



THE IMPLEMENTATION OF MODERATION BASED INSTRUCTIONAL IN TEACHING ENGLISH

Hanafi Pelu¹, Murni Mahmud², Syahril Nur³ & Kisman Salija⁴

¹Balai Diklat Keagamaan Makassar

²³⁴Universitas Negeri Makassar, Indonesia

Corresponding Email: silawanehanafi@gmail.com

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Abstract

Moderation is vital in education because it can help foster democratic education. Indonesia's educational system should explore the concept of moderation, particularly in Islamic schools. This research intends to examine how moderation is implemented in an Islamic school. The purpose of this research is to examine the adoption of moderation-based instruction in the teaching of English at Islamic Senior High School. The study's subjects are English instructors and learners of Islamic Senior High School in Makassar, South Sulawesi, Indonesia. The ethnographic research design was used in this study. Observation, interview, note-taking, and documentation were employed to English teachers to explore the implementation of moderation-based instruction in English language teaching. This study found that English teachers always consider a modification in formulating learning indicators and objectives in the moderation-based instruction in teaching English. In formulating the learning indicators and objectives, teachers are always fair, do not take sides with one or a group of students, are adjusted to conditions that are suitable for students and the school environment and facilities, are not excessive, and always stay away from goals that can lead to violence. This study is expected to contribute to professional knowledge about how to adopt moderation in English language instruction in Islamic schools in Indonesia, as well as provide insights for policymakers and help improve the quality of English language instruction at the secondary school level.

Keywords: Moderation-based instruction; English Language Teaching; Islamic Senior High School

Abstrak

Moderasi sangat penting dalam pendidikan karena dapat membantu menumbuhkan pendidikan demokrasi. Sistem pendidikan Indonesia harus menggali konsep moderasi, khususnya di sekolah-sekolah Islam. Penelitian ini bertujuan untuk mengkaji bagaimana moderasi diterapkan di sebuah madrasah. Tujuan dari penelitian ini adalah untuk menguji adopsi instruksi berbasis moderasi dalam pengajaran bahasa Inggris di Sekolah Menengah Atas Islam. Subyek penelitian ini adalah pengajar bahasa Inggris dan peserta didik Madrasah Aliyah Negeri Makassar, Sulawesi Selatan, Indonesia. Desain penelitian etnografi digunakan dalam penelitian ini. Observasi, wawancara, pencatatan, dan dokumentasi dilakukan kepada guru bahasa Inggris untuk mengeksplorasi implementasi instruksi berbasis moderasi dalam pengajaran bahasa Inggris. Studi ