LAPORAN AKHIR

PROGRESSIVE EDUCATION: EXPLORING ITS PROSPECTS AND CHALLENGES
(An Ethnographic Research in Islamic Boarding Schools in *Aceh Besar*)

Diajukan oleh:
Dr. T. Zulfikar, M. Ed
NIDN: 2030047801
ID Peneliti: 203004780108062

Anggota:
Dr. Habiburrahim, MS
NIDN: 2006087207
ID Peneliti: 200608720708001

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Principal Investigator

Dr. T. Zulfikar, M. Ed
NIDN: 2030047801
ID Peneliti: 203004780108062

Team Member

Dr. Habiburrahim, MS
NIDN: 2006087207
ID Peneliti: 200608720708001

Abstract

Progressive Education (PE) has been developed based on pragmatism as promoted by John Dewey. It supports students' active learning and engagement in the instructional process. The basic tenet of the PE is in its preference on learner-centered instruction (LCI), which allow students to be more active kowledge receivers rather then passive knowledge receivers. However, the LCI has yet to reach wider audience in the Indonesian school contexts, especially in the Modern Islamic Boarding School. This allows us to do research on the prospects and challenges in boarding Islamic schools. This qualitative research collected data using multiplr methods: the in-depth interviews; the Focus Group Discussion; and the phone and written interviews through online media. The findings suggests that while concerns on the negative impacts of the LCI still emerging, the teachers participating in this research see LCI has gain great prospects in the near future. While the LCI is seen as an effective approach to allow learners learn best, it is believed to be less effective in all courses

Keywords: *Progressive Education; Modern Islamic Schools; Learner-centered Instruction*

KATA PENGANTAR

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Syukur Alhamdulillah kepada Allah SWT dan salawat beriring salam penulis persembahkan kepangkuan alam Nabi Muhammad SAW, karena dengan rahmat dan hidayah-Nya penulis telah dapat menyelesaikan laporan penelitian dengan judul **"progressive education: exploring its prospects and challenges (An Ethnographic Research in Islamic Boarding Schools in *Aceh Besar*)".**

Dalam proses penelitian dan penulisan laporan ini tentu banyak pihak yang ikut memberikan motivasi, bimbingan dan arahan. Oleh karena itu penulis tidak lupa menyampaikan ucapan terima kasih kepada yang terhormat:

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2. Peneliti/Ketua Peneliti

   a. Nama Lengkap : Dr. T. Zulfikar, M. Ed

   b. Jenis Kelamin : Laki-Laki

   c. NIP*(Kosongkan bagi Non PNS)* : 197804302001121102

   d. NIDN : 2030047801

   e. NIPN (ID Peneliti) : 203004780108062

   f. Pangkat/Gol. : Penata TK. I /IIId

   g. Jabatan Fungsional : Lektor Kepala

   h. Fakultas/Prodi : Tarbiyah dan Keguruan/PBI

   i. Anggota Peneliti 1

   Nama Lengkap : Dr. Habiburrahim, MS

   Jenis Kelamin : Laki-laki

   Fakultas/Prodi : Tarbiyah dan Keguruan/ PBI

   j. Anggota Peneliti 2 *(Jika Ada)*

   Nama Lengkap :

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Kepala Pusat Penelitian dan Penerbitan Peneliti,

LP2M UIN Ar-Raniry Banda Aceh,

Dr. Muhammad Maulana, M. Ag. **Dr. T. Zulfikar, M. Ed**

NIP. 197204261997031002 NIDN. .19780430200112001

Menyetujui:

Rektor UIN Ar-Raniry Banda Aceh,

Prof. Dr. H. Warul Walidin AK., MA.

NIP. 195811121985031007

SURAT PERNYATAAN PENYERAHAN *OUTCOME*

Yang bertanda tangan di bawah ini:

Nama	:	Dr. T. Zulfikar, M. Ed
NIDN	:	2030047801
NIPN (ID Peneliti)	:	203004780108062
Jabatan dalam Penelitian	:	Ketua Peneliti/Pengusul
Pangkat/ Golongan	:	Penata Tk. I/IIId
Jabatan Fungsional	:	Lektor Kepala
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Fakultas	:	Tarbiyah dan Keguruan
Anggota Peneliti	:	1. Dr. Habiburrahim, MS
		2.

Dengan ini menyatakan bahwa sebagai berikut:

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Saya bersedia dan berjanji akan menyelesaikan dan menyerahkan *outcome* dari hasil penelitian saya sebagaimana tersebut di atas dalam waktu yang telah ditentukan sesuai dengan Surat Perjanjian Penugasan Penelitian yang telah saya tanda tangani kepada Pusat Penelitian dan Penerbitan LP2M UIN Ar-Raniry Banda Aceh. Jika target *outcome* tersebut belum dan atau tidak bisa saya penuhi, maka saya bersedia menerima sanksi sesuai dengan aturan dan ketentuan yang berlaku.

Demikian pernyataan ini saya buat dengan sungguh-sungguh dan dalam keadaan sadar serta tanpa ada paksaan dari pihak manapun.

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Pengusul,

Materai

Dr. T. Zulfikar, M. Ed

NIDN. 2030047801

CONTENT

CHAPTER ONE

INTRODUCTION

A. BACKGROUND OF THE STUDY

The emergence of progressive education (PE) can be traced back to the 18th century during the enlightenment years, known as the age of reason. During these periods, some philosophers, such as Jean-Jacques Rousseau and John Dewey promoted the idea that human being are capable of improving their lives, if they are given freedom to be creative (Gutek, 2004). This suggests that thinking critically and challenging doctrine are the prerequisites for the improvement of life condition. For that reason, philosophers during enlightenment era reject Idealism and Realism, which suggest that man has been spiritually and potentially determined (Gutek, 2004).

In 1919, PE became more popular as its association, known as Progressive Education Association was established. The PE has its root on the philosophical idea of Pragmatism, Naturalism, and Liberalism. These philosophical ideas believe that children can only develop their ideas and construct their understanding on things through constant interaction with their environment (Gutek, 2004). According to Gutek (2004) PE develops three important agendas for education. First, it does not agree with school formalism and fixed routine school agendas. Second, PE encourages teachers to use innovative teaching methods that reflect the need to fulfil students' needs, and third it develops new methods of teaching, such as "learning by doing, activity learning, group projects and problem solving" (p. 296). In addition, PE sees school as a multi-functional institution, in which learners' mental, physical, social and emotional capacities are developed.

One of the most important figures of PE is John Dewey. Most of his work elaborates that children's education should represent their interests (Dewey, 1997). This suggests that in PE, lessons and how they are planned should reflect students' needs. Dewey believes that children learn best if they are given freedom to be creative. For Dewey, learning is closely related to one's experience. Dewey (1997), however, argues that not all experiences are educative. He suggests that experiences that inhibit the growth of further experiences are seen as miseducative (p. 25).

As PE believes that children learn best through natural settings, they are given free time to be creative as the attempt to enable them express their ideas freely. Therefore, in further development of PE, it generates a teaching method, which is later on known as learner-centered instruction (Gutek, 2004). It designs curriculum that represent children's interest rather than the curriculum prescribed to them. learner-centered instruction (LCI) rejects prescribed and pre-determined curriculum that may ignore children's interests. In line with this principle, child-centred instruction supports the idea of collaborative learning (Gutek, 2004). Collaboration between teachers and learners as well as the interaction between children and their environment helps effective learning to take place. In addition, this type of classroom practice requires teachers to be facilitators rather than to be masters of the classroom. This in turns enables students to gain their upmost potencies in their learning.

Since LCI has given new insights into pedagogical knowledge, which contrasts with traditional teaching paradigm, it becomes popular in many different parts of the worlds. Education policymakers have made some efforts to implement this idea in their educational settings (see Isikoglu, Basturk, and Karaca, 2009), and not an exception to Indonesian educational settings (see Tilaar, 2002). However, the

so called effective' classroom practice is not always met with success in the Indonesian educational context because of several reasons, which will be explored in this research. For that reason alone, this particular study will explore teachers' classroom practices and find out if they have in some way implemented LCI as mandated by Progressive Education.

Faculty of education's main mission is producing high qualified secondary teachers. The departments under the management of faculty of education should play significant roles to train pre-service teachers who are competent in subject matter and also pedagogical content knowledge. It is therefore important, as a lecturer at the faculty of education, I feel obliged to explore instructional process taking place in secondary school to give insights on issues, challenges, strengths and also weaknesses of the teaching process in certain schools in Aceh, in this case is the Islamic Boarding School. This is also important as it allows me to give recommendations to my institution on good classroom practices.

To guide my study, I would like to pose several important research questions.

B. RESEARCH QUESTIONS

1. How do teachers in Islamic boarding school engage in classroom instructional process?

2. How do teachers encourage students' participation in learning?

3. What challenges do they experience in their attempt to encourage students' learning participation?

4. What are their opinions in regard with boosting learners' centred instruction?

These are some research questions posed to gain answer for our research questions. These questions will be addressed through ethnographic qualitative research, in which observation and in-depth interview are two main methods of data collection.

Aims

This current study aims at exploring instructional process in several Islamic Boarding Schools in Aceh. It also identifies if learner-centred instruction has been implemented in these boarding school. The study also investigates constraints in implementing the learner-centred instruction and how these constraints are solved.

Significance

The study is significant for its contribution to the field of teacher education. The findings will allow us to understand teachers' strategies in boosting students' learning participation, and make progressive education possible. The finding also will enable us to gain insights on instructional practices implemented in some secondary schools, especially the case of boarding school in Aceh. Finally, as we are the lecturers in the faculty of education, insights gained from this research will help us share the information to student-teachers in department of language education.

CHAPTER TWO
LITERATURE REVIEW

A. THE PROGRESSIVE EDUCATION: The Indonesian Story

The Indonesian context

The republic of Indonesia has been recognized to adopt centralized system of education. For instance, the regulations related to subject matters as well as pedagogical process are determined by the central government (Bjork, 2004; Jones & Hagul, 2001). However, the Indonesian government has now realized that the centralized system of education is inadequate (Bjork, 2004). As a result, the educational system shifted toward decentralization. In spite of the system shifts, the quality of Indonesian education is still assumed to be low due to various factors as Jones and Hagul (2001) have noted. In their article, *schooling in Indonesia*, Jones and Hagul (2001), for instance explain several factors contributing to the low quality of Indonesian education, one of which is poorly trained teachers both in subject matters and in pedagogical practices. However, in the present Indonesia, the government has made serious efforts to train Indonesian teachers, especially in terms of pedagogical practices.

The Indonesian government has encouraged Indonesian schools to use a more active learning method. At the recent times, the Indonesian education attempts to implement teaching method, known as active, creative, effective, and joyful teaching methods, abbreviated as PAKEM in the Indonesian term. As a matter of fact, the insertion of the classroom practices resemble LCI can be traced back to the 1980s. During those periods, the Indonesian education policymakers first introduced active learning method, known as CBSA (*Cara Belajar Siswa Aktif*), or child-active

learning (Noel, 2008). The principles of CBSA are somewhat similar to those of LCI, in which students' participation is highly emphasized. To enable teachers put this teaching principle into practice; they have been trained through various programs (Noel, 2008).

However, Noel (2008) argues that such an instructional approach has not been effectively implemented within the Indonesian education. This suggests that CBSA or active learning method or learner-centered instruction have yet to take place in most of Indonesian educational settings. Some factors that are seen as the causes to this inefficiency are lack of adequate training on how to use LCI in the Indonesian educational context, lack of experience in using student-centered curriculum and a lack of supervision in the implementation of such teaching practices (Noel, 2008). As a result, rote learning and indoctrination are still common methods of instruction in the Indonesian classrooms.

This article focuses on the exploration on possible reasons that learner-centered instruction does not work well in the Indonesian educational setting. In the following section, I would then propose some analyses to the causes of LCI ineffectiveness. My analysis will first centres around social and cultural barriers. I would then look at issues in instructional process. In addition, I scrutinize some political factors behind the lack of success in the implementation of LCI. The final section of the article will offer some insights in recapitalizing LCI in the Indonesian context.

1. **LEARNER-CENTERED INSTRUCTION AND THE PROBLEMS OF ITS IMPLEMENTATION**

Factors leading to the ineffectiveness of LCI are highly interrelated even though some arguments blame teachers for this problem (see Bjork, 2003; Noel, 2008). I believe, however that cultural, social, and also political factors contribute to the difficulties in the implementation of LCI in the Indonesian context. In the following section, I attempt to offer analyses on the impact of cultural, social and political factors that contribute to the ineffectiveness of LCI in the Indonesian educational context.

Cultural and philosophical constraints

Culture shapes people's ways of being in the world. For example, culture governs how people behave and engage in social activities. Thus, different cultural values indeed shape different ways of being, behaving and thinking (Giddens, 2001, Hall, 1996, Newman, 2004).

Although individual identity has been seen as fluid, multiple and hybrid (Hall, 1996), people who live in a particular setting construct their own collective identities, which are not necessarily shared with individuals beyond their localities. When a group of people live in a certain environment and are exposed to similar social, economical and political context, will then they construct their collective identity (Jenkins, 1996). It is seen as attributes shared by a particular member of a society, which does not apply beyond their group boundaries (Newman, 2004).

Most Indonesians, especially those who live within a community that put high value on cultural traditions, live their lives following their cultural upbringing. Most Indonesian students, for example, regardless of their ethnic backgrounds, are

raised to listen and to abide by their elders' commands and requests (Zulfikar, 2010).

Since their childhood, most Indonesian students have been exposed to cultural and social contexts, in which elders are seen as wiser, more intelligent and more experienced individuals, and thus they are worth respecting. Furthermore, students are positioned and socially constructed as those who need adult helps. They are then seen as incapable of expressing their voices and ideas. As this idea has been rooted in the Indonesian social and cultural contexts, students are accustomed to remain listeners, in which they choose not to participate in the instructional process. This atmosphere has shaped students' ways of learning. They come to the class and expect that their teachers will deliver them knowledge, and students themselves do not hold any responsibility for their own learning (see Marsh, Richards & Smith, 2001).

This applies not only to secondary school students but also to college students. For example, in an Educational Philosophy class that I teach to the second year college students, I found that students are aware of this tradition. However, they feel comfortable being non-participative in their learning. In fact, my students argue that they have been accustomed to educational context, in which students' participation has not been so much encouraged. In addition, while the students understand that participating in the classroom is essential for effective learning, they claimed that they were raised to act and behave passively in the classroom. My students argue that cultural contexts and educational traditions, in which they live, have shaped their present behaviour.

Apart from these different cultural values, Indonesian education is established through different ideological and philosophical voices. As suggested earlier, Learner-centered instruction as a type of education promoted by progressive education is

developed on the basis of pragmatism, naturalism and liberalism philosophical thoughts (Gutek, 2004). These philosophical thoughts for example, argue that students are seen as those who are able to determine what they needs. This indicates that classroom instruction should start from consulting students about what they need to learn. In fact, progressive education requires teachers to consult their students upon designing teaching syllabus (Gutek, 2004).

Indonesian education on the other hand, bases its foundation toward Idealism and Realism. This different philosophical basis drives different educational practices. Indonesian education aims at shaping students to be intellectually and morally adequate (Nishimura, 1995). Education in Indonesia prepares its students with skills that not only enable them to gain financially adequate but it also shapes students' moral conduct (Nishimura, 1995). In addition, it treats students as immature human beings needing adult help, and at the same token, teachers are positioned as intellectual adults that are capable of helping their 'immature' students. For this reason, it seems reasonable if classroom practices such as 'teacher talk' and 'student listen' are still a common place in the Indonesian educational context.

This suggests that educational reforms should be conducted comprehensively. Imported instructional methods, which have been proven effective somewhere else, may not suit a particular educational setting because of different contexts and settings. Educational practices should be derived from their philosophical foundations. For example, the practices of education in Indonesia are different from those of education in the United States and Australia, since their education is developed through different philosophical basis. When LCI, for instance, mandates teachers to accommodate students' voices on academic issues, Indonesian

educational system itself inhibits this process. This is because Indonesian educational system is based on a philosophical basis, which is more like Idealism that perceives teachers, students and their interaction differently from philosophical thought from which LCI is based on.

This informs us that LCI could not develop well in an educational context, which adopts different philosophical thoughts from the settings, in which LCI is derived from. Indonesian educational system, for example, adopts instructional methods developed in settings that do not share similar educational philosophy to learner-centered instruction. Upon 'borrowing' such a wonderful instructional method, Indonesian educational system is not capable of fully implementing the learner-centered instruction.

This sub-section has identified two main reasons that make LCI is not sufficiently implemented in the Indonesian classrooms. The discussion examines that cultural context and philosophical basis contribute to the inapplicability of this type of classroom practice. In addition, in this article I consider instructional process as one of the main factors that inhibit Indonesian teachers to implement LCI. Therefore, the following analysis deals with instructional process.

Instructional process

Instructional process contributes significantly to the failure in the implementation of learner-centered instruction. In this context, instructional process is defined rather widely. I see it as teachers' performance as well as students' engagement within their classroom. It is also defined as the interaction between teachers and students. In this context, I also regard classroom facilities as a part of instructional process.

As it has been noted earlier, Noel (2008) suggests that Indonesian teachers have been found to have a lack of capability to actualize LCI. I do not refer to this as teachers' incompetent in their teaching qualification. Recent Indonesian teachers are professional and they are qualified individual in their own areas. In fact, the Indonesian government has increased the requirement for teacher recruitment. In the recent Indonesia, teachers should obtain at least the bachelor degree in teacher education to be eligible to teach. In addition, Indonesian teachers as mandated by Law 14, 2005 on the standard of national education and Law 18, 2007, are obliged to join the teaching certification program *(Program Sertifikasi Guru* in the Indonesian term)*. This suggests that the failure of LCI instruction is not necessarily due to teachers' incompetent in their subject matters; rather it is from their inexperience to engage in instructional methods developed by the LCI.

This lack of capability results from many different factors. For example, Indonesian teachers may have failed to understand the basic principles of LCI. It has been evident from the work of Noel (2008) that most Indonesian teachers do not share classroom authority with their students. Teachers consider maintaining the status quo, through which they see themselves as more intelligent and more experienced than their students are (Noel, 2008). In regard with maintaining the status quo, Finn (1999) argues that it prevails when people who have power "are comfortable with the way things are" (Finn, 1999, p. Xi). As a consequent, instructional methods are chosen on the basis of teachers' interests rather than on their students'.

In the process of instruction, most Indonesian teachers as found by Bjork (2004) and Noel (2008) use 'teacher talk' refer to a way of teaching to borrow Shor's

(1992) term. This kind of practice prevails because some Indonesian teachers fail to be creative in their teaching (Bjork, 2005). Shor (1992) argues that one of teachers' roles is to encourage students to participate in their learning. This is because participation helps students gain academic success (Kohl, 1994; Finn, 1999; Shor, 1992). However, most Indonesian teachers seem to have lack of capability to encourage students' classroom participation (Azra, 2002; Bjork, 2005; Noel, 2008; Tilaar, 2002). This failure can be due to various factors such as their inability to make student as their subject matters. Next, some teachers may not be able to produce generative themes representing students' interests. The other possible answer for this to occur is political. Indonesian education requires teachers to meet curriculum expectation. This political decision has put teachers in dilemma. While teachers are invited to engage in instructional reform and to be creative in their teaching, they were trapped into meeting curriculum deadline (Bjork, 2003). This obligation perhaps has reduced teachers' teaching creativity, since they focus on meeting curriculum deadline for the sake of summative examination rather than promoting interesting instruction.

In addition, as discussed earlier, Indonesian children are raised in an atmosphere where respecting elders is a necessity. In fact, it is seen as a code of conduct. Children are not taught to express their ideas that may contradict those of their parents. As culture shapes one's life, Indonesian children's cultural values have in a way shape their being at school. Since children are not accustomed to independently choose particular issues to learn, most students come to class uninspired, hoping their teachers to provide them with what to do and how to do it. This applies to most students in Indonesia, in which they position themselves as the

knowledge receivers rather than as the knowledge seekers. During my teaching, I found that only a small number of them participate in the instructional process. The rest of the students choose to listen and write down information I pass to them. As I attempt to understand the reason behind this kind of learning to occur, they suggest that they are accustomed to take note on everything the teachers dictate them regarding a particular subject.

However, this phenomenon is not unique to the Indonesian students. Marsh, et al (2001) indicate that students in many parts of the world are not willing to fully engage in autonomous learning. It means that they fail to participate in the classroom, and thus learner-centered system of education is not possible. They indicate that while the notion of independent learning is popular, in practice this concept "lead to confusion of message for both students and tutor" (March, et al., 2001, p. 384). This confusion is aggravated by the emergence of two conflicting principles of learning. While some believe that learning is the process of independent construction of knowledge by learners, others view it as the process, in which knowledge is transferred by teachers (Marsh, et al., 2001). This adds to my earlier analysis that LCI cannot be effectively implemented in the Indonesian context because of cultural anomaly. Marsh, et al (2001) argue that:

> A culture that does not prepare its children to be independent and autonomous cannot reasonably expect it to emerge spontaneously in adulthood. ... The transition from thinking based on explanation to one based on critical evaluation is a major one. The move from an individual/competitive ethos to a group/consensual learning environment, from a 'closed' learning agenda to an open and flexible one, places greater demands on individual learners (Marsh, et al., 2001, p. 389).

This quote indicates that independent learning as promoted by LCI is challenged by distinctive cultural values.

This section indicates that multiple factors intersect to contribute to the ineffectiveness of the implementation of LCI. On the one hand, teachers are seen as incompetent in their pedagogical practices, which are in line with mandates of LCI. On the other, students themselves are not prepared to learn through LCI. Students enjoy being passive knowledge receivers rather than being critical knowledge seekers.

In the following discussion, I consider the nature of educational systems that may contribute to the ineffectiveness of LCI.

System of Education

The other factor that lends significant to the ineffectiveness of LCI is thick curriculum contents. Indonesian schools offer extensive subjects to students (Bjork, 2003). They are required by the curriculum to learn various subjects, which are not necessarily in line with their interests. For example, the Indonesian curriculum mandates Indonesian students to take English and Civic Education as the core subjects in every educational level regardless of their field of study. Students who are not interested in learning English, for instance, will choose not to participate in the classroom and this fact applies to other subjects as well. My students in the educational philosophy class argue that they sometimes choose not to participate in the learning process upon taking subjects that are not of their interest. As the result, they do not engage in a genuine learning; they only participate when their participation is counted toward the final grade unless they will remain silent.

Shor (1992) indeed discusses that most students choose not to participate in their classroom if they are not interested in their subjects. In his work, Shor describes how his students resist participating in their Writing Class, since they do not like to

learn writing and the test administered in the end of the academic year. This suggests that extensive subjects, which are not necessarily of interest for students, may contribute to the ineffectiveness of LCI.

In addition, LCI requires teachers to include their students' voices when deciding the subject matter. This principle, however, cannot be expected to take place in the Indonesian educational context, since it is developed through predetermined standardized curriculum contents (Noel, 2008). The curriculum has been designed and developed by policymakers located in the central government. Even though, decentralization system has been enacted in the Indonesian education through the insertion of local curriculum content (Bjork, 2003), the policy in terms of what core subjects to include in the curriculum is still under the discretion of the central government. As a result of this standardized curriculum, system of assessment has been also made standardized. This so called centralized system of education has inhibited teachers to be creative in their instruction. They are mandated to teach following standardized curriculum and are also to meet its requirement.

However, learner-centered instruction's lack of success in Indonesia neither due to teachers' incompetent in implementing this type of instruction nor due to standardized curriculum. Educational system as a whole is significant to contribute to the failure in the implementation of LCI (Zulfikar, 2010). The classroom' size in some Indonesian schools has been recognized as big, it means that the school accommodate a high number of students in a classroom. There are 35-40 students, for example in one classroom. Such a big classroom size inhibits teachers to reach their upmost teaching potential (Lee & Loeb, 2000; Nye, Hedges & Konstantopoulos, 2000). Indonesian teachers graduating from various overseas

universities have been found to be incapable or lack of capabilities to implement what they have learnt due to unsupportive classroom size and climate (Zulfikar, 2010).

In addition to problems with class-size, most Indonesian classrooms are not designed in such a way that allows effective learning to occur. The seating arrangement reduces students' chance to participate. In the Indonesian school, students sit in a row system rather than in a circle system. Sitting in a row discourages students to express their ideas because they could not interact well with their classmates, while the circle seating allows more opened space that ease students to communicate (Shor, 1992). Worst of all, teachers do not enjoy freedom to arrange classroom setting in a way that helps effective learning to occur. Teachers should be allowed to arrange classroom settings, since their inability to be independent in managing their classroom influences positively to students' level of achievement (Shor, 1992).

Furthermore, classroom facilities are seen as another important factor that discourages teachers to apply LCI. A lack of facility reduces teachers' teaching creativity. They are not able to practice their teaching strategies as prescribed by LCI. For example, some modern technologies, such as computers, in-focus, internet access and other modern technological devices are not easily found within most classrooms in Indonesian schools. Some Indonesian teachers, for instance, are planning to trigger students' participation in the class by projecting some teaching materials through computer and *in-focus*. They encounter with difficulties to do so because of the absence of such teaching facilities.

Revitalizing Learner-centered instruction

This section provides some insights in recapitalizing LCI in the Indonesian classroom. It starts with the suggestion that the Indonesian education policymakers may need to pay attention on running a special training targeting certain issues related to classroom practices. The other recommendation would be an encouragement to the central government to wholeheartedly take actions in its attempt of reforming Indonesian education.

Teacher Education

Teachers are important components in an educational institution (Shor, 1992). The quality of education is closely related to teachers' qualification. I believe that to enable teachers implement LCI, they need to be properly trained and they should be well informed about the nature of LCI. The training should target multiple issues, such as teachers and students' interaction, teachers' languages and teachers' attitudes in the classroom. For example, the training should aims at empowering teachers in regard with their ways of interacting with students. Teachers need to understand that interaction is related to academic achievement. Finn (1999), Kohl (1994), and Shor (1992) indicate that teachers need to get involved with their students. This information is important because Noel (2008) indicates that most Indonesian teachers set the barriers and distance themselves with students. These kinds of interactions discourage instead of encouraging students to participate in the classroom.

In addition, teachers should be empowered through training on the types of language used in the process of instruction. Kohl (1994) discourages teachers to speak with the language that may humiliate students, since humiliating students will definitely inhibit learning process (Gutek, 1992; Kohl 1994). In addition,

humiliation, such as 'you are not smart enough to learn this subject' for example would shape students' identity, in which they will position themselves the way they are labelled (Macionis & Plummer, 2002). Therefore, teachers' good communication skills are pre-requisite for effective classroom practices. For example, such small issues as teachers' ways of responding to students' questions; teachers' wait time to students' responses and teachers' tones of speech are important for effective teaching.

In addition, teachers' language and their tones of speech influence students' learning attitudes in the classroom. For instance, when teachers used unfriendly remarks and high tone of voice in responding students' questions, their interest and motivation to participate in their learning will be reduced significantly (Finn, 1999; Kohl, 1994; and Shor, 1992). Likewise, teachers' 'wait time' is important in a classroom instruction. Indonesian teachers need to be trained about an effective length of time they use to wait students' response when they ask particular questions. Proper teachers' 'wait time' is significant in improving students' confident in participating during instructional process. For example, when teachers pose a particular question, they need to wait for a certain period of time to allow students think and then respond accordingly to the questions.

Students are different in their intellectual capabilities as well as in their ways of learning. Some students are quick learners and vision learners, while others are slow learners. To respond to these differences, teachers are required to implement varieties of teaching methods. For instance, teachers are required to be considerate upon receiving their students' responses. They need to use a proper 'wait time' to allow students to generate the best of their understanding on issues being discussed.

Indonesian teachers need to run democratic classroom. It is a kind of classroom where teachers negotiate instructional rules, subject matters as well as methods of instruction with their students (see Shor, 1992).

In making LCI applicable in Indonesian classrooms, teachers are required to start learning with issues that of interest to students, this is what Shor (1992) refers to generating interesting learning themes. Teachers should generate themes that of interest for their students to discuss. In response of this demand, a special training addressing this issue may be planned and run by the Indonesian policymakers. For example, when teachers teach a particular subject such as healthy diet, teachers may start asking their students about their favourite ways of doing diet instead of following prescribed curriculum content. When teachers start the lesson this way, students will be motivated to give response because the issues being discussed are theirs.

This section has suggested several steps that teachers might consider in encouraging students to be participative in their learning process. Teachers' language of instruction, teaching attitudes and their ability to generate interesting learning themes are perquisite to the effective implementation of LCI. However, these suggestions remain useless if there is no political will of the government to improve Indonesian education.

In the following sub-section, therefore, I urge the Indonesian government to challenge the status quo. This means that the Indonesian government should have a good intention to reconstruct rules and systems that inhibit the implementation of LCI.

The political Will

There are several main issues need addressing by the central government in the attempt to improve Indonesian education. It has been evident from the work of several scholars, one of which is Bjork (2005) that class size has been a big issue experienced by the Indonesian education. Scholars such as Lee and Loeb (2000) have found that class-size affects instructional process. LCI would be difficult to be implemented in a big size classroom. Teachers are difficult to monitor all students from one big classroom and encourage them to participate during instruction. A big class size does not only discourage students' participation but also inhibit instructional process. To solve this problem, the Indonesian government needs to provide sufficient financial resources to deal with big class size. The government annual budget should target this issue. For instance, students in one classroom should be limited to 20-25 students. Such a small classroom size helps teachers to effectively monitor students' progress, in which they can encourage students to participate and engage in active learning.

The other issue needs addressing is in terms of extensive subject matters. Individual teachers are not authorized to reduce the number of subject matters required in the curriculum. It needs political efforts to encourage the policyymakers to fix the problem of extensive subject matters, since it is determined by the important figures in the central government. The Indonesian schools run educational process following the mandate of curriculum designed in the central government. Therefore, to enable teachers implement LCI, the central government may need to think of reducing some unnecessary or repetitive subject matters from the

curriculum. In this case, educational policymakers should only offer subject matters, which are closely linked to students' interest and their field of knowledge.

To revise the curriculum content, Indonesian educational policymakers may adopt types of curriculum designed from overseas countries, which are culturally and socially different from Indonesia. However, the Indonesian government need to make an in-depth evaluation on the weaknesses and the strength of the imported curriculum. In addition, the policymakers ought to measure and consider the applicability of the curriculum, since it may not fit the Indonesian contexts. As a matter of fact, the Indonesian education has undergone constant curriculum changes; Indonesian education has implemented the curriculum of 1947, 1952, 1964, 1968, 1975, Competent Based Curriculum (KBK, the Indonesian term), and School Based Curriculum (KTSP, the Indonesian term), the recent type of curriculum. However, none of this 'so called' adopted curriculum works well to improve Indonesian education system. This is because in-depth evaluation on the applicability of the adopted curriculum has not been properly evaluated.

In addition, following the change in the curriculum that meets the needs of Indonesian students, the Indonesian government should design new kinds of assessment that is suitable to LCI. In the present Indonesia, teachers are not able to be creative in terms of assessment systems because they are trapped with the mandates of national curriculum (Zulfikar, 2009). Teachers are powerless to challenge the status quo in regard with assessment system. There has been indeed a rejection on summative assessment as practiced in the Indonesian setting (Zulfikar, 2009). However, this system prevails. Marsh, et al (2001) suggest that to enable teachers implement Learner-centered instruction, they should be given authority to

design their own formative assessment, which is in line the process of learning. This is so because teachers are the one who understand conditions of their students. Unless the Indonesian government shifts its assessment system, the LCI will face its greatest challenges in the Indonesian classroom.

The other issue that the Indonesian policymakers need to consider is in regard with classroom setting and also facilities. As discussed earlier that Indonesian students in most schools sit in rows during learning in big classroom. Seating arrangement through circle is much more effective in helping students learn. In addition to seating arrangement, Indonesian classroom should be equipped with devices that help effective learning to occur. Learning facilities, such as projector or *in-focus*, internet and computer are important technology to be imported to Indonesian classroom. These facilities will enhance the feasibility in the implementation of LCI. For example, *in-focus* enables teachers to project learning materials in the classroom vividly. This allows students to grasp knowledge easily and at the same time help them communicate the subject matters with their colleagues.

The conceptual framework

This research will refer to some frameworks in the process of my data analysis. I will refer to Shor (1992) in analysing data on teachers' instructional process, and the other main theoretical framework used in this study is that Bjork's (2005) framework, which mainly looks at Indonesian education system and it relations with the success and the failure in implementing progressive education in Indonesian school context.

CHAPTER III

M ETHODOLOGY

A. *Qualitative Ethnography (The scope of the research)*

This research explored classroom practices in certain Islamic Boarding in central city of Aceh, Banda Aceh and in some regions within the province of Aceh. Ethnography is a kind of research methodology that allows researchers to go deep down to the field to explore and understand issues being researched.

Participants and Research Settings

The study was conducted basically at three Islamic Schools in Banda Aceh and Aceh Besar. Two boarding schools were in Aceh Besar and one school was in Banda Aceh. To help us answer our inquiry, we considered interviewing four teachers from each school and principals and also some students. These participants were interviewed in regard with their opinion in promoting the progressive education. The interviews of these participants were important to generate grounded information on their teaching process.

The participants were 32 teachers a long with three principals. These participants were interviewed through FGDs, and there were 2 FGDs in each school, in which 6 teachers participating in a FGD. In addition, principals of the boarding schools were interviewed either by phone, in person and also in written form through the whatsApp. The information generated from these principals enriched information given by FGDs' participants.

In-Depth interview

One of the main methods of data collection in qualitative study is **in-depth semi-structured interviews**. The interview addressed information on the topic being discussed. The interviews with principals were conducted in three forms, interviews in person, phone interviews, and interviews through online media. The participants were contacted through

the help of the gatekeepers who had been contacted by the researchers ahead of time. The gatekeepers then organize the FGDs.

Focus Group Discussion

To enrich our data and as part of triangulation the data, we also conduct the Focus Group Discussion. The FGDs were conducted once in each school. The participants of the FGDs were two groups from each school; the groups of teachers and students consisting of 6 participants each.

The Research Report

Having conducted observation and semi-in depth interview, the data was transcribed in verbatim form to allow detail understanding of the issue. The data was then analysed by identifying important themes through coding techniques. In analyzing the data, I communicated it with theoretical frameworks I have explained earlier to identify similarities and differences.

CHAPTER FOUR
FINDINGS AND DISCUSSION

The data was generated four Focus Group Discussions (FGD) of six participants in two Islamic modern boarding schools in *Aceh Besar,* which the total of 24 participants. These two schools were especially chosen, since they have been very popular in Aceh Besar with a good national and international reputation. Participants of the FGD are teachers who have been teaching for at least two years. These participants teach various courses, ranging from Islamic knowledge to science.

FINDINGS

The findings reveal several themes regarding inquiries being investigated in this study. Three big themes were identified: instructional process and students' encouragement; challenges in encouraging students' learning participation; and teachers' views of LCI. These three big themes were explained within themes.

A. Teachers' instructional process and strategies in encouraging students' learning participation

During the FGDs conducted in two different schools reveals four important coding. Four coding answers our first inquiries regarding instructional process taking place at these two boarding schools:

a. Differentiated instructional approaches

One of the most important findings generated from four FGDs is the fact that teachers are aware of their responsibilities as teachers. The majority of teachers interviewed suggested that they need to use various ways of teaching approaches. For example, one of the participants in the FGD stated that:

> I used different teaching approaches to different students, and in fact also used different ways of teaching depending on different kinds of teaching materials. Sometimes, I used learner-centred instruction, while in others I approach classroom teaching using teacher-centred instruction.

This assertion shows that there is no so-called one effective wa ys of good teaching. This allows us to refer these kinds of instruction as differentiated instructional approaches. It means that teachers do not have an exact teaching method; they instead need to shift their teaching should the condition required to do so.

In addition, we found that teachers used differentiated instructions. Sometimes they engage students with group work, while in another occasion, teachers need to approach classes differently. One of the participants said that:

> We as teachers need to look for alternative instructional methods depending to students' individual differences. I believe that effective educational process is pretty much depended on the quality of teachers actually. Students can be made active if teachers are also active themselves. For that reason, I believe that students should choose an appropriate instructional method that fits students' needs and learning styles.

This suggests that effective instructional process is very much related to the way students learn and also teachers' teaching methods.

b. *Energizing classroom atmosphere*

The second theme emerges from the study is that to produce effective and successful teaching, teachers should be able to energize classroom atmosphere. This can be done through many ways possible, one of which is by becoming energetic teachers. The majority of teachers interviewed during the FGD, stated that:

> We believe that the level of students' learning is very much related to our passion in teaching. If we are teachers full of teaching energy, it will influence students' learning. I believe that when teachers are active, the students will be active as well

Information from FGD explains that teachers' creativities are very much important in the attempt to boost effective learning.

The other way to energize classroom environment is through making jokes with students. Jokes may not be considered as one of the most effective ways in classroom teaching. Jokes if used effectively could in fact give positive atmosphere classroom instruction. One of the teachers in fact states that jokes are effective ways to get the students tuned in learning.

c. *Get acquainted with students*

The other important component of good teaching is to get to know students. All teachers in the FGD suggested that knowing students by name is so important in teaching that allows them to get connected with us the teachers. These teachers believe that in the Islamic boarding school, knowing students by name is much more feasible than those studying in different schools.

> One of the participated reiterated that:
> We understand that it is not easy to know all students by their names, but it is worth striving to remember their name. This is because calling individual students' name will increase emotional attachment between students and teachers.

The teachers in both Islamic Modern Schools believe that remembering students' name is important to allow effective teaching to occur. There are ways that teachers can take to improve their memory of the students' name. For instance, the teachers may need to ask students to use their name tag for easy recognition, or at least the teachers could ask students to sit at the same seating for a couple of weeks.

d. *Being an active teacher*

The data from the FGDs reveals that all teachers agree that teacher and learners are both responsible for effective learning to take place. They state that the teachers cannot merely blame students for ineffective learning, since classroom instruction has been significant for effective learning. They for example stated that:

> I believe that if the teachers are active and effective, students will be triggered to be active too. For that reason, I am always trying to be very active, energetic and also creative. This I am sure will influence students' learning attitude.

When asked for some clarification, other teachers agree that this is very much the case. This is because in many instances, students loss their learning interest because of their teachers' ineffective teaching approaches. As one of them added:

> I agree with my other colleagues' opinion, it is indeed important that teachers engage in professional development. This enables them to be more creative and energetic in teaching, which in the end allows them to boost their students' learning motivation.

All teachers interviewed are in agreement that teachers should be taken responsible for effective classroom to take place. Therefore, it is important to note that blame for ineffective teaching can be automatically born into students.

e. *Administered rewards and punishments*

The other important way to encourage students' learning is through rewards and punishments. Rewards for good practices will boost students' energy and motivation to learn and participate actively in their learning. At the same time, punishments for lacked learning outcome will sometimes also open up the door for learning participation. One of the teachers argued:

> I see rewards for good achievement is important. It does not have to be a big reward. The teachers for example could provide a small token of appreciation for students when they progress well. The punishments should not be a kind of corporal punishments. The teachers would perhaps choose a light punishment, in a form of giving extra assignment for students who are reluctant to engage in classroom participation.

This quote indicates that rewards and punishments are considered as the majority of the teachers as effective ways to encourage students' learning. It is important to note here that what we meant as the punishment is not necessarily to give physical pain, such as corporal punishment that would hurt someone physically or mentally.

Rewards and punishments are two important issues required for effective learning. However, these rewards and punishments are not meant to hurt them physically and mentally. These rewards and punishments should be more towards encouraging students to do their best in their learning.

f. *Consistent Learning assessment*

Assessment is one of the most important components. This is because assessment triggers students to learn better and get most of their potencies. The data suggests that when students are regularly assessed for their learning, it will trigger them to participate in learning. The information from the FGDs indicates that teachers viewed assessment as important learning component. One of them, for example stated:

> I could not imagine if the teachers in any way do not assess their students regularly. Students will not feel responsible for their learning if they are not assessed for what they have learnt. This is because I believe that assessment should be regularly implemented to students to keep them alert of what they have to review for their lesson

The quote informs us that learning assessment is important to keep students learn best. Some of them might feel reluctant to take the best out of themselves if they are not assessed for what they have learned. This also suggests that learning participation can be encouraged through assessment.

There are two kinds of assessment appropriate to be implemented in the classroom: the formative and the summative assessment. The former tests students on the basis of day today classroom activities; while the latter is administered at the end of academic year, such as final examination at the end of school year.

B. Challenges in Encouraging students' learning participations or complexities in implementing PE

Our interviews in the FGDs also reveal important message on the challenges teachers face in encouraging classroom participation. The majority of the participants in the research agree that encouraging students' learning participation is challenging. Most of them believe that students' individual background; their previous educational background; and lack of learning facilities in their previous schools.

a. Students' individual differences

The majority of teachers interviewed in four FGDs believed that students' individual differences play major role in inhibiting teachers to activate students' interests to participate in their learning. Some students tend to be passive and silent in the classroom, but not necessarily considered as low achievement students. Some

of the students choose that attitude as they prefer to be quiet and only communicate if they feel it necessary. A teacher, for example stated:

> We as teachers should learn our students' individual differences; some of them may like to learn with partners in group, the group work. In the other instances, some students are lone fighters; they like to learn themselves in isolation, detaching themselves from their classmates. These individual differences sure are as challenging for teachers to encourage their students to learn.

This quote indicates that one of the challenges in encouraging students' participation is students' individual differences. Some of the students are quiet, some are talkative, some individual learners, while other social learners. These differences give inhibit teachers' effort in encouraging students to participate in classroom learning.

Our FGD also suggest that some students indeed do not want to learn; they are not very motivated to be active and choose to be quiet. Therefore, this requires us as teachers to be active and work hard to ignite their motivation to participate and to learn.

b. *Students' educational background*

In addition to students' individual differences, students' educational backgrounds also contribute to difficulties in encouraging students' participation. One of the teachers in the FGD states that students in their boarding school come from many different types of school, and definitely they bring their own learning styles, as she said:

> Students at school come from multiple school backgrounds. Some of them come from very low-achieving schools, somewhere in remotes areas. While some others were the graduate of high-achieving schools.

It is important to note that different levels of schools produce different types of students. For example, most students studying in high-achieving schools have been trained to work harder than those in low achieving schools. Most students graduated from those top schools learn differently; they are often very active, sometimes talkative, and in fact, they are most of the time assumed to be impolite.

On the other hand, students coming from low-achieving schools produce students with different attitudes. Research has revealed that students coming from low level schools tend to be quiet and switch off; they are not very active, since the instructional process they have gone through did not allow them to be active and critical in the classroom.

For this reason, it is understandable if this issue were seen as contributing factors for teachers' challenges in making students active in class. Some of the teachers in the both boarding schools visited argued the fact that most of their students come from low achieving primary schools; that's why the teachers found it difficult to encourage students' learning participation. However, they also claimed that academic cultures played out in their particular boarding school stimulate learning participation. One of the teachers, for example said:

> Although most of our students graduated from surrounding schools considered as not good schools, when they come to us, they are able to adjust themselves to our programs, and as those programs we have transform these students from quietness to become active students.

The quote informs that although some students in the two boarding schools come from many different schools, which may not be high-achieving schools, they are able to make them active using extra work and program. This suggests that these teachers need to do extra work to encourage students engage in active learning.

c. Lacked learning facilities

The findings of our FGD also suggest that lack of learning facilities limit the possibility to implement. One of the teachers states that it would be problematic to implement the progressive education or encourage learning participation without sufficient learning facilities. It is important to note that learning facilities are important indeed to stimulate effective learning.

One of science teachers, for example stated:

I am a chemistry teacher, in which I teach my students and plan to encourage their participation. However, I could not do much, since we do not have sufficient facilities in our school that support me to encourage students'

participation. For example, we do not have enough facilities to do some
experiment, since we do not have that fancy laboratories.

This suggests that teachers would find it challenging to encourage learning
participation without sufficient learning facilities. We indeed believe that while
qualified teachers are important, learning facilities also play big role in helping
students learn effectively.

C. Teachers' views of Learner-centred Instruction

Our final theme for our finding is uncovering teachers' views of learner-
centred instruction (LCI). Three big codes emerged from our FGDs.

a. Effective approaches to teaching

All teachers interviewed in the three Islamic boarding schools believe that the
LCI. The LCI is considered effective because it gives students more space to engage
in the learning process. When students are given opportunities to express their
voices, there will be more learning taking place. One of the teachers suggested:

The students will be happy to participate in the instructional process if we
give them time to speak up. This is important to note that creating good
teaching atmosphere and allows them to be active in learning

However, most teachers emphasize that to enable LCI implemented effectively,
teachers should first become active themselves. Teachers should be very active and
proactive to enable the LCI to take place.

One of them stated that:

The students will be active when teachers are active themselves. It is
important to note that before teachers encourage students' learning
participation, they should first become active teachers themselves. This is

important because only by doing so, the teachers can show good practices to students.

The FGDs suggests that all teachers see LCI as an effective teaching approach, since it gives opportunities for students to be expressive and engage in instructional process. However, these teachers also emphasize that LCI will only be effective if the teachers themselves are active, energetic, and proactive, which then enable students to be active as well.

In addition, since the LCI is important for effective teaching, the participants advice that LCI should be internalized from the early phase of education. The Kindergarten and primary system should be incorporated this this teaching approach into their system. Early internalization of the LCI will be culturalized in students learning and thus they will get used to LCI environment.

b. *Not necessarily effective for all courses and settings*

While the LCI is undoubtedly important and effective, the FGDs also uncovered interesting findings. These teachers agreed that while LCI is considered effective, they also argue that the LCI cannot be appLCIable across all settings and all courses. They believe that while some courses could be taught through the LCI, the others may be inappropriate to cater through LCI, one of them stated:

Yes, we believe that some courses work well when taught in LCI, but some of them cannot be transferred in LCI. For example, the *Muthalaah* course, we cannot ask students to be very active and generate knowledge themselves, we have to approach this course differently

This suggests that while LCI is considered important for effective teaching, certain courses, especially those specified designed coursework in the *pesantren's* curriculum cannot be delivered through the learner-centred instruction. This also allows us to understand that teachers are required to engage in differentiated instruction to enable students to gain better understanding of the courses being offered.

c. *Negative impacts of the LCI*

While the LCI is considered effective instructional approaches, since students are active learners, in which they construct their own knowledge and ideas, the LCI also brings some negative impacts. Most of the teachers argue that teachers' role are still important in the learning process. In fact, educational practitioners believe that no matter what kinds of educational system are played out, the role of teachers to guide class is still paramount.

Teachers participating in our FGDs argue that negative impact of the LCI may inhibit students to do well in their exams. For them, it is important to note that the Indonesian educational system relies on summative assessment for learning evaluation, and the LCI does not prepared students to do well in a kind of rote learning evaluation.

DISCUSSION

The research has found several main themes in regard our research inquiries on boarding schools' engagement in the instructional process; teachers' strategies in encouraging students' participation; challenging in the implementation of the learner-centered instruction; and on teachers' boosting LCI in boarding schools.

It is important to note that learner-centered instruction is seen as an important approach to carry out effecting instruction. All these teachers are in agreement that LCI give more benefits. However, they also suggested that in some instances, the LCI does not give positive impacts as expected. The teachers participating in this study argued that students coming from certain types of primary education had not been trained to study in the LCI environment. Some of these students in boarding schools were not trained to receive instruction that relies on their own independent efforts to construct knowledge; they are accustomed to become knowledge receivers rather than knowledge seekers. Being knowledge receivers has been internalized in some Indonesian systems, especially those in low achieving schools (Zulfikar, 2009), which then become one of the inhibiting factors for LCI to take place.

The other important information generated from the FGDs is the fact that some teachers argue that the LCI may sometimes contribute to poor students' performance in examination. They argued that most students are not capable of building their own knowledge as they believe that they do not gain sufficient exposure from their teachers in class. These teachers' argument was that the fact that the role of teachers is still very important and that it is no way to imagine that students would be able to learn best with the absence of their teachers.

In addition to this argument, the participants of the research believe that LCI starts to gain popularity in the Indonesian school settings; and this challenges previous arguments saying that LCI is not applicable in Islamic boarding schools. The fact these teachers participating in our research saw LCI as an important teaching approach and it most likely receive wide audience in the coming years. However, they still in agreement that not all courses are appropriate to be carried out through the LCI. This nevertheless will not discourage educational practitioners to implement this teaching approach. Therefore, we believe that in the recent times, schools regardless of their different management and

schooling systems considered giving more spaces for students to be expressive to be necessary for effective learning.

CONCLUSION

Research on progressive education (PE), in which democratic education and learner-centered instruction has been revealed important nuances on the LCI whereabouts. While the participants of this study believe that LCI is important, they also believe that the LCI can give negative impact as well, in a sense that students may not be learning effectively due to lack of teachers' guidance. However, most of them believe that progressive education, in which LCI is a part of it, should be effectively implemented to produce effective learning outcomes.

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RESUME

PERSONAL DETAILS

Name	: Dr. T. Zulfikar, M. Ed., MA
Scholar ID	: U3zWTQkAAAAJ
NIP/NIK	: 197804302001121002/1106123004780001
SCOPUS ID	: 56233694800
SINTA ID	: 6014570
ORCID ID	: https://orcid.org/0000-0001-6160-2855
MORA Researcher ID	: 203004780108062
MORA Reviewer ID	: 203004780108093
Sex	: Male
E-mail	: teuku.zulfikar@acehresearch.org/teuku.zulfikar@ar-raniry.ac.id

EDUCATIONAL BACKGROUNDS

Year	Degree	Institution	Department
2000	S. Ag	IAIN Ar-Raniry Banda Aceh	EFL Education
2004	M. Ed	Monash University, Australia	Leadership, Policy and Change in Education
2005	Diploma Linguistics	Ohio University, USA	Applied Linguistics
2006	M. Ed	Ohio University, USA	Educational Administration
2012	Ph. D	Monash University, Australia	Language, Culture and Education

WORKING EXPERIENCE ON OTHER PROFESSIONAL ASSIGNMENT

Year	Assignment	Institution/organization
2015-Now	Reviewing journal articles	World Journal of Education
2017-Now	Reviewing journal articles	International Journal of Leadership in Education
2017-Now	Reviewing journal articles	TESL-Canada Journal
2014-Now	Reviewing journal articles	Jurnal Islam Futura-UIN Ar-Raniry, Banda Aceh
2014-Now	Reviewing journal articles	Englisia Journal-UIN Ar-Raniry, Banda Aceh
2015-Now	Reviewing journal articles	Didaktika Journal-UIN Ar-Raniry, Banda Aceh
2017-Now	Reviewing journal articles	SiELE Journal-Syiah Kuala University Banda Aceh
2011-Now	Reviewing journal articles	Journal Al-Ta'lim-UIN Imam Bonjol Padang
2018-Now	Reviewing journal articles	Journal of Education and Linguistic Studies-STAIN Kediri
2018-Now	Reviewing journal articles	Al-Ta'dib-IAIN Kendari
2018-Now	National Reviewer-Reviewing journal articles	Ministry of Religious Affairs of Indonesia
2019-Now	National Reviewer and Interviewer-reviewing Ph. D candidate	Ministry of Religious Affairs of Indonesia
2019-Now	Member of the advisory board-Consultant for educational development in Aceh	Governor of Aceh-Department of Human Resource Development of Aceh (BPSDM-A)
2018-2019	Local (Aceh)Principal Investigator	The Toyota Foundation with Naresuan University Thailand

2014-2017	Staff in international Engagement	Governor of Aceh-Institute for Human Resource Development of Aceh (LPSDM-A)
2014-2015	Qualitative Data analyst	The Asian Development Bank-to do an ethnographic studies exploring quality of vocational education
2014-2015	Fieldwork coordinator	The Asian Development Bank-to do an ethnographic studies exploring quality of vocational education
2013-2013	Consultant for reviewing school policy	Kinerja-Aceh

