relevance to Islamic boarding school goals

Rina Lestari¹, Emi Emilia²

^{1,2}Universitas Pendidikan Indonesia, Bandung, Indonesia
rinalestari.rl@upi.edu¹, emi.emilia.upi@gmail.com²

ABSTRACT

This case study reports on the analysis of the national curriculum known as curriculum 2013, and its relevance to a modern Islamic boarding school goals. This study involved one Islamic senior high school in West Java, Indonesia. The qualitative data were derived from curriculum 2013 and the curriculum complementary documents designed by the curriculum development department of the school. This document analysis relied on four fundamental elements of curriculum introduced by Tyler (1949), those are educational goals, learning experiences, learning organizations, and learning evaluations. The results showed that four fundamental aspects of the curriculum 2013 were in line with the Tyler curriculum principles. A minimum TOEFL score is one of the objectives, but the programs are inadequate to prepare the students to achieve it. Likewise, the final evaluation for the objective is still inconsistent due to the test cost issue. However, the curriculum 2013 supported by some complementary programs has demonstrated its relevance to the goals of the modern Islamic boarding school.

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ABSTRAK

Studi kasus ini melaporkan analisis kurikulum nasional yang dikenal sebagai Kurikulum 2013, dan relevansinya dengan tujuan pesantren modern. Penelitian ini melibatkan salah satu SMA Islam di Jawa Barat, Indonesia. Data kualitatif diperoleh dari kurikulum 2013 dan dokumen pelengkap kurikulum yang dirancang oleh bagian pengembangan kurikulum sekolah. Analisis dokumen ini bersandar pada empat elemen dasar kurikulum yang diperkenalkan oleh Tyler (1949), yaitu tujuan pendidikan, pengalaman belajar, organisasi belajar, dan evaluasi belajar. Hasil penelitian menunjukkan bahwa empat aspek fundamental kurikulum 2013 sejalan dengan prinsip-prinsip kurikulum Tyler. Selain itu, sekolah memberikan lebih banyak tujuan dengan menambahkan persyaratan TOEFL. Skor TOEFL minimum adalah salah satu tujuannya, tetapi programnya tidak cukup untuk mempersiapkan siswa untuk mencapainya. Demikian pula, evaluasi akhir untuk tujuan tersebut masih tidak konsisten karena masalah biaya pengujian. Namun, kurikulum 2013 yang didukung oleh beberapa program pelengkap telah menunjukkan relevansinya dengan tujuan pesantren modern.

Kata kunci: Analisis Kurikulum 2013; Bahasa Inggris; Pesantren Modern; Tyler Rationale.

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INTRODUCTION

Numerous national and international studies show that Indonesia has experienced a learning crisis for a long time and still faces learning challenges despite reforms that increased educational resources, raised standards, and increased school access (Beatty et al., 2021). The nation has not yet done much to help children in primary and secondary schools, especially, develop their basic literacy, numeracy, and scientific skills, based on Rosser et al. statement in an annual report "The Political Economy of The Learning Crisis in Indonesia". This learning problem was highlighted by the 2018 PISA results, which revealed that Indonesian pupils performed worse than the OECD average in reading, mathematics, and science based on PISA Result in 2018 near the bottom of the list of assessed countries and behind neighboring countries such as Malaysia, Vietnam, and Thailand, based on Rosser et al. statement in an annual report "The Political Economy of The Learning Crisis in Indonesia". Moreover, the learning crisis is getting worse due to the pandemic outbreak of Covid 19 that has lasted for about 3 years. According to Dapodik paud dikdas dikmen, <https://dapo.dikdasmn.kemdikbud.go.id/> more than 500,000 schools have closed, affecting more than 68 million students as well as nearly 4 million teachers and other educational staff. This circumstance gives rise to numerous education new conflicts like learning loss. To overcome these crises and various challenges, Indonesian education needs systemic changes through curriculum design (Habiburrahim, 2019; Simamora, 2020).

In 1956, Tyler described the curriculum as "everything of the pupils' learning that is planned and controlled by the school to achieve educational goals." Stone in his book entitle Ralph W. Tyler's principles of curriculum, instruction, and evaluation: Past influences and present Effects. A national curriculum cannot be applied locally in its current form. The educational unit policy is one of the distinctions between the intended curriculum and the realized curriculum (Baidoo-Anu et al., 2023; Taş 2022). Consequently, the curriculum implementation in each school may be different due to their different policies and needs. In Indonesia, the curriculum is also varied because the government permits the education unit to determine the curriculum depending on the needs of the students in their regions. The three existing curricula alternatives are the 2013 Curriculum, the Simplified Curriculum (the 2013 Curriculum as shortened by the Ministry of Education and Culture), and *Kurikulum Merdeka*. Those three choices lead to curriculum varieties adjustments, including in Islamic schools. However, all of them must focus on student competency accomplishment in the context of learning recovery.

