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#### LAPORAN AKHIR



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

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PUSAT PENELITIAN DAN PENERBITAN LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH September 2019

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(An Ethnographic Research in Islamic Boarding Schools in *Aceh Besar*)

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#### Abstract

Progressive Education (PE) has been developed based on pragmatism as promoted by John Dewey. It supports active learning and engagement 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



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. Ibu Ketua LP2M UIN Ar-Raniry Banda Aceh;
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Akhirnya hanya Allah SWT yang dapat membalas amalan mereka, semoga menjadikannya sebagai amal yang baik.

Ucapan terimakasih kami ucapkan kepada Universitas Islam Negeri Ar-Raniry Banda Aceh sebagai pemberi dana Bantuan penelitian yang bersumber dari DIPA UIN Ar-Raniry Banda Aceh Tahun Anggaran 2019

Harapan penulis, semoga hasil penelitian ini bermanfaat dan menjadi salah satu amalan penulis yang diperhitungkan sebagai ilmu yang bermanfaat di dunia dan akhirat. *Amin ya Rabbal 'Alamin*.

> Banda Aceh, 28 Oktober 2019 Ketua Peneliti,

Dr. T. Zulfikar, M. Ed

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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 sungguhsungguh dan dalam keadaan sadar serta tanpa ada paksaan dari pihak manapun.

Banda Aceh, 22 Oktober 2019

Pengusul,

Materai

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#### **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 multifunctional 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.

these different cultural from 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. 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 The spontaneously in adulthood. transition from thinking based explanation to one based on critical evaluation is a major one. The move from an individual/competitive ethos to 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 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 prerequisite 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 classsize 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 policymakers 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 METHODOLOGY

## 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 consisting of six 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 from six Focus Group Discussions (FGD) of six participants in three Islamic modern boarding schools in *Aceh Besar*, which the total of 36 participants. These three 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.

These boarding schools enjoy their respective privilege in their respective unique programs. For example, one of the boarding schools participating in this research has a strong reputation in its extra-curricular activities; the other boarding school enjoys high reputation in the recitation of the traditional literature, and the other school has a strong commitment and collaboration with national and international institutions.

The following section discusses findings of the research generated from six focus group discussion in the three Islamic Boarding Schools. These findings are mapped into themes, which answers research inquiries.

#### **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.

#### The Research sites

The study took place in three Islamic modern boarding schools located in Aceh Besar. However, for the ethical reason, the three boarding schools are referred to by their pseudonym.

The first boarding school was established in 1992. The school offers secondary school levels, Year 7 to Year 12. The boarding school has a strong reputation in collaboration with national and international organization. In fact, it has a strong emotional attachment with one of the most prominent boarding schools in Indonesia. There are 560 students studying in the boarding school, and the school employs 77 students.

Our interview with the principal of the school, we found that the school has collaborated with some colleges within Ar-Raniry State Islamic University such as with the Faculty of Science and Technology; with shinaga Foundation Japan, wwith Goethe Institute Germany, and other Islamic educational institutions, such as Gontor Islamic boarding school, Raudhah Hasanah Medan, Darul Arafah Medan, and some non-governmental organizations, Department of Education in the province and also with the Ministry of Religious Affairs, and some other institutions. The institution employ

The second research site is a boarding school established in 1999. The school was initially established to cater the orphans. By 2000, the boarding school officially received enrolment for new students for secondary schools. The enrolment of the students in this boarding school also reaches 1343 students and 163 teachers. Like the first school, this school also collaborates with some other educational institutions.

Teachers in the school were graduated from various educational institutions, such as UIN Ar-Raniry, Universitas Syiah Kuala, Gontor Islamic Boarding School, Al Azhar University Cairo. The teachers are well prepared to teach in boarding school, since most of them have also experienced lives in boarding schools.

The third school is also located in Aceh Besar, adjacent to Banda Aceh. This third school has a strong

reputation in extra-curricular activities. Students are given opportunities to join multiple extra-curricular to develop their talents and also academic achievement.

This school which was established in 2000 also catered orphan. The founding fathers of the school were committed to give full scholarship to orphan from the beginning of its establishment until these days. In the present day, over 500 students enrolled and more than 50 teachers were employed at schools.