PROFESSIONAL TRAINING

Year	Training	Host	Period
2001	Lecturer Training	Ministry of Religious Affairs	6 months
2001	English for Academic Purposes & Cross-Cultural Understanding	IALF-Indonesian Australian Language Foundation, Jakarta	6 months
2002	Introduction for Academic Program	MUELC-Monas University English Language Center, Monash University Australia	3 months
2004	English for Academic Purposes	OPIE-Ohio Program of Intensive English, Ohio University USA	3 months
2007	English for Academic Purposes	IALF-Indonesian Australian Language Foundation, Jakarta	3 months
2013	Research for Critical Education	ICAIOS-International Center for Aceh and Indian Ocean Studies, Banda Aceh	2 months
2014	Ethnographic Research: The advanced level	ICAIOS-International Center for Aceh and Indian Ocean Studies, Banda Aceh	1 month
2017	Integrating Critical Thinking Skills into the Exploration of Culture in an EFL Setting	World Language-SIT Graduate Institute, USA	7 months
2018	Postdoctoral Fellowship For Islamic Higher Education (POSFI)	Ministry of Religious Affairs-Western Sydney University Australia	4 months

TEACHING EXPERIENCE

Course	Degree	Institution	Academic Year
English Language Research	B. ED	Universitas Islam Negeri Ar-Raniry	Academic Year 2015-2016
Foundation of Education	M. ED	Universitas Syiah Kuala	Academic Year 2016-2017

Research in Language	M. ED	Universitas Syiah Kuala	Academic Year 2015-2016
Material Development	M. ED	Universitas Syiah Kuala	Academic Year 2016-2017
TEFL Methodology	M. ED	Universitas Syiah Kuala	Academic Year 2015-2016
Metode Penelitian dan Penulisan Karya Ilmiah	M. ED	Universitas Islam Negeri Ar-Raniry	Academic Year 2015-2016
English Course Design	B. ED	Universitas Islam Negeri Ar-Raniry	Academic Year 2016-2017
Manajemen Pengembangan Sumberdaya Manusia	M. ED	Universitas Islam Negeri Ar-Raniry	Academic Year 2016-2017
Pengembangan Kurikulum	M. ED	Universitas Islam Negeri Ar-Raniry	Academic Year 2015-2016
Public Speaking	B. ED	Universitas Islam Negeri Ar-Raniry	Academic Year 2016-2017

TEACHING PRODUCT

Course	Department	Course Material	Academic Year
Micro Teaching	S1 Pendidikan Bahasa Inggris, FTK UIN Ar-Raniry	Micro Teaching Manual	Ganjil 2016/2017
English Language Research	S1 Pendidikan Bahasa Inggris, FTK UIN Ar-Raniry	Learning module	Genap 2016/2017
Managemen Sumberdaya Pendidikan	S2 Pendidikan Islam, UIN Ar-Raniry	Learning module	Ganjil 2015/2016
Foundation of Education	S2 Pendidikan Bahasa Inggris, Universitas Syiah Kuala	Learning module	Genap 2014/2015
Metodologi Penelitian	S2 Pendidikan Islam, UIN Ar-Raniry	Learning module	Ganjil 2014/2015

RESEARCH EXPERIENCE

Year	Title	Roles	Source of Funding
2019	Progressive Education: Empowering Indonesian Islamic boarding teachers	Principal Investigator	Research Center UIN Ar-Raniry, Banda Aceh
2018	Transforming Teachers: Reconstructing the Nature of Learning in Indonesian Schools	Principal Investigator	Research Center UIN Ar-Raniry, Banda Aceh
2018	Penguatan Sekolah Siaga Kependudukan melalui Pengembangan Kurikulum Berbasis Kearifan Lokal di Aceh	Principal Investigator	BkkbN the Province of Aceh
2017	Eksplorasi pengembangan profesionalisme dosen di FTK UIN Ar-Raniry	Principal Investigator	Research Center UIN Ar-Raniry, Banda Aceh
2017	Locating Peace through Diversity:	In country director	Toyota Foundation

	the cases of Thailand's Deep South and Indonesia's Aceh Province	for the project	
2017	Utilization of Cinematography for Preventing Radicalism and Extremism among the Youth in Aceh (Penggunaan Cinematography untuk menangkal Radikalisme dan Ekstremisme di Kalangan Generasi Muda Aceh.	Research Coordinator	Civil Society Capacity Building (CSCBI)- PPIM Jakarta
2017	Konsepsi Pembelajaran Bahasa Inggris	Qualitative Data Analyst	Research Center UIN Ar-Raniry, Banda Aceh
2016	Pembelajaran Micro Teaching	Principal Investigator	Research Center UIN Ar-Raniry, Banda Aceh
2016-2017	Interaction of Geohazards and Settlements through the Past Millennium, Banda Aceh, Indonesia	Supervisor of the Research Project	Earth Observatory of Singapore-Nanyang Technological University, Singapore
2014	Education Management: Post Conflict Aceh	Senior Researcher/Field Enumerator	University of Auckland
2013-2014	The Education Management-Strengthening vocational Education in Aceh	Qualitative Data Analyst	Asian Development Bank
2014	Improving teacher workforce planning and management in Aceh	Field Survey Coordinator	Asian Development Bank
2012	Managing the development of knowledge sector in Aceh	FGD Coordinator	Asia Foundation
2011-2012	The exploration on the effectiveness of the Aceh government funding on education	Principal Researcher	SEDIA- Support for Education Development in Aceh

PUBLICATION

A. Products

Year	Title	Journal
2019	From an active learner to reflective practitioner	*Qualitative Report* (TQR). V. 24, no, 3 SCOPUS: Q1
2019	(*with Safrul Muluk, Habiburrahim, Janice Orell, dan Mujiburrahman*) Developing generic skills at an Islamic higher education institution curriculum in Aceh, Indonesia	*Higher Education, Skills and Work-Based Learning.* https://doi.org/10.1108/HESWBL-06-2018-0064
2018	(*with Mujiburrahman*)Understanding own teaching: Becoming reflective teachers through reflective journal	*Reflective teaching.* Vol. 9. No. 1, p. 1-13. Indexed SCOPUS: Q1 http://dx.doi.org/10.1080/14623943.2017.1295933

2017	(*with Zaiturrahmi & Usman Kasim*) Analysis of instructional questions in an English textbook For senior high schools	*ENGLISH EDUCATION JOURNAL (EEJ), 8(4), 536-552, October 2017* *http://jurnal.unsyiah.ac.id/EEJ/article/view/9217*
2017	(*with Usman Kasim & Nasriati*) Classroom practice: applying the Scientific Approach based on the 2013 Curriculum	*ENGLISH EDUCATION JOURNAL 8 (4), 418-535, October 2017* *http://jurnal.unsyiah.ac.id/EEJ/article/view/9214*
2017	(*with Sofyan A. Gani & Tri Sulisdawati*) Perceptions of English Teachers About Lesson Plans For The KTSP and The 2013 Curricula	*ENGLISH EDUCATION JOURNAL 8 (4), 503-517, October 2017* *http://jurnal.unsyiah.ac.id/EEJ/article/view/9213*
2017	(*with Asnawi & Inas Astila*) Students' perception of oral corrective feedback in speaking classes	*ENGLISH EDUCATION JOURNAL 8 (3), 275-291, JULY 2017* *http://www.jurnal.unsyiah.ac.id/EEJ/article/view/8918*
2017	Young Muslims in a Global World: Identity Narrative of Young Muslims in the Australian Society	Cambridge Scholars Publisher, UK- Lady Stephenson Library, Newcastle upon Tyne, NE6 2PA, UK
2017	The Contribution of Undergraduate Students' Self-Esteem and Academic Achievement to Their Career Readiness	*International Journal of Latest Research in Humanities and Social Science (IJLRHSS).Volume 03 - Issue 01., p. 08-15*
2016	Pendidikan demokratis: sebagai ciri pendidikan Islam. In *Social Harmony Teaching in the Qur'an and the Sunnah: Islam dialogue and modernity*. Banda Aceh	Banda Aceh, IISDP
2016	"I feel different though": narratives of minority students in Australian public school.	*Cogent Education*. Vol. 3: 1 https://www.tandfonline.com https://doi.org/10.1080/2331186X.2016.1139767
2016	KTSP and K13 as perceived by English Teacher	International Conference of ELITE in Proceeding: Universitas Islam Negeri Syarif Hidayatullah, Jakarta: ISBN: 978-602-6804-08-2. Hal. 392-399, 2016
2016	Shaping research problems: Understanding EFL students' voice on the process of developing research project	Proceeding: International Conference of EEIC, Universitas Syiah Kuala, Banda Aceh: ISBN: 2527-8037. Hal. 178-182, 2016.
2016	Understanding Muslim identity through multiple lenses: Insights from a minority group in Australia	Proceeding: International Conference of ARICIS, Universitas Islam Negeri Ar-Raniry, Banda Aceh: ISBN: 978-602-1632-83-3, 18, 2016
2015	Indonesian education: Its effort for progressive learning environment. In M. Y. Eryaman, & Bruce, B. C. International Handbook of Progressive Education	New York: Peter Lang Publishing Inc.

	(HOPE)	
2015	Peer Assessment: Insights into Teaching Narrative Texts	Research in English Language Teaching Journal, 1 (1), 2015
2014	Researching my own backyard: Inquiries into an Ethnography Study	*Ethnography and Education.* Vol. 9: 33, 373-386. Indexed: SCOPUS http://dx.doi.org/10.1080/17457823.2014.919869
2014	Theses Originality: An Initial Effort to Examine Students' Final Projects	Jurnal Al-Ta'lim, 12 (2), 2014
2013	Looking from within: The progressive education in Indonesia	*International Journal of Progressive Education.* V.9, No.3.p. 124-136.
2013	Ways of being Muslims: faith, schooling and social culture	*Lambert Publication*, Germany.
2012	Learning from my own backyard: professional learning	*Jurnal Ta'lim*, IAIN 'IB' Padang
2011	Leadership perceptions in Indonesian higher education	Lambert Publication, Germany
2010	*Book Review:* **Robert W. Hefner, *Making Modern Muslims: The Politics of Islamic Education in Southeast Asia*** Honolulu: University of Hawai'i Press,	*Asian Ethnology* 69/1, 2010; http://asianethnology.org/articles/323
2009	The Making of Indonesian Education: An overview on empowering Indonesian teachers	*Journal of Indonesian Social Science and* Humanities. Vol.2.
2009	Menelaah Keadaan Pendidikan Islam: Sebuah Kajian Kritis	*Nadwa, Jurnal Pendidikan Islam*, IAIN Semarang.
2008	Leadership perceptions in higher education in Indonesia	Jurnal PusLIT IAIN Imam Bonjol
2007	Karakter Kepemimpinan Pendidikan Indonesia	Hayfa Press, Padang
2007	Teaching paradigms: personal and professional outlooks	*Hadharah Journal,* IAIN IB
2005	Syntax and its teaching: A comparative analysis	*Ta'lim Journal,* College of Education
2005	Resurrecting educational leadership	*Journal of graduate studies*, IAIN Imam Bonjol
2004	The new architecture of educational leadership	*Ta'lim Journal*, College of Education

B. Paper/Poster

Year	Topic	Hosts
2016	Understanding Muslim identity from multiple lenses: Insights from a minority group in Australia	*Proceeding in the International Conference of ARICIS.* UIN Ar-Raniry, Banda Aceh
2016	Shaping Research Project: Understanding students' ways of writing research problem	*Proceeding in the International Conference of EEIC.* Universitas Syiah Kuala. Banda Aceh
2016	KTSP and K13 as perceived as teachers	*Proceeding in the International Conference of ELITE, UIN Syarif Hidayatullah, Jakarta*
2015	Educational Governance: Aceh's Education Post Conflict	International Conference for Indian Ocean Studies VI, Universitas Syiah Kuala, Banda Aceh
2013	Review on the effectiveness of the Government of Aceh Scholarship program	Proceeding at ICAIOS International Conference, June 2013. Universitas Islam Negeri Ar-Raniry

C. Reviewer

Year	Title	Publisher
2017	Leadership in higher education – the double-edged sword of Collegiality	*International Journal of Leadership in Education*
2017	Educational trends of cooperation between Ukraine and Lithuania: comparative analysis of master's programs	*World Journal of Education*
2016	Interview with an adult educator: qualities, skills and qualifications that are required.	*World Journal of Education*
2016	Views of Trainee Teachers in Public Universities on Sewing/Clothing and Textiles Education in Ghana	*World Journal of Education*
2015	The use of Participatory Action Research within Education-Benefits to Stakeholders	*World Journal of Education*
2015	Teachers' perception of the effectiveness of the various methods of teaching for facilitating learning in social studies in Ekiti state, Nigeria	*World Journal of Education*
2015	What every students should know": General education requirements in undergraduate education	*World Journal of Education*
2015	Cyberbullying among Saudi's Higher-Education Students: Implications for Educators and Policymakers	*World Journal of Education*
2015	Implementation of quality assurance standards and principals' administrative effectiveness in public secondary schools in edo and delta states	*World Journal of Education*
2015	Influence of Almajirici on school attendance and academic performance among students of Almajiri integrated school, Sokoto state	*World Journal of Education*
2015	Manifestation of corruption in higher education: the role of the university administrator	*World Journal of Education*
2015	The Need for Fundamental Educational Reform for Canada's Aboriginal Youth is Now! If Not Now, When?	*World Journal of Education*

2015	Exploring Levels of Job Satisfaction among Teachers in Public Secondary Schools in Tanzania	*World Journal of Education*
2015	Provision of Student Support Services and its impact on Quality University Education	*World Journal of Education*
2015	Family, peer and school influence on children's social development	*World Journal of Education*
2015	Relationships between organizational climate and burnout among university's Romanian employees: The mediation role of teasing behaviors	*World Journal of Education*

CONFERENCE/SEMINAR/WORKSHOP/SYMPOSIUM

Year	Topic	Host	Roles
2006	Leadership perceptions in higher education in Indonesia (Symposium)	Ohio University, USA	Speaker
2006	An exploration on the effectiveness of reflective journals on teaching attitude (International Conference)	University of Kentucky, USA	Speaker
2006	The impact of self-reflection on classroom practices (International Conference)	Ohio University, USA	Speaker
2008	Second Generation Indonesian Muslim (Monash Education Research Society conference)	Monash University, Australia	Speaker
2008	Being Muslim at Australian Public School (Roundtable discussion)	University of Melbourne, Australia	Speaker
2009	Religious Identity of Indonesian Muslim Youth (International conference)	Deakin University, Australia	Speaker
2010	Thinking home while away-improving Indonesian Teacher (International Conference)	Victoria University, Australia	Speaker
2010	Researching my own backyard: Critical thinking in educational research (International Conference)	University of Melbourne, Australia	Speaker
2011	I am a common student: Narratives of the minority (Monash Education Research Society Conference)	Monash University, Australia	Speaker
2016	School based management from peace-building lens: Insights from Aceh (International Conference)	ICAIOS, Universitas Syiah Kuala Banda Aceh	Speaker
2016	Shaping Research Problems: Understanding EFL students' voice In the process of developing research project (International Conference)	EEIC, Universitas Syiah Kuala, Banda Aceh	Speaker
2017	KTSP and K13 Curriculum as perceived by Teachers (International Conference)	ELITE, UIN Walisongo, Semarang	Speaker
2018	From violence to peace? Thailand's deep South and Indonesia's Aceh Province	Naresuan University, Thailand	Speaker

2018	International Workshop on Teacher Technique Innovation	ELITE, UIN Malang	Speaker
2018	Annual International Conference on Islamic Studies	AICIS, IAIN Palu	Speaker
2018	Workshop Nvivo (Software analisa data qualitative)	Universitas Syiah Kuala	Trainer
2019	Presentation at AICIS-Annual International Conference on Islamic Studiess	UIN Syarif Hidayatullah Jakarta	

PROFESSIONAL ACTIVITIES/PUBLIC SERVICE

Year	Activities	Host
2005	*Guest lecture*: The nature of Aceh Conflict	Ohio University, USA
2005	*Guest lecture:* Support for Tsunami Relief for Aceh	Ohio University, USA
2005	*Guest lecture:* Support for Tsunami Relief for Southeast Asia	Ohio State University, USA
2005	*Guest lecture*: Introduction to Religion	Ohio University, USA
2005	*Guest lecture:* Democracy in Indonesia	Ohio University, USA
2011	*Student seminar:* Tips on Writing PhD Thesis	Monash University, USA
2011	*Workshop:* Manajemen of Pondok Pesantren	Badan Dayah, Banda Aceh
2012	*Workshop:* Karakter Kepemimpinan Dayah	Badan Dayah, Banda Aceh
2013	*Workshop*: Pelatihan Pendidikan Karakter	Kantor wilayah Pendidikan
2014	*Training:* Qualitative research and Intro to Nvivo	ICAIOS
2014	*Training:* Qualitative research and Intro to Nvivo	Universitas Malikussaleh
2014	*Training:* Qualitative research and Designs of proposal	Universitas Syiah Kuala
2014	*Training:* Qualitative research designs	STKIP Abdya
2015	*Training:* Curriculum Development and Syllabus Design	Universitas Syiah Kuala
2015	*Training:* Qualitative Research	Universitas Syiah Kuala
2015	*Training:* Qualitative and NVIVO	ICAIOS
2015	*Training:* Qualitative and NVIVO	ICAIOS
2015	*Training:* Qualitative research design	ICAIOS
2016	*Training:* Leadership and Social Harmony	IISDIP
2016	*Guest lecture:* Your English determined your bright future	IAIN Lhokseumawa
2017	*Guest lecture:* Merintis Jurnal International	IAIN Lhokseumawe
2017	*Guest lecture:* New trend in language teaching	IAIN Langsa
2017	*KPM innovative*	Arungan LAMBALEK

EXECUTIVE ROLES

Roles	Institution	Year, from …….to…………….
Member	Division-Training DIKLAT ELITE	January 2018-Now
Chair	Prodi Pendidikan Bahasa Inggris, FTK, UIN Ar-Raniry	March 2016-Now
Director	International Center for Aceh and Indian Ocean Studies (ICAIOS)	January 2016-Now
Advisory	Lembaga Peningkatan Sumberdaya Manusia	January 2014-Now

Board	Aceh (LPSDM-A)	
Deputy Coordinator	Bidang kerjasama luar negeri (Ikatan Alumni UIN Ar-Raniry	January 2015-Now
Deputy Coordinator	Bidang Pengembangan SDM dan Spiritualitas (ICMI Aceh)	April 2016-Now

PROFESSIONAL ASSIGNMENT		
Year	Assignment	Institution/organization
2015-Now	Reviewing journal articles	**(1).**World Journal of Education; **(2).** International Journal of Leadership in Education; **(3).** TESL-Canada Journal; **(4).** Jurnal Islam Futura-UIN Ar-Raniry, Banda Aceh; **(4).** Englisia Journal-UIN Ar-Raniry, Banda Aceh; **(5).** Didaktika Journal-UIN Ar-Raniry, Banda Aceh; **(6).** SiELE Journal-Syiah Kuala University Banda Aceh; **(7).** Journal Al-Ta'lim-UIN Imam Bonjol Padang; **(8).** Journal of Education and Linguistic Studies-STAIN Kediri; **(9).** Al-Ta'dib-IAIN Kendari; **(10).** IEEE Access: a Multidisciplinary Journal
2018-Now	National Reviewer-Reviewing journal articles; National Reviewer and Interviewer-reviewing Ph. D candidate	Ministry of Religious Affairs of Indonesia
2019-Now	Member of the advisory board-Consultant for educational development in Aceh	Governor of Aceh-Department of Human Resource Development of Aceh (BPSDM-A)
2018-2019	Local (Aceh)Principal Investigator	The Toyota Foundation with Naresuan University Thailand
2014-2017	Staff in international Engagement	Governor of Aceh-Institute for Human Resource Development of Aceh (LPSDM-A)
2014-2015	Qualitative Data analyst	The Asian Development Bank-to do an ethnographic studies exploring quality of vocational education
2014-2015	Fieldwork coordinator	The Asian Development Bank-to do an ethnographic studies exploring quality of vocational education
2013-2013	Consultant for reviewing school policy	Kinerja-Aceh

ROLES IN ENHANCING STUDENTS' CAPACITY			
Year	Programs	Roles	Place
2016-Now	Go Bolding (Kegiatan pengembangan kreativitas mahasiswa	Coordinator	UIN Ar-Raniry Banda Aceh
2016-2017	KPM-Inovatif: Universitas Membangun Desa	Expert	UIN Ar-Raniry (Kegiatan di Kabupaten Aceh Barat)
2016-Now	Inspirational Talk	Coordinator	UIN Ar-Raniry Banda Aceh
2016	Orientasi Pengenalan kampus	Deputy Coordinator	UIN Ar-Raniry Banda Aceh