The curriculum implemented in Islamic boarding schools is also under the latest curriculum reform. In the 2022/2023 academic year, several schools start to execute some parts and principles of the *Kurikulum Merdeka*, without changing the previous curriculum, the 2013 curriculum, which has been implemented for years. Nevertheless, the national curriculum is used and supported by some complementary related to boarding schools and Islamic values. The structure and the content of the curriculum are extended to some extent. According to Tabroni et al. (2021) most of the boarding schools are known for their English speaking as one of the superior programs. Speaking of the English curriculum, Wahyuningsih & Afandi (2020) investigated the English-speaking issues raised by students and their potential consequences for the department's speaking curriculum development. The findings showed

that the difficulties encountered by students had some consequences on designing the English language curriculum. However, this current research aims to see how the curriculum facilitates Islamic modern boarding school students to optimize speaking and other skills.

Besides optimizing English speaking ability, the curriculum designed in Islamic schools aims to incorporate Islamic values in English teaching and learning so that it can be widely known in the global context. [Anshori & Sahara \(2020\)](#) explored how well the English-speaking acculturation strategy worked to help students' English proficiency and internationalize Islamic educational institutions. This study found that the strategy was effective in improving the English-speaking ability of the students and internationalization was formed. [Hidayati \(2016\)](#) claimed that Islamic education will continue to be preferred by Indonesian Muslim communities if it can accommodate modern living requirements while upholding Islamic principles throughout the educational process. Furthermore, it argues that English language instruction in Indonesia should embrace Islamic principles and demonstrate that learning English has no adverse effects on Indonesian culture in general or Islamic principles ([Irham & Wahyudi, 2023](#); [Kustati et al., 2023](#)).

Based on the studies above, analysing the National English Curriculum adjusted in the Modern Islamic Boarding School is appealing and significant for the English curriculum development in global context. Curriculum making and curriculum implementation will always be dynamic issues in foreign language learning. Therefore, due to its adjustments and differences, this current study intends to reveal the relevance of the English curriculum 2013 to the goals of an Islamic boarding school.

LITERATURE REVIEW

The theoretical concept underpinning this study is curriculum and its principles. It is not easy to define the term curriculum and it is often misunderstood. The word, 'currere,' is the Latin infinitive of curriculum, which means 'racecourse' or the race itself—a place of acts, or a succession of deeds ([Collins, 2022](#)). As it relates to education, Wiles & Bondy in their book entitled *Curriculum development: A guide to instruction*. 7th ed. stated that the curriculum is a collection of desired objectives or values that are brought to life during the development process and result in fruitful learning opportunities for students.

Tyler's rationale was unique in its day for accepting three curriculum sources, viewing education as a necessary experience, approaching assessment as evaluation rather than measurement, viewing curriculum development as a process for solving problems, and emphasizing teacher participation in curriculum and instruction creation. The Tyler model outlines the curriculum-building process. He contends that curriculum developers must consider four concepts, or "major questions." For the process of curriculum building to move forward ([Alnaji, 2022](#)), Tyler argues that four key questions must be addressed Bellack & Kliebard in their book entitled *Curriculum and evaluation*: (1) What educational goals should the school undertake? (2) What education programs are available that are likely to achieve these goals? (3) How can these education programs be set up efficiently? (4) How can we tell if these goals have been accomplished?

These inquiries deal with choosing learning objectives, choosing learning experiences, planning learning experiences, and assessing learning experiences. Since responses to all

subsequent questions logically entail answers to all earlier questions, Tyler can only systematically respond to these questions if they are posed in this particular order. Additionally, the processes that are advised and broken down into six subtopics, including three major sources, philosophy and psychology screens, and the description of the purpose, can provide an answer to the question "What educational goals should the school undertake?" (1) Learner studies, (2) Studies of modern life, (3) Expert advice, (4) An explanation of the use of philosophy, (5) The use of the Psychology of education as a guide, and (6) A description of the statement format in which an objective is to be expressed.

Tyler claims that the term "learning experience" does not refer to the course material or the teacher's activities. A learning experience is defined as the interaction between the learner and the external variables in the environment to which he can respond. As a result of the student's active participation, learning happens. Five general principles are identified for selecting learning experiences:

1. For a given objective to be attained, students must have experiences that represent an opportunity to practice the kind of behavior implied by the objectives.
2. The learning experiences must make student feels satisfied by engaging in the behavior that the objectives require.
3. The experiences should be tailored to the student's current abilities, predispositions, and other factors. This is a different way of saying that the teacher must start where the pupil is. If the learning experience requires the learner to engage in behavior that he or she is not yet capable of, it will fall short of its goal.
4. A variety of unique experiences can be employed to achieve the same educational goals. Educational experiences are beneficial in achieving the targeted objectives as long as they fit the various criteria for effective learning.
5. Typically, the same learning event will result in multiple results. Tyler explains that as a student is addressing health-related challenges, he is also absorbing health-related information. He's also likely to be forming opinions about the importance of public health measures (Emilia & Sukyadi, 2023; Wraga, 2017).