# 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 ways 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.

Teachers' uses of differentiated instruction are justifiable, since instructional process is complex; it is complicated for many reasons. Livingston (2017), for example argues that learning is complicated; it is not a straight forward career. Teachers need to understand their students; understand their teaching materials and are capable of transferring the subject matter effectively and efficiently. For these difficulties, it is argued that teachers should be able to engage in constant professional development. Darling-Hammond (2017) strongly argues that engaging in professional development allow teachers to improve their teaching performance, and implement various teaching methods. In addition, Louws, Meirink, Veen, and Driel (2016) state "in our study we view teachers as active agents that develop themselves professionally, not as passive recipients of professional development" (p. 772). This suggests that teachers should always engage actively in improving their professional development.

#### 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.

It is indeed important to note that classroom atmosphere should be maintained to allow effective

learning. Soinia, Pietarinenb and Pyhältöc (2016) argue the need that teachers are encouraged to make classroom as conducive as possible. Good classroom atmosphere can be produced only if teachers themselves learn and understand how their students learn. In addition, there are many ways teachers can take in producing classroom atmosphere. This is important to note that learning will take place in a comfortable classroom atmosphere.

It is important to note that teachers and students are two agents who are responsible to generate classroom atmosphere. Students' learning will be meaningful if they are active in the classroom, while teachers too should be energetic to stimulate students' learning participation.

#### 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.

Getting acquainted with students is paramount for successful learning. Teachers should not only know their students by names but also know their students' personality, and learning attitudes.

#### 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.

Researchers in teacher education believe that effective teachers are prerequisite for effective instruction.

Teachers should have strong understanding on who they are and what they do. Teacher identity is equally important as teachers' subject matter knowledge (Devine, Fahie & McGillicuddy, 2013). To enable teachers engage in effective instructional process, they should acquire craft knowledge, in which they could engage in differentiated instruction.

In addition, research shows a strong relationship between teachers' teaching approaches to students' learning approaches (Beausaert, Segers & Wiltink, 2013), and thus it is fair to say that active teachers will stimulate students' active learning while their passiveness also will discourage students' learning.

## 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 f or 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.

Moberly, Waddle, and Duff (2005) found that while rewards and punishment in learning is important, participants of the study argue that teachers' professionalism is much more rewarding for students, this is what we called as intrinsic motivation for giving rewards. Students are

found to have taken their teachers as the role models, and as such we suggest that students' effective learning is very much shaped by teachers' teaching effectiveness. In addition, Gregory (2012) utter that rewards is usually given for good academic achievement, but punishment is oftentimes administered as the result of students' bad behaviour.

#### 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.

It is always important to note that to keep the spirit of learning, students should always be evaluated for their learning. Assessing students' learning progress does not only used to measure students' academic achievement but also used to encourage students to learn and do their best.

# 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 reasons for lack of successful in the implementation of LCI in the Indonesian educational institution are varied:

First, Indonesian school cultures to some extent discourages the implementation of LCI. Most Indonesian classroom is large, in which most of Indonesian classroom consist of more than 30 students. This discourages teachers to implement LCI. This is because the LCI will work best when students in classroom is limited to 15 to 20 students in

classroom. However, what should the Indonesian policymakers do to enable LCI is best implemented in the Indonesian classroom? There are some solutions for effective implementation of the LCI in larges classes like ours. Teachers may need to use differentiated instruction. This is also relevant to comments given by participants of the FGD. They suggested that teachers should find ways to conduct interesting instructional process.

The second reason for lack of success in the implementation of the LCI is assessment system. The Indonesian schools tend to evaluate learning through summative assessment; the in-classroom examination. This type of assessment forces teachers to implement rote learning, since most of the time type of the tests administered is a closed-classroom examination. This kind of examination will reduce the likelihood to implement the LCI.

However, participants in our FGD suggested that LCI can be implemented in the boarding schools. This is because assessment in boarding school does not only come in closed-book examinations where rote learning is required. In addition, most teachers are creative in instructional process, and thus allow their students to be more engage in their own learning. In addition, the nature of schooling in the boarding

school is unique, in which instructional process does not only take place within classroom.

In addition, 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.

The findings of this study can be concluded into several important themes:

- 1. All participants in the FGDs believe that LCI is necessary for effective teaching to occur,
- 2. While LCI is important to implement, there are challenges occurred,
- 3. Large classroom discourages the implementation of LCI effectively
- 4. Students in boarding schools come from many different schools, in which some primary schools do not come from high quality schools. Some students graduated from primary schools which do not prepare students to study in the LCI environment.

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#### **EDUCATIONAL BACKGROUNDS**

Year	Degree	Institution	Department
2000	S. Ag	IAIN Ar-	EFL Education
		Raniry Banda	
		Aceh	

2004	M. Ed	Monash	Leadership, Policy
		University,	and Change in
		Australia	Education
2005	Diploma	Ohio	Applied Linguistics
	Linguistics	University,	
		USA	
2006	M. Ed	Ohio	Educational
		University,	Administration
		USA	
2012	Ph. D	Monash	Language, Culture
		University,	and Education
		Australia	

# WORKING EXPERIENCE ON OTHER PROFESSIONAL ASSIGNMENT

Year	Assignment	Institution/organization
2015-	Reviewing	World Journal of Education
Now	journal articles	
2017-	Reviewing	International Journal of
Now	journal articles	Leadership in Education
2017-	Reviewing	TESL-Canada Journal
Now	journal articles	
2014-	Reviewing	Jurnal Islam Futura-UIN Ar-
Now	journal articles	Raniry, Banda Aceh

2014-	Reviewing	Englisia Journal-UIN Ar-Raniry,
Now	journal articles	Banda Aceh
2015-	Reviewing	Didaktika Journal-UIN Ar-
Now	journal articles	Raniry, Banda Aceh
2017-	Reviewing	SiELE Journal-Syiah Kuala
Now	journal articles	University Banda Aceh
2011-	Reviewing	Journal Al-Ta'lim-UIN Imam
Now	journal articles	Bonjol Padang
2018-	Reviewing	Journal of Education and
Now	journal articles	Linguistic Studies-STAIN Kediri
2018-	Reviewing	Al-Ta'dib-IAIN Kendari
Now	journal articles	
2018-	National	Ministry of Religious Affairs of
Now	Reviewer-	Indonesia
	Reviewing	
	journal articles	
2019-	National	Ministry of Religious Affairs of
Now	Reviewer and	Indonesia
	Interviewer-	
	reviewing Ph.	
	D candidate	
2019-	Member of the	Governor of Aceh-Department
Now	advisory	of Human Resource
	board-	Development of Aceh (BPSDM-
	Consultant for	A)

	educational	
	development	
	in Aceh	
2018-	Local	The Toyota Foundation with
2019	(Aceh)Principal	Naresuan University Thailand
	Investigator	
2014-	Staff in	Governor of Aceh-Institute for
2017	international	Human Resource Development
	Engagement	of Aceh (LPSDM-A)
2014-	Qualitative	The Asian Development Bank-
2015	Data analyst	to do an ethnographic studies
		exploring quality of vocational
		education
2014-	Fieldwork	The Asian Development Bank-
2015	coordinator	to do an ethnographic studies
		exploring quality of vocational
		education
2013-	Consultant for	Kinerja-Aceh
2013	reviewing	
	school policy	

#### PROFESSIONAL TRAINING

Year	Training	Host	Period
2001	Lecturer Training	Ministry of	6 months

		Religious	
		Affairs	
2001	English for	IALF-	6 months
	Academic	Indonesian	
	Purposes & Cross-	Australian	
	Cultural	Language	
	Understanding	Foundation,	
		Jakarta	
2002	Introduction for	MUELC-	3 months
	Academic	Monas	
	Program	University	
		English	
		Language	
		Center,	
		Monash	
		University	
		Australia	
2004	English for	OPIE-Ohio	3 months
	Academic	Program of	
	Purposes	Intensive	
		English, Ohio	
		University	
		USA	
2007	English for	IALF-	3 months
	Academic	Indonesian	

	Purposes	Australian	
		Language	
		Foundation,	
		Jakarta	
2013	Research for	ICAIOS-	2 months
	Critical Education	International	
		Center for	
		Aceh and	
		Indian Ocean	
		Studies, Banda	
		Aceh	
2014	Ethnographic	ICAIOS-	1 month
	Research: The	International	
	advanced level	Center for	
		Aceh and	
		Indian Ocean	
		Studies, Banda	
		Aceh	
2017	Integrating Critical	World	7 months
	Thinking Skills	Language-SIT	
	into the	Graduate	
	Exploration of	Institute, USA	
	Culture in an EFL		
	Setting		
2018	Postdoctoral	Ministry of	4 months

Fellowship For	Religious	
Islamic Higher	Affairs-	
Education (POSFI)	Western	
	Sydney	
	University	
	Australia	

#### TEACHING EXPERIENCE

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

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

#### **TEACHING PRODUCT**

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

Syiah Kuala		
S2	Learning	Ganjil
Pendidikan	module	2014/2015
Islam, UIN		
Ar-Raniry		
	S2 Pendidikan Islam, UIN	S2 Learning Pendidikan module Islam, UIN

#### RESEARCH EXPERIENCE

Year	Title	Roles	Source of
2019	Progressive Education: Empowering Indonesian Islamic boarding	Principal Investigator	Research Center UIN Ar-Raniry, Banda Aceh
2018	teachers  Transforming Teachers: Reconstructing the Nature of Learning in Indonesian	Principal Investigator	Research Center UIN Ar-Raniry, Banda Aceh

	Schools		
2018	Penguatan	Principal	BkkbN the
	Sekolah Siaga	Investigator	Province of
	Kependudukan		Aceh
	melalui		
	Pengembangan		
	Kurikulum		
	Berbasis		
	Kearifan Lokal		
	di Aceh		
2017	Eksplorasi	Principal	Research
	pengembangan	Investigator	Center UIN
	profesionalisme		Ar-Raniry,
	dosen di FTK		Banda Aceh
	UIN Ar-Raniry		
2017	Locating Peace	In country	Toyota
	through	director for the	Foundation
	Diversity: the	project	
	cases of		
	Thailand's Deep		
	South and		
	Indonesia's		
	Aceh Province		

2017	Utilization of	Research	Civil Society
	Cinematography	Coordinator	Capacity
	for Preventing		Building
	Radicalism and		(CSCBI)-
	Extremism		PPIM Jakarta
	among the		
	Youth in Aceh		
	(Penggunaan		
	Cinematography		
	untuk		
	menangkal		
	Radikalisme dan		
	Ekstremisme di		
	Kalangan		
	Generasi Muda		
	Aceh.		
2017	Konsepsi	Qualitative Data	Research
	Pembelajaran	Analyst	Center UIN
	Bahasa Inggris		Ar-Raniry,
			Banda Aceh
2016	Pembelajaran	Principal	Research
	Micro Teaching	Investigator	Center UIN
			Ar-Raniry,
			Banda Aceh

2016-	Interaction of	Supervisor of the	Earth
2017	Geohazards and	Research Project	Observatory
	Settlements		of Singapore-
	through the Past		Nanyang
	Millennium,		Technological
	Banda Aceh,		University,
	Indonesia		Singapore
2011	7.1		TT 1 1 (
2014	Education	Senior	University of
	Management:	Researcher/Field	Auckland
	Post Conflict	Enumerator	
	Aceh		
2013-	The Education	Qualitative Data	Asian
2014	Management-	Analyst	Development
	Strengthening		Bank
	vocational		
	Education in		
	Aceh		
2014	Improving	Field Survey	Asian
	teacher	Coordinator	Development
	workforce		Bank
	planning and		
	management in		
	Aceh		

2012	Managing the	FGD	Asia
	development of	Coordinator	Foundation
	knowledge		
	sector in Aceh		
2011-	The exploration	Principal	SEDIA-
2012	on the	Researcher	Support for
	effectiveness of		Education
	the Aceh		Development
	government		in Aceh
	funding on		
	education		

## **PUBLICATION**

#### A. Products

Year	Title	Journal
2019	From an active learner to	Qualitative Report (TQR). V. 24, no, 3
	reflective practitioner	SCOPUS: Q1
2019	(with Safrul Muluk,	Higher Education, Skills and Work-Based Learning.
	Habiburrahim, Janice Orell, dan	https://doi.org/10.1108/HESWBL-06-2018-0064
	Mujiburrahman) Developing	
	generic skills at an Islamic	
	higher education institution	
	curriculum	

	in Aceh, Indonesia	
2018	(with Mujiburrahman)Understanding own teaching: Becoming reflective teachers through reflective journal (with Zaiturrahmi & Usman Kasim) Analysis of instructional questions in an English textbook For senior high schools	Reflective teaching. Vol. 9. No. 1, p. 1-13. Indexed SCOPUS: Q1 http://dx.doi.org/10.1080/14623943.2017.1295933  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 (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), 418-535, October 2017 http://jurnal.unsyiah.ac.id/EEJ/article/view/9214  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	ENGLISH EDUCATION JOURNAL 8 (3), 275-291, JULY 2017 <a href="http://www.jurnal.unsyiah.ac.id/EE]/article/view/8918">http://www.jurnal.unsyiah.ac.id/EE]/article/view/8918</a>

	speaking classes	
2017	Young Muslims in a Global	Cambridge Scholars Publisher, UK- Lady
	World: Identity Narrative of	Stephenson Library, Newcastle upon Tyne, NE6
	Young Muslims in the	2PA, UK
	Australian Society	
2017	The Contribution of	International Journal of Latest Research in Humanities
	Undergraduate Students' Self-	and Social Science (IJLRHSS). Volume 03 - Issue 01.,
	Esteem and Academic	p. 08-15
	Achievement to Their Career	
	Readiness	
2016	Pendidikan demokratis:	Banda Aceh, IISDP
	sebagai ciri pendidikan Islam.	
	In Social Harmony Teaching in	
	the Qur'an and the Sunnah:	
	Islam dialogue and modernity.	
	Banda Aceh	
2016	"I feel different though":	Cogent Education. Vol. 3: 1
	narratives of minority	https://www.tandfonline.com
	students in Australian public	https://doi.org/10.1080/2331186X.2016.1139767
	school.	
2016	KTSP and K13 as perceived by	International Conference of ELITE in Proceeding:
	English Teacher	Universitas Islam Negeri Syarif Hidayatullah,
		Jakarta: ISBN: 978-602-6804-08-2. Hal. 392-399, 2016
		2010

2016	Shaping research problems:	Proceeding: International Conference of EEIC,
	Understanding EFL students'	Universitas Syiah Kuala, Banda Aceh: ISBN: 2527-
	voice on the process of	8037. Hal. 178-182, 2016.
	developing research project	
2016	Understanding Muslim	Proceeding: International Conference of ARICIS,
	identity through multiple	Universitas Islam Negeri Ar-Raniry, Banda Aceh:
	lenses: Insights from a	ISBN: 978-602-1632-83-3, 18, 2016
	minority group in Australia	
2015	Indonesian education: Its	New York: Peter Lang Publishing Inc.
	effort for progressive learning	
	environment. In M. Y.	
	Eryaman, & Bruce, B. C.	
	International Handbook of	
	Progressive Education (HOPE)	
2015	Peer Assessment: Insights into	Research in English Language Teaching Journal, 1
	Teaching Narrative Texts	(1), 2015
201.1	D 1:	Ethioping and Education Vol 0, 22, 272, 286
2014	Researching my own	Ethnography and Education. Vol. 9: 33, 373-386. Indexed: SCOPUS
	backyard: Inquiries into an	http://dx.doi.org/10.1080/17457823.2014.919869
	Ethnography Study	
2014	Theses Originality: An Initial	Jurnal Al-Ta'lim, 12 (2), 2014
	Effort to Examine Students'	
	Final Projects	
2013	Looking from within: The	International Journal of Progressive Education. V.9,
		No.3.p. 124-136.

	progressive education in	
	progressive education in	
	Indonesia	
2013	Ways of being Muslims: faith,	Lambert Publication, Germany.
	schooling and social culture	
	G	
2012	Learning from my own	Jurnal Ta'lim, IAIN 'IB' Padang
2012	-	Junior 14 tim, 1 til 1 1 tidding
	backyard: professional	
	learning	
2011	Leadership perceptions in	Lambert Publication, Germany
	Indonesian higher education	
	J	
2010	D. 1 D. ' D. L. of TAT	Asian Ethnology 69/1, 2010;
2010	Book Review: Robert W.	
	Hefner, Making Modern	http://asianethnology.org/articles/323
	Muslims: The Politics of	
	Islamic Education in	
	Southeast Asia	
	Honolulu: University of	
	Hawai'i Press,	
2009	The Making of Indonesian	Journal of Indonesian Social Science and Humanities.
	Education: An overview on	Vol.2.
	empowering Indonesian	
	teachers	

Pendidikan Islam: Sebuah Kajian Kritis  2008 Leadership perceptions in higher education in Indonesia  Jurnal PusLIT IAIN Imam Bonjol	
2008 Leadership perceptions in Jurnal PusLIT IAIN Imam Bonjol	
2008 Leadership perceptions in Jurnal PusLIT IAIN Imam Bonjol	
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DOOT TO THE TO THE PROPERTY OF	
2007 Karakter Kepemimpinan Hayfa Press, Padang	
Pendidikan Indonesia	
2007 Teaching paradigms: personal Hadharah Journal, IAIN IB	
and professional outlooks	
2005 Syntax and its teaching: A Ta'lim Journal, College of Education	
comparative analysis	
2005 Resurrecting educational Journal of graduate studies, IAIN Imam Bon	jol
leadership	,
leadership	
<b>2004</b> The new architecture of Ta'lim Journal, College of Education	
educational leadership	

## B. Paper/Poster

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

		Scholarship program	Islam Negeri Ar-Raniry
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## C. Reviewer

Year	Title	Publisher
2017	Leadership in higher	International Journal of
	education - the double-	Leadership in Education
	edged sword of	
	Collegiality	
2017	Educational trends of	World Journal of
	cooperation between	Education
	Ukraine and Lithuania:	
	comparative analysis of	
	master's programs	
2016	Interview with an adult	World Journal of
	educator: qualities, skills	Education
	and qualifications that are	
	required.	
2016	Views of Trainee Teachers	World Journal of
	in Public Universities on	Education
	Sewing/Clothing and	
	Textiles Education in	
	Ghana	
2015	The use of Participatory	World Journal of
	Action Research within	Education
	Education-Benefits to	

	Stakeholders	
2015	Teachers' perception of the	World Journal of
	effectiveness of the various	Education
	methods of teaching for	
	facilitating learning in	
	social studies in Ekiti state,	
	Nigeria	
2015	What every students	World Journal of
	should know": General	Education
	education requirements in	
	undergraduate education	
2015	Cyberbullying among	World Journal of
	Saudi's Higher-Education	Education
	Students: Implications for	
	Educators and	
	Policymakers	
2015	Implementation of quality	World Journal of
	assurance standards and	Education
	principals' administrative	
	effectiveness in public	
	secondary schools in edo	
	and delta states	
2015	Influence of Almajirici on	World Journal of
	school attendance and	Education
	academic performance	
L	l .	L

	among students of Almajiri	
	integrated school, Sokoto	
	state	
2015	Manifestation of	World Journal of
	corruption in higher	Education
	education: the role of the	
	university administrator	
2015	The Need for Fundamental	World Journal of
	Educational Reform for	Education
	Canada's Aboriginal Youth	
	is Now! If Not Now,	
	When?	
2015	Exploring Levels of Job	World Journal of
	Satisfaction among	Education
	Teachers in Public	
	Secondary Schools in	
	Tanzania	
2015	Provision of Student	World Journal of
	Support Services and its	Education
	impact on Quality	
	University Education	
2015	Family, peer and school	World Journal of
	influence on children's	Education
	social development	

2015	Relationships between	World Journal of
	organizational climate and	Education
	burnout among	
	university's Romanian	
	employees: The mediation	
	role of teasing behaviors	

# CONFERENCE/SEMINAR/WORKSHOP/SYMPOSIUM

Year	Topic	Host	Roles
2006	Leadership	Ohio University,	Speaker
	perceptions in	USA	
	higher education		
	in Indonesia		
	(Symposium)		

2006	An exploration	University of	Speaker
	on the	Kentucky, USA	
	effectiveness of		
	reflective journals		
	on teaching		
	attitude		
	(International		
	Conference)		
2006	The impact of	Ohio University,	Speaker
	self-reflection on	USA	
	classroom		
	practices		
	(International		
	Conference)		
2008	Second	Monash University,	Speaker
	Generation	Australia	
	Indonesian		
	Muslim (Monash		
	Education		
	Research Society		
	conference)		
2008	Being Muslim at	University of	Speaker
	Australian Public	Melbourne,	
	School	Australia	
	(Roundtable		

	discussion)		
2009	Religious Identity	Deakin University,	Speaker
	of Indonesian	Australia	
	Muslim Youth		
	(International		
	conference)		
2010	Thinking home	Victoria University,	Speaker
	while away-	Australia	
	improving		
	Indonesian		
	Teacher		
	(International		
	Conference)		
2010	Researching my	University of	Speaker
	own backyard:	Melbourne,	
	Critical thinking	Australia	
	in educational		
	research		
	(International		
	Conference)		
2011	I am a common	Monash University,	Speaker
	student:	Australia	
	Narratives of the		
	minority (Monash		
	Education		

	Research Society		
	Conference)		
2016	School based	ICAIOS, Universitas	Speaker
	management	Syiah Kuala Banda	
	from peace-	Aceh	
	building lens:		
	Insights from		
	Aceh		
	(International		
	Conference)		
2016	Shaping Research	EEIC, Universitas	Speaker
	Problems:	Syiah Kuala, Banda	
	Understanding	Aceh	
	EFL students'		
	voice In the		
	process of		
	developing		
	research project		
	(International		
	Conference)		
2017	KTSP and K13	PI ITE I IINI	C 1
2017		ELITE, UIN	Speaker
	Curriculum as	Walisongo,	
	perceived by	Semarang	
	Teachers		

Conference	e)		
2018 From viol	ence	Naresuan	Speaker
to peace?		University, Thailand	
Thailand'	s deep		
South and	1		
Indonesia	ı's		
Aceh Pro	vince		
2018 Internation	nal	ELITE, UIN Malang	Speaker
Worksho	on		
Teacher			
Techniqu	e		
Innovatio	n		
2018 Annual		AICIS, IAIN Palu	Speaker
Internatio	nal		
Conferen	ce on		
Islamic St	udies		
2018 Workshop	)	Universitas Syiah	Trainer
Nvivo (So	oftware	Kuala	
analisa da	ata		
qualitativ	e)		
2019 Presentat	ion at	UIN Syarif	
AICIS-Ar	nual	Hidayatullah Jakarta	
Internatio	nal		

Conference on	
Islamic Studiess	

## PROFESSIONAL ACTIVITIES/PUBLIC SERVICE

Year	Activities	Host
2005	Guest lecture: The nature of	Ohio University,
	Aceh Conflict	USA
2005	Guest lecture: Support for	Ohio University,
	Tsunami Relief for Aceh	USA
2005	Guest lecture: Support for	Ohio State
	Tsunami Relief for Southeast	University, USA
	Asia	
2005	Guest lecture: Introduction to	Ohio University,
	Religion	USA
2005	Guest lecture: Democracy in	Ohio University,
	Indonesia	USA
2011	Student seminar: Tips on	Monash University,
	Writing PhD Thesis	USA
2011	Workshop: Manajemen of	Badan Dayah,
	Pondok Pesantren	Banda Aceh
2012	Workshop: Karakter	Badan Dayah,
	Kepemimpinan Dayah	Banda Aceh
2013	Workshop: Pelatihan	Kantor wilayah

	Pendidikan Karakter	Pendidikan
2014	Training: Qualitative research	ICAIOS
	and Intro to Nvivo	
2014	Training: Qualitative research	Universitas
	and Intro to Nvivo	Malikussaleh
2014	Training: Qualitative research	Universitas Syiah
	and Designs of proposal	Kuala
2014	Training: Qualitative research	STKIP Abdya
	designs	
2015	Training: Curriculum	Universitas Syiah
	Development and Syllabus	Kuala
	Design	
2015	Training: Qualitative Research	Universitas Syiah
		Kuala
2015	Training: Qualitative and	ICAIOS
	NVIVO	
2015	Training: Qualitative and	ICAIOS
	NVIVO	
2015	Training: Qualitative research	ICAIOS
	design	
2016	Training: Leadership and	IISDIP
	Social Harmony	
2016	Guest lecture: Your English	IAIN
	determined your bright future	Lhokseumawa
2017	Guest lecture: Merintis Jurnal	IAIN

	International	Lhokseumawe
2017	Guest lecture: New trend in	IAIN Langsa
	language teaching	
2017	KPM innovative	Arungan
		LAMBALEK

#### **EXECUTIVE ROLES**

Roles	Institution	Year, from
		to
Member	Division-Training	January 2018-Now
	DIKLAT ELITE	
Chair	Prodi Pendidikan	March 2016-Now
	Bahasa Inggris, FTK,	
	UIN Ar-Raniry	
Director	International Center	January 2016-Now
	for Aceh and Indian	
	Ocean Studies	
	(ICAIOS)	
Advisory	Lembaga Peningkatan	January 2014-Now
Board	Sumberdaya Manusia	
	Aceh (LPSDM-A)	
Deputy	Bidang kerjasama luar	January 2015-Now
Coordinator	negeri (Ikatan Alumni	
	UIN Ar-Raniry	

Deputy	Bidang	April 2016-Now
Coordinator	Pengembangan SDM	
	dan Spiritualitas	
	(ICMI Aceh)	

PROFESSIONAL ASSIGNMENT		
Year	Assignment	Institution/organization
2015-	Reviewing	(1).World Journal of Education; (2).
Now	journal articles	International Journal of Leadership
		in Education; (3). TESL-Canada
		Journal; <b>(4).</b> Jurnal Islam Futura-
		UIN Ar-Raniry, Banda Aceh; (4).
		Englisia Journal-UIN Ar-Raniry,
		Banda Aceh; <b>(5).</b> 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-	National	Ministry of Religious Affairs of
Now	Reviewer-	Indonesia
	Reviewing	
	journal articles;	
	National	
	Reviewer and	
	Interviewer-	
	reviewing Ph.	
	D candidate	
2019-	Member of the	Governor of Aceh-Department of
Now	advisory	Human Resource Development of
	board-	Aceh (BPSDM-A)
	Consultant for	
	educational	
	development	
	in Aceh	
2018-	Local	The Toyota Foundation with
2019	(Aceh)Principal	Naresuan University Thailand
	Investigator	
2014-	Staff in	Governor of Aceh-Institute for
2017	international	Human Resource Development of
	Engagement	Aceh (LPSDM-A)
2014-	Qualitative	The Asian Development Bank-to do
2015	Data analyst	an ethnographic studies exploring