2016	Pengembangan kreativitas mahasiswa	Deputy Coordinator	UIN Ar-Raniry Banda Aceh

AWARDS

Year	Types of awards	Granted by
1998	On-going scholarship	Exxon Mobil
2001	Lecturer training	Ministry of Religious Affairs
2002	Scholarships to study in Australia	AusAID
2004	Scholarships to study in the USA	Fulbright
2005	Student Citation	Rector of Ohio University
2007	Scholarships for Ph. D	Ministry of Instructional Technology
2013	Favorite lecturer	Graduate study of Syiah Kuala University

PROFESSIONAL ORGANIZATION

Year	Organization	Roles
2002-2003/ 2009-2010	**MIIS:** Monash Indonesian Islamic Society-Monash University	Vice President
2005-2006	**MSA:** Muslim Student Association-Ohio University	Chair of Social Affairs
2005-2006	**PERMIAS:** Persatuan Pelajar dan Mahasiswa Indonesia Amerika Serikat	President
2008-2012	**GESI NODE**: Issues on Gender and Globalization in Education	Member
2009-2012	**TASA**: The Australian Sociological Association	Member
2010-2012	**AARE:** Association of Australian Research in Education	Member
2007-2011	**IMCV:** Indonesian Muslim Community of Victoria	Chair of Religious Affairs
2013-present	**TEFLIN:** TEFL teachers and lecturer community	Member
2016-present	**ELITE :**Education Language Literature and Education	Member
2016-2018	**ICAIOS :** International Center for Aceh and Indian Ocean Studies	Executive director
2015-present	**ICMI:** Ikatan Cendikiawan Muslim Indonesia	Member
2015-present	**IISDP:** Institute for Islamic Studies Interreligious Dialogue and Peace	Member

Dr. T. Zulfikar, M. Ed

Habiburrahim

Jln. Inong Bale No. 34
Darussalam 23111
Banda Aceh
Aceh – Indonesia
Phone: +62 813 6278 9911
Email: habib.habiburrahim@fulbrightmail.org

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Name   **:** Habiburrahim
Place and Date of Birth : Aceh Timur, August 6th, 1972
Nationality   **:** Indonesian

Educations:
- March 2010 to February 2014
  Doctor of Philosophy, Majoring in Curriculum Development
  Flinders University, Adelaide, South Australia

- August 2006 to December 2007
  Master of Science (M.S), Majoring in Higher Educational Management
  Texas A&M University, Texas – USA

- January 2001 to December 2002
  Master of Human Resources Management
  Curtin University of Technology, Perth, Western Australia

- 1991 to 1996
  English Education
  State Islamic University (UIN) Ar-Raniry
  Darussalam – Banda Aceh, Indonesia

Honors and Awards:
- 2010 to 2014 Aceh Government Graduate Scholarship
- 2006 to 2007 Fulbright Graduate Scholarship
- 2001 to 2002 ADS Graduate Scholarship

Professional Experiences:

1. **February 2015 to current time**
   Director, Center for Language and Teaching Staff Development of UIN Ar-Raniry
   Darussalam - Banda Aceh, Indonesia
   Main responsibilities:
   - Manage language training programs and courses (English, Arabic, and German) to
     students, lecturers, staff of UIN Ar-Raniry, and all surrounding communities;

- Manage education training to SMP/SMU teachers throughout Aceh Province;
- Design specific education training curricula in line with current education development;
- Provide academic consultancy for those who intend to study abroad;
- Manage TOEFL training programs and tests;
- Manage IELTS training programs and tests;
- Link and consult with international scholarship providers (ADS, DAAD, NEC, STUNED, ERASMUS, FULBRIGHT, etc);
- Foster a strong cooperation with national and international universities in educational exchange programs;
- Disseminate significant information about the opportunity to study abroad;
- Manage study abroad fairs.

2. December 2008 – March 2010

Human Resource/Admin Manager, United Nations Human Settlement Programme (UN-HABITAT) Banda Aceh - Indonesia

Main responsibilities:
- Manage the works required to ensure the office is fully functioning;
- Manage staff planning;
- Deal with recruitment & selection process;
- Prepare particular trainings for staff;
- Deal with government, funding institutions, and community;
- Deal with daily administrative issues;
- Produce monthly report;
- Cooperate with other UN/agencies in doing rehab & recon in Aceh & Nias.

3. July – November 2008

Training Specialist, Rehabilitation and Reconstruction Agency (BRR) NAD – Nias, Indonesia

Main responsibilities:
- Identify Training Needs Assessment (TNA) in terms of spatial planning to executive and legislative members, Dinas Head, and *Camat/Mukim* in Aceh Besar District;
- Identify Training Needs Assessment (TNA) in terms of educational empowerment to teachers, *ustaz* (teachers at Pesantren), and other related organizations and bodies;
- Design training curriculum and syllabi;
- Select appropriate training materials;
- Conduct appropriate trainings after TNA is carried out;
- Evaluate the training output;
- Provide fortnightly progress report to BRR;
- Provide final report.

4. May to June 2008

ECD (Early Childhood Development) Researcher, UNICEF Banda Aceh, Indonesia

Main responsibilities:
- Evaluate the quality of ECD services for 0-6 years children provided in 30 selected ECD centers supported by UNICEF in two districts; Aceh Besar and Aceh Jaya;
- Assess the capacity (financial, human resources, management) of the local government (province and districts) to expand and sustain ECD services.

Evaluate the following aspects of UNICEF supported ECD program:
- Training for ECD cadres and parents;
- Community participation and affordability of the services;
- Districts' capacity of scaling up and sustaining the ECD services;
- Role of government (financial support, guidance, monitoring, management of building) in providing ECD services.

5. **August to December 2007**
Store Manager, EZ food mart, College Station, Texas - USA
Main responsibilities:
- Supervise staff members in fulfilling their duties;
- Cooperate with suppliers to deliver ordered stocks;
- Ensure all stocks are sufficient at least for one week;
- Make sure all delivered stuffs and goods are in good quality;
- Liaise with finance officer to provide monthly salary for staff/stokers;
- Provide daily report to the store owner in terms of selling and buying record/incoming and outgoing cash movements;
- Communicate with costumer services officers in dealing with returning products;
- Provide consultancy if grievances arise both from staff and costumers;
- Controlling budget/cash flows.

6. **August 2005 to March 2006**
Human Resource/Administrative Manager, United Nations Human Settlement Program (UN-HABITAT), Banda Aceh – Indonesia.
Main responsibilities:
- Manage the works required to ensure the office is fully functioning;
- Manage whole administrative and human resource procedures in 5 offices: Banda Aceh, Aceh Besar, Calang, Simelue, and Nias;
- Establish tracking and purchasing systems for office supplies;
- Liaise with the owner of the office for any works to be carried out;
- Manage the telecommunication systems, working with IT team to ensure all IT systems work properly;
- Keep records all UN facilities throughout 5 offices;
- Manage the work and delegate tasks as necessary to the Human Resources assistant;
- Filing referencing systems need to be established for both classified and non classified information;
- Manage the incoming and outgoing post and correspondence;
- Prepare in co-ordination with head of operation monthly and project expenditure forecast for 5 offices;
- Provide monthly reports reviewing actual expenditure against forecasted expenditure for all 5 offices and send them to main office in Nairobi;
- Carry out briefing of all national and international staff on UN procedures in matters of finance and administration.

7. **April to July 2005**
Office/Human Resources Manager, Medical Emergency Relief International (MERLIN), Banda Aceh – Indonesia.
Main responsibilities:

- Ensure the office is financially compliant with all MERLIN and donor regulations;
- Manage the work of the finance officer, monitoring the incoming and outgoing cash movements and cash book management process;
- Ensure documentation is completed and is sent each month to the financial coordinator;
- Assist with training and development of the finance officer as required;
- Report to the head of operation complaints, problems and/or other related issues expressed by national and local staff;
- Ensure that national and local staff members are fully aware of security procedures and are compliant with MERLIN and national procedures;
- To supervise that principles contained in the national staff guidelines are observed;
- Prepare offers of employment, contracts, job descriptions, and organize interviews in conjunction with line managers for all new positions;
- Prepare new office contract yearly, and make new revision if any;
- Assist with the training and development of national and local staff;
- Keep time-sheets updated for national and local staff;
- Liaise with Departemen Tenaga Kerja Banda Aceh Office.

8. **January to March 2005**
   Program Officer, MERLIN, Banda Aceh – Indonesia
   - Manage whole MERLIN health projects in 4 offices: Banda Aceh, Aceh Besar, Calang, and Bireun;
   - Liaise with provincial and district government in determining project locations;
   - Liaise with Dinas Kesehatan in determining appropriate health programs;
   - Communicate with community whenever any constraints/complains come up;
   - Socialize the intended health programs to community throughout the decided areas;
   - Work closely with contractors to ensure that the programs meet MERLIN policies.

9. **September 1996 – Current time**
   Lecturer and Research Assistant, State Islamic University (UIN) Ar-Raniry Darussalam – Banda Aceh, Indonesia
   Main responsibilities:
   - Teach English course to English department students;
   - Teach research methodology course to Education Faculty students;
   - Conduct research on educational issues;
   - Design curriculum/syllabi of the handled courses;
   - Teach Research Methodology to the faculty of education students;
   - Conduct training on teaching methodology to young lecturers at UIN Ar-Raniry;
   - Supervise English department students in writing thesis;
   - Supervise students in performing public community services;

Publications:
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Professional Training and Development Programs:
- November 16 – 18, 2007, Dallas, TX, USA
  Fulbright Retreat in Leadership Development
- April 12 – 14, 2007, Washington, DC, USA
  International Leadership Development Symposium
- July 11 – 14, 2005, Banda Aceh, Indonesia
  MERLIN Human Resource Management Symposium

Committee Memberships:
- January 2015 – Current Time
  Research Team, Ar-Raniry, International Journal of Islamic Studies
  Banda Aceh, Indonesia

- November 2006 to December 2007
  Human Resources Head, PERMIAS-College Station (Persatuan Mahasiswa Indonesia di Amerika, Divisi College Station, Texas)

- January to December 2007
  Educational Head, ASAUS (Acehnese Students in USA)
- 2015 to current time
  Member of the Indonesian Muslim Intellectuals (ICMI), Banda Aceh

Language Competencies:
- Acehnese (Mother tongue)
- Indonesian (Excellent)
- English (Excellent)
- Arabic (Fair)

References:
Janice Orrell
Professor
Education Faculty
Flinders University

Adelaide, South Australia
+61 8 8278 8811
janice.orrell@flinders.edu.au

Bryan R. Cole
Professor
543 Harrington Tower, Texas A&M University
Texas – USA 77840
+1 979 845 5356
b-cole@tamu.edu