How might learning experiences be set up for effective instruction? is the third fundamental question that needs to be addressed. The third stage is to arrange the learning events into some cohesive structure to create a cumulative effect after they have been chosen. Tyler suggests continuity, sequence, and integration as the three requirements for an efficient organization.

1. A vertical reiteration of main curriculum concepts is referred to as continuity.
2. Sequence highlights the value of each subsequent experience building on the previous one while also delving more broadly and deeply into the subject matter.
3. Integration refers to the horizontal interaction between curriculum experiences that helps the learner gain a more unified perspective and harmonize his conduct regarding the things being studied (Burns, 2023).

The fourth query is "How can the effectiveness of the learning experiences be assessed?". According to Tyler, "assessment is a crucial step in curricular development." Finding out whether learning experiences as they have been designed and organized are having the expected effects is the process of evaluation. "Identifying the strengths and weaknesses of the plan" is a step in the process. The fundamental ideas of evaluation are identified.

"Determining the extent to which the educational objectives are being accomplished is the process of evaluation," Two evaluation-related ideas are implied by this definition:

1. Student behavior must be evaluated, and
2. At least two appraisals must be performed during the evaluation process (Tekian et al., 2020).

Tyler's definition of education already includes the first component of the evaluation process. Education aims to modify behavior, hence behavior change is also what it measures. Pre- and post-testing is required to measure progress, which leads to the second necessity for evaluation (Bhuttah et al., 2019; Dilrabo, 2021). By following Tyler's Rationale, this paper will present the entire process of English Learning and Teaching in the school comprehensively.

METHODS

A qualitative design is suggested to analyze qualitative data in form of documents. This case study used document analysis as the data collection technique. It is a method of investigating texts in a systematic manner (Alam, 2021). The curriculum 2013 and its relevance to the institution's goals of Islamic boarding were figured out from curriculum documents designed by the ministry of education and also the curriculum department of the school. The documents consist of the curriculum structure, graduate competency standard, syllabus, English programs, and learning evaluation samples (Solikhah & Budiharso, 2019). The documents were analyzed under four curriculum principles proposed by Tyler covering educational goals, learning experiences, learning organizations, and learning evaluations.

RESULT AND DISCUSSION

The curriculum that is implemented by one of the Islamic boarding schools in West Java, Indonesia, adopts Kurikulum 2013 with some adjustments toward boarding school culture and Islamic values. The school integrates those aspects to attain the prescribed educational goals. It is written on the curriculum document that the goals are more varied than those of the school as a whole. Thus, the 2013 curriculum implemented at the Islamic boarding school is unique. One of the extra points is that the school places English as the leading program aside from the others. The components of the curriculum that have been analyzed are its structure, objectives, learning experience, learning organization, and also learning evaluation.

Table 1. The structure of the National and Implemented English Curriculum

No	Compulsory (English)	X Grade	XI Grade	XII Grade
1	Curriculum 2013	2	2	2
2	Implemented Curriculum	2	2	2
3	Cross-specialization subject			
4	Curriculum 2013	3	4	4

No	Compulsory (English)	X Grade	XI Grade	XII Grade
5	Implemented Curriculum	3	2	2

Source: Department of curriculum development

The table compares the structure of the English curriculum based on the weekly amount of time devoted to each subject. The allocation of English as a required subject remains unchanged from the 2013 curriculum to the implemented curriculum. Nonetheless, the allocation of English as a cross-specialization is significantly different, and the school reduces lesson hours due to time constraints. The institution modifies its management and allocation of all of its institutional programs. Thankfully, the school offers extra English sessions and initiatives outside of the classroom in order to fulfill its objectives.

Objectives

The Indonesian Islamic boarding school that incorporates Curriculum 2013 into its educational curriculum views students as objective sources. According to the curriculum 2013 core framework, it can be identified as:

"The SMA/MA curriculum is designed to allow students to pursue their individual areas of interest. The structure of the curriculum allows students to choose between specialization, cross-interest, and/or interest-development courses. The selection of specializations is based on report cards from junior high schools or madrasah tsanawiyah (SMP/MTs) or the equivalent, national exam scores from SMP/MTs or the equivalent, recommendations from guidance and counseling teachers or counselors at SMP/MTs or the equivalent, and the results of a placement test when enrolled in SMA/MA or an aptitude and interest test by a psychologist (Regulation of the Minister of Education, 2014)".

In terms of the psychology of learning, Tyler in his book entitled Basic principles of curriculum and instruction asserted, the educational objectives are in essence ends; they are the result of learning. Thus, this phase is when all elements commence and conclude. Stanley in his book entitled The Tyler Rationale and TYLER'S 1970's revision: A historical reconsideration believed that Tyler's curriculum design ideas altered the most when he emphasized the student as the source of learning goals. Tyler also stated that receiving information regarding a student's performance does not automatically result in the establishment of goals.