		quality of vocational education
2014-	Fieldwork	The Asian Development Bank-to do
2015	coordinator	an ethnographic studies exploring
		quality of vocational education
2013-	Consultant for	Kinerja-Aceh
2013	reviewing	
	school policy	

# **ROLES IN ENHANCING STUDENTS' CAPACITY**

Year	Programs	Roles	Place
2016-	Go Bolding	Coordinator	UIN Ar-
Now	(Kegiatan		Raniry
	pengembangan		Banda Aceh
	kreativitas		
	mahasiswa		
2016-	KPM-Inovatif:	Expert	UIN Ar-
2017	Universitas		Raniry
	Membangun Desa		(Kegiatan di
			Kabupaten
			Aceh Barat)

2016-	Inspirational Talk	Coordinator	UIN Ar-
Now			Raniry
			Banda Aceh
2016	Orientasi	Deputy	UIN Ar-
	Pengenalan	Coordinator	Raniry
	kampus		Banda Aceh
2016	Pengembangan	Deputy	UIN Ar-
	kreativitas	Coordinator	Raniry
	mahasiswa		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	AusAID
	Australia	
2004	Scholarships to study in the	Fulbright
	USA	
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-	MIIS: Monash Indonesian	Vice President
2003/	Islamic Society-Monash	
2009-	University	
2010		
2005-	MSA: Muslim Student	Chair of Social
2006	Association-Ohio University	Affairs
2005-	PERMIAS: Persatuan Pelajar	President
2006	dan Mahasiswa Indonesia	
	Amerika Serikat	
2008-	GESI NODE: Issues on	Member
2012	Gender and Globalization in	
	Education	
2009-	TASA: The Australian	Member
2012	Sociological Association	
2010-	<b>AARE:</b> Association of	Member
2012	Australian Research in	
	Education	
2007-	IMCV: Indonesian Muslim	Chair of Religious

2011	Community of Victoria	Affairs
2013-	<b>TEFLIN:</b> TEFL teachers and	Member
present	lecturer community	
2016-	<b>ELITE</b> :Education Language	Member
present	Literature and Education	
2016-	ICAIOS: International	Executive director
2018	Center for Aceh and Indian	
	Ocean Studies	
2015-	ICMI: Ikatan Cendikiawan	Member
present	Muslim Indonesia	
2015-	IISDP: Institute for Islamic	Member
present	Studies Interreligious	
	Dialogue and Peace	

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

- 1991 to 1996

English Education

State Islamic University (UIN) Ar-Raniry

Darussalam – Banda Aceh, Indonesia

#### **Honors and Awards:**

Australia

- 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:**

- Habiburrahim, Orrell, J., Conway, R. (2016).
   Integrating graduate attributes into Islamic higher education curricula in Aceh, Indonesia. In Orrell, J. Curtis, D (Eds.), Publishing higher degree research:
   Making the transition from student to researcher. The Netherlands: Sense Publishers
- Habiburrahim, H. (2014). Curriculum Development in an Islamic University. Banda Aceh: Ar-Raniry Press
- Habiburrahim, H. (2014). Curriculum Development: Guidance to successful Teaching and learning Outcomes. *Al-Mumtaz: Jurnal Kajian Ilmu Agama dan Ilmu Sosial*, 3(2) pp. 203-211
- Fadliadi, F., Habiburrahim, H., and Bartholomaeus, P.A. (2012). Our unique journey in pursuit of a PhD. In Margaret Kiley, ed. Naratives of Transition: Perspectives of Research Leaders, Educators and Postgraduates (Proceedings of the 2012 Quality in Postgraduate Research Conference) Canberra, ACT: The Australian National University. 10th Quality in Postgraduate Research Conference: Narratives of Transition: Perspectives of Research Leaders, Educators and Postgraduates. Adelaide, SA. Apr

2012, pp. 71-81.

#### [Web Link]

## **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:**

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