One of the school methods to formulate the educational objectives is through an admissions examination for new students, in which prospective students are expected to complete various tests and interviews, including an English proficiency exam. The examination consists of a test of intellectual potential, a recitation of the Al-Qur'an, and a psychological and physical maturity interview. The examination is administered to determine pupils who are cognitively and mentally qualified. In addition to learners, modern life should be the objective's source. The 2013 curriculum incorporates Tyler's recommendations. As evidenced by the citation below:

"External challenges include those associated with globalization and numerous environmental issues, technological and informational breakthroughs, the rise of creative and cultural sectors, and the expansion of international education. As evidenced by the World Trade Organization (WTO), the Association of Southeast Asian Nations (ASEAN) Community, Asia-Pacific Economic

Cooperation (APEC), and the ASEAN Free Trade Area (AFTA), globalization will transform people's lifestyles from agrarian and traditional commerce to a modern industrial and trade society (Regulation of the Minister of Education of the Republic of Indonesia No. 59 of 2014)."

The citation above highlights the external concerns currently highlighted in Indonesia. By establishing the most pertinent curriculum, education should be prepared to prepare the next generation for all of these challenges (Alam, 2022; McGunagle & Zizka, 2020). Hence, the framework of the curriculum was established in response to the obstacles. In addition, the students are prepared to be a part of society by receiving a learning experience relevant to what society requires and expects. Then, the third source is professional guidance. To be more specific, English as a subject mostly employs text-based and genre-based learning methodologies. This approach considers English as a means of communication and a reflection of the nation's noble values (Komalasari & Yakubu, 2023). Although it was not expressly stated that the approaches were proposed by English specialists, it is evident that English specialists were involved in the development of the English curriculum and the formulation of its goals.

The objectives of the sources, on the other hand, will be outside the scope of the pupils' comprehension. Hence, their objectives should be evaluated from a philosophical and psychological standpoint. This institution was established to impart Islamic ideals in all subjects, including English. It implies that English learning outcomes must align with Islamic ideals not only in terms of attitude and knowledge, but also in terms of proficiency (Sukirman, 2022; Wijayanto, 2020). The school has completed the five procedures for establishing objectives based on the Tyler Rationale, as well as the 2013 curriculum.

Objective Description

According to Tyler in his book entitled *Basic Principles of Curriculum and Instruction* Asserted "the most useful form of stating objectives is to express them in terms that identify both the kind of behavior to be developed in the student and the content or area of life in which this behavior is to operate". The educational objectives are two-dimensional and focus on the "behavioral aspect and the content aspect." The Tyler argument related to objective description can be seen in the English objective for senior high school students found in the 2013 curriculum document below:

Table 2. English Competency in the Curriculum 2013

Competency
1. Display respectable behavior in interpersonal, sociocultural, intellectual, and professional contexts.
2. Recognizing the language parts, social uses, and textual features of short texts in their daily lives and activities.
3. Interpersonal, transactional, and functional communication about oneself, one's family, people, animals, and imaginary and real objects that are most closely related to the daily lives and activities of learners at home, school, and in the community, as well as related to other subjects and the workplace.

Competency

4. Short texts in informational literacy-level discourses like interpersonal, transactional, special functional, and functional discourses in the form of descriptive, recount, narrative, factual report, analytical exposition, news item, and procedure.
5. The goal and context of the communication determine the selection and definition of the three elements that each type of text must master: social function, text structure, and linguistic components.
6. Attitudes include living an honest life and acting in a responsible and caring way, being polite, sensitive, and proactive, and showing attitudes as part of the solution to many problems.
7. Understand, revise, and collect spoken and written information while using text structure, coherence elements, and linguistic aspects in a correct, acceptable, and fluent way.

Resources: English Teacher's Guide 2014

The stated aims have covered both behavioral and content-related elements. The objectives of the Islamic boarding school curriculum are stated in this manner, however they are slightly different. The school being evaluated now uses the 2013 curriculum, and the overall purpose of English education remains unchanged. The aims of the Islamic school are categorized as general educational goals, school objectives based on time period, and graduation competency standards (SKL).

1. General educational goal; The department of curriculum development in book report Dokumen mutu kurikulum As-Syifa boarding school states that;

"The goal of education at this Islam-based residential school rests on two basic foundations. An initial is a personal approach to Allah. The second pillar is the development of skills in accordance with a person's passions and abilities, or latent tendencies. The educational objectives of this boarding school are a description of what is desired at a certain time."

In addition to the six main educational goals listed in the curriculum outline, English competence is also proposed as a goal by the school. This basic purpose is then specified by period-specific school objectives.

2. Three goals based on achievement period; short, medium, and long-term objectives. Each of them has two primary objectives. Refer to table 3 below.

Table 3. School Goals based on achievement period.

Short term goals	Medium-term goals	Long term goals
Improving the activeness of students in foreign languages, namely Arabic and English at least 50% as the language of instruction for learning and teaching.	Improving the activeness of students in foreign languages, namely Arabic and English at least 75% as the language of instruction for learning and teaching.	Improving the activeness of students in foreign languages, namely Arabic and English 100% , as the language of instruction for learning and teaching.

Source: Department of curriculum development

The mentioned objectives promote speaking proficiency as a goal that should improve over time as indicated in the learning and teaching curriculum.

1. Standard of Graduate Competence (SKL)

In the curriculum 2013, the standard of graduate competence (SKL) is a unit of complete competence that reflects the quality of students at the end of each level of education. The quality of competent students after completing each class is defined in the Core Competencies (KI). While Basic Competence (KD) is a formulation of the quality of students who are competent in each subject. Furthermore, in the Islamic boarding school curriculum document, it is stated that "the standard of graduate competence expected in implementing the vision and mission of Islamic education includes three domains, i.e., every student has skills in the realm of morality (attitude), the realm of knowledge, and the realm of skills". This goal is basically in line with the 2013 curriculum. Mulyasa in his book entitled *Pengembangan Implementasi Kurikulum* stated that the implementation of the 2013 curriculum is independent so that learners can increase and use their knowledge and assess the value of character and good morality in order to exhibit positive attitudes in their daily behavior. The values are mentioned in Core Competencies (*Kompetensi Inti/KI*).

The graduate competence standard proposed by the school corresponds to Tyler's development, and that behavior is the most significant goal to be attained and measured. The curriculum being implemented has both behavioral and content objectives to seek. The standard of graduate competence can be identified as the objective of the whole English teaching-learning program's three years of study. The following competencies in Table 1.4 are the additional graduate competence standard for senior high school levels in more specific terms.

Table 4. The Standard of Graduate Competence

Senior High School
a. Having a basic knowledge of Arabic and English
b. Have a minimum TOEFL and TOAFL score of 450
c. Able to communicate in spoken and written form

Resource: Department of curriculum development

The table illustrates that the school expects students to attain a minimum standard level of English proficiency. According to Hunkins in his book entitled *Curriculum: Foundations, principles, and issues*, 7th edition stated the majority of teachers (as well as the general public) agree that educational objectives should be communicated in terms of observable or measurable outcomes. Hence, the objective is behavioral. Students can demonstrate that they've met requirements by submitting evidence that they've acquired specific skills or information. The proficiency level and English-learning accomplishments are two distinct things, so they must be measured differently. Yet, the school is a foreign language center, and as stated previously, it ranks English as one of its top programs. English is not only taught as a subject in school, but also beyond the classroom. Several programs are designed to help students improve their English skills. Consequently, the objective descriptions developed by the Islamic boarding school are pertinent to both Tyler's reasoning and the stated objectives.

Learning Experience

Tyler brought up the second fundamental question, which is about how students should learn to reach the goals. The 2013 curriculum focuses more on competencies and character building. The competency-based curriculum was designed to provide the widest possible learning experience for students in developing the ability to behave, be knowledgeable, be skilled, and act. The 2013 curriculum according to Regulation of the Minister of Education of the Republic of Indonesia No. 59 of 2014 follows two principles: (1) teacher-led learning (taught curriculum), which takes the form of a developed process in the form of learning activities in schools, classrooms, and communities; and (2) direct student learning experience (learned curriculum), which considers the students' backgrounds, traits, and starting abilities. While all students' learning outcomes are products of the curriculum, each student's direct learning experience is the outcome of learning for themselves.

The Ministry of Education says that using a scientific approach is the best way to implement the 2013 curriculum. There are three approaches to English teaching and learning: competency-based, genre-based, and scientific. The following is the data taken from The Ministry of Education English teacher's guidebook.

"To implement a competency-based curriculum, English subjects apply a competency-based, genre, and scientific approach... The scientific approach underlies the determination and selection of learning steps for learning attitudes, knowledge, and communication skills in English, which includes five learning activities: observing, questioning, experimenting, reasoning, or associating, and communicating. The three approaches are integrated in formulating the elements of the learning framework, starting from determining learning objectives to carrying out evaluations of learning outcomes (English Teacher's Guide, 2014)."

Thus, as cited in the guidebook, the English subject is taught through five main learning activities: observing, questioning, experimenting, reasoning/associating, and communicating. Those activities lead the students to be involved, engaged, and even dominate the class. However, the Islamic boarding school does not completely implement a scientific approach. The term "scientific" is more commonly associated with natural science, social science, and management; therefore, scientific method is new in the teaching of English as a second language. Suharyadi in his book entitled *Exploring Scientific Approach in English Language Teaching*. The school mainly suggests the competency- and genre-based approach in its process standard as a process towards *Kurikulum Merdeka* (Look at table 5 and 6). The process standard is the criteria for the implementation of learning in the education unit to achieve SKL as agreed upon in Regulation No. 20 of 2003 concerning the National Education System. Regarding the learning experience, it is necessary to design the most appropriate syllabus to reach the learning outcomes. The following is the syllabus designed by the school.

Table 5. English Syllabus Modified by the School

Learning Material	English Activities and Evaluation	Learning Resources	Learning Approach
X grade			
1. Self-introduction	Listening	1. Internal English Textbook	Competency-based
2. Expression of gratitude, compliment, and congratulation.	Reading Viewing	2. E-book	Genre-based
3. Expression of Intention	Speaking	3. Authentic texts, like newspapers, magazines, articles, etc.	
4. The use of simple past, past continuous, and past perfect tense	Writing Presenting	4. Authentic audio and video	
5. Descriptive text		5. Pictures, illustrations, and documentation	
6. Announcement text		6. Online resources	
7. Recount text			
8. Narrative text			
9. Song lyrics			
XI grade			
1. Asking and giving offers and suggestions	Listening Reading	1. Internal English Textbook	Competency-based
2. Asking and giving opinion	Viewing	2. E-book	Genre-based
3. Formal Invitation	Speaking	3. Authentic texts, like newspapers, magazines, articles, etc.	
4. Analytical exposition	Writing	4. Authentic Audio and Video	
5. Passive voice	Presenting	5. Pictures, illustrations, and documentation	
6. Personal letter		6. Online resources	
7. Cause and Effect text			
8. Explanation text			
9. Song lyrics			
XII Grade			
1. Asking and offering help	Listening	1. Internal English Textbook	Competency-based
2. Job application letter	Reading	2. E-book	Genre-based
3. Caption	Viewing	3. Authentic texts, like newspapers, magazines, articles, etc.	
4. Review	Speaking	4. Authentic Audio and Video	
5. If conditional	Writing	5. Pictures, illustrations, and documentation	
6. News item	Presenting	6. Online resources	
7. Discussion text			

Resource: Department of curriculum development

The syllabus then is specified into lesson plan. The following is a sample of lesson plan composed by one of the EFL teachers in the school under the study.

Table 6. English Lesson Plan Example Composed by EFL Teacher at The School

Learning Steps	Activity Description Meeting 1 60 minutes	Time Allocation
Face to face		
Preliminary activities	<ul style="list-style-type: none"> • Teachers and students pray before studying and check student attendance. • The teacher conveys the purpose of the topic to be studied. • Students pay attention to the teacher's explanation of the competencies to be achieved and their benefits in everyday life. • Students pay attention to the teacher's explanation about the outline of the scope of material and activities to be carried out. 	10 min
Core activities		40 minutes
BKoF (Building Knowledge of the Field)	<ul style="list-style-type: none"> • Students observe various types of authentic English text (descriptive, recount, exposition, procedure, report) • Students are asked questions related to the texts that have been observed. • Students and teachers discuss orally related to the text that has been read and studied. • Students record additional information related to the function and type of text. 	
MoT (Modeling of Text)	<ul style="list-style-type: none"> • Students listen to further explanations related to the text narration. • Students watch the video entitled <i>The Origin of Tangkuban Perahu</i>. • Students observe and identify social types and functions story <i>The Origin of Tangkuban Perahu</i> • Teachers and students discuss content story <i>The Origin of Tangkuban Perahu</i> • Students take turns give comment critical related content story <i>The Origin of Tangkuban Perahu</i> based on questions and orders following. <ol style="list-style-type: none"> 1. Have you ever heard/read/watched this story before? 2. Have you ever heard/read/watched other versions of this story? Tell us another version please! 3. How is your feeling after watching this story? 4. Does The Origin of Tangkuban Perahu belong to legend or folklore? why? 5. Do you think the story is a good story? why? 6. Do you think the story is a bad story? why? 7. What are the moral values of the story? 8. Is the story suitable for youngsters? Why or why not? 9. What is a good and bad story to you? 10. Please mention other folklores and legends in Indonesia! • Students and teachers discuss about famous folklore and legends in Indonesia. 	

Learning Steps	Activity Description Meeting 1 60 minutes Face to face	Time Allocation
Closing Activities	<ul style="list-style-type: none"> ● Students conclude important points in learning activities. ● Students reflect on learning activities. (What have you learned?) (What activity do you like the most in this learning?) (What material do you do not understand in this lesson?) ● The teacher conveys the lesson plan at the next meeting. ● Teachers and students pray as the end of today's lesson. 	10 minutes

Resource: Department of curriculum development

In short, the foregoing curriculum is consistent with national curriculum recommendations. The provided materials are based on the suggested core and basic competencies. It draws on the values proposed by Tyler, which state that learning experiences should be based on the objective, gives the student satisfaction (appropriate methods, strategies, and media), be suitable to the student's current attainments and needs, etc. In addition, the lesson implies continuity, sequentially, and integration, indicating that it is well organized. Despite implementation deficiencies, the 2013 curriculum is regarded as relevant to Tyler's rationale.

English Language Programs

To meet the school's short-, medium-, and long-term goals, as well as the standard of graduate competence, the Islamic boarding school offers some programs to improve student's English language skills. Therefore, the students have more English exposure and learning experiences that help them become more proficient. The list below presents the English language programs offered by the school.

Table 7. English Language Programs in the School

No.	Programs	Description	Frequency
1	Dare to Speak	Arabic and English-speaking skills practices	2 times a week
2	Language Time	Implementation of English and Arabic in daily communication around schools and dormitories.	4 days a week
3	Language Camp	Outdoor activities (outings) containing Arabic and English learning, games, art performances, and other forms are carried out by students.	Once a year
4	Language and Arts	Speeches and art performances performed by students in Arabic and English.	2 times a year
5	Break the day	Morning march using foreign languages (English and Arabic) which is held every Tuesday to Friday	Everyday
6	Language Festival	Written and spoken foreign language competitions for students	Once a year
7	Vocabulary Building	New English and Arabic Vocabularies	Twice a week
8	Announcement	Giving information in English and Arabic	Everyday
9	English Club	Written and spoken English skills training	Once a week

No.	Programs	Description	Frequency
10	Displays	Displays contain notices, warnings, vocabularies, and conversations posted in schools, dormitories, and beyond using English and Arabic.	Twice a year
11	Language Circle	English and Arabic learning activities are carried out outside class hours.	Once a week
12	Language Cafe	A bazaar to practice transaction skills using Arabic and English	Once a year

Resources: Department of curriculum development

The mentioned programs are expected to improve the student's English proficiency. It was said that one of the requirements for graduation competence is the ability to communicate in English orally or in writing. Hence, the learning experience provided to pupils is in keeping with the aims of English instruction, as well as Tyler's procedures and rationale. Unfortunately, the programs place a greater emphasis on how to develop students' speaking skills, even though students must optimize all their English skills.

According to the criterion of graduate competency, students must get a minimum TOEFL score of 450; nevertheless, the school under the study does not offer direct TOEFL preparation for students. The Test of English as a Foreign Language (TOEFL) is a test that determines if a student whose native language is not English has sufficient English competence to succeed in college or university courses in the United States or Canada (Ihlenfeldt & Rios, 2023; Johnson & Tweedie, 2021). The exam consists of four sections: hearing, structure (which measures language and mechanics comprehension), reading, and writing. It is administered by the Educational Testing Service. In addition to measuring students' English proficiency, the TOEFL is insufficient preparation for the high-stakes, high-pressure environment of test day. The student's focus and methods are important aspects to consider. Students must experience both TOEFL preparing and speaking exercises, encompassing all parts that will be evaluated at the end. The learning experience should be based on the TOEFL score, as it is one of the learning objectives.

Learning Evaluation

It is always fascinating to talk about the idea of evaluation in Indonesia through policy and practice. The utilization of authentic assessment is one of the 2013 curriculum's standout features. Authentic assessment, according to Ministry of Education Regulation No. 81A (2013) regarding the implementation of Curriculum 2013, is an evaluation that primarily focuses on measuring students' learning process concerning their attitude, knowledge, and skill. It must be able to determine whether the student possesses the required information, attitude, and abilities, as well as how they are being put into practice. Assessment is integral to teaching and learning activities in school and mediates the interaction between teachers and students in the classroom (Amua-Sekyi, 2016; Leenknecht et al., 2021). According to Brown and Abeywickrama in their book entitled Language assessment: Principles and classroom practice, assessment is a continuous process that spans a far broader scope than a test. When a student responds to a question, makes a comment, or tries out a new phrase or structure, the teacher analyzes the student's performance subconsciously. All activities that teachers and students undertake to get information can be used to alter teaching and

learning. This includes teacher observation and analysis of student work (homework, tests, essays, reports, practical procedures, and classroom discussion of issues).

The arguments above support the last fundamental question of Tyler’s rationale regarding evaluation. Tyler emphasized evaluation rather than testing. Evaluation aimed to evaluate behaviors expressed in educational objectives created in local conditions, whereas measurement attempted standardization and equivalence by imposing externally produced tests on local situations. Instead of comparing student performance to a statistical norm of performance on a standardized instrument, the evaluation measured pupils against the standards of local educational objectives (Gewirtz et al., 2021). In contrast to measurement, which relied solely on standardized exams for information about student learning, evaluation used many—really any—reliable sources of information about student learning and was subject to ongoing revision and improvement.

The Islamic boarding school similarly implements the assessment the way the 2013 curriculum does. Essentially, the learning assessment implemented by the school is in line with the Tyler Rationale, which emphasizes evaluation rather than measurement. Thus, both formative and summative assessments are implemented to evaluate the student completely. The assessment is also assessing what the students have learned in the classroom based on the prescribed KI and KD as the objective descriptions. The English proficiency test is also conducted by the school through the programs that are assessed regularly. Observe the following assessment samples:

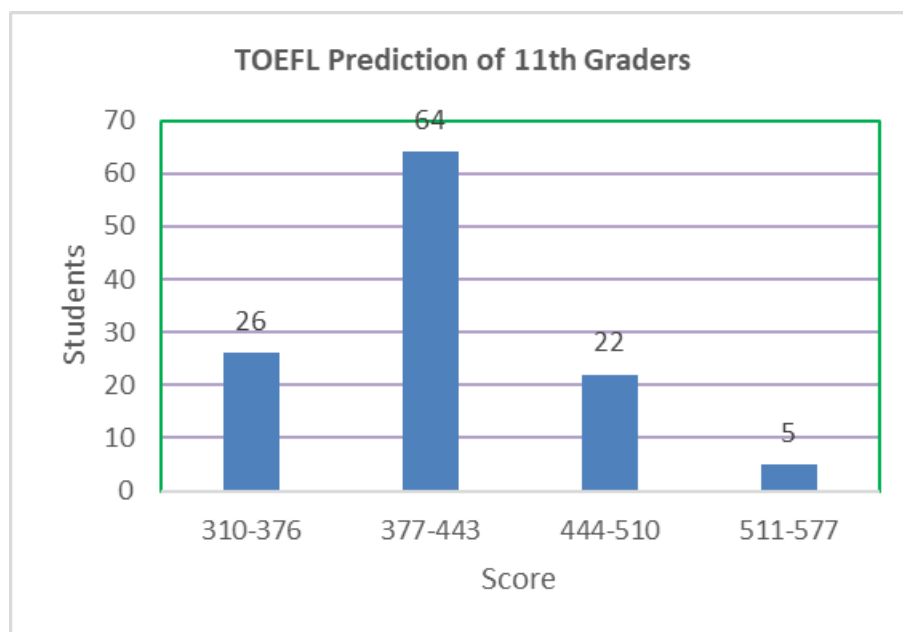


Figure 1. TOEFL Scores
Sources: Research result 2022

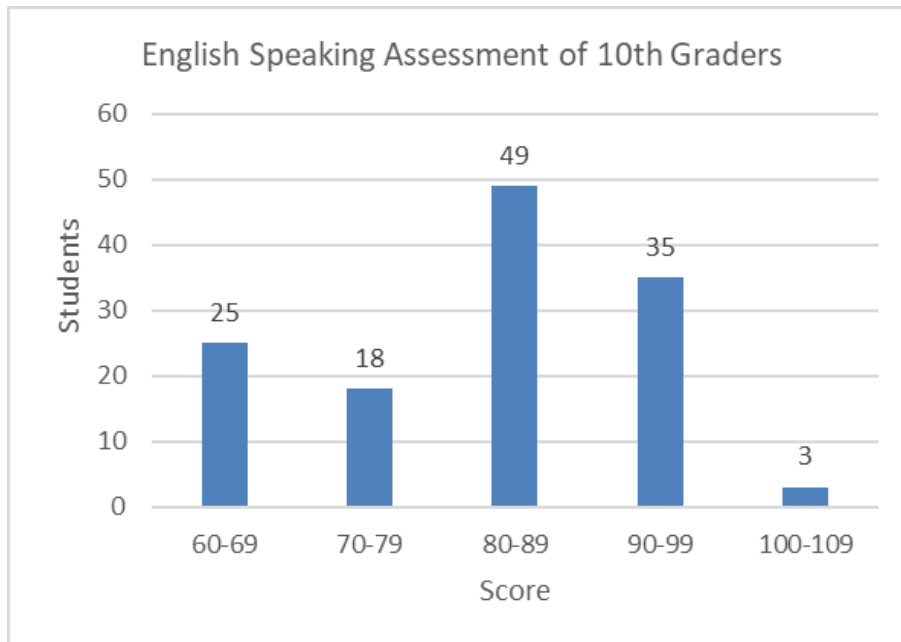


Figure 2. English Speaking Assessment
Sources: Research result 2022

As was said before, the school offers some language programs to help students learn English better. The evaluations must be different from the learning assessments of English subjects in class, but those evaluations are done in the form of an accountability report based on some indicators. However, the evaluation of the program assessment needs better execution to fulfill all the objectives that have been formulated. Like learning experiences, a minimum TOEFL score is one of the objectives, but the programs are inadequate to prepare the students to achieve it. Likewise, the final evaluation for the objective is still inconsistent due to high-cost issues. The English proficiency test is not conducted as it is supposed to. The students must take the TOEFL test before graduating from school to know their TOEFL scores as the output of learning English during their studies, but the school conducts the test only once for eleventh graders.

CONCLUSION

Since its inception in 1949 and up until the present, the Tyler Rationale has been incorporated into educational practices all around the world. The 2013 curriculum in Indonesia likewise uses Tyler's model. A contemporary Islamic boarding school in West Java, Indonesia, has embraced this approach. The 2013 curriculum is utilized and improved upon to meet the established institutional goals. One of the major benefits is that the institution considers English to be one of the best courses. The 2013 curriculum is relevant to Tyler Rationale in terms of objectives, learning experience, learning organization, and assessment or evaluation. The school that has been investigated used the 2013 curriculum but provided more objectives by adding TOEFL requirements, more learning experiences by adding some language programs, and more assessment by conducting performance and TOEFL tests in its curriculum implementation. Thus, based on the analysis, it can be concluded that the 2013 curriculum, which is supported by several complementary programs, is quite relevant to the goals of the institution, although there are still parts that need improvement.

AUTHOR'S NOTE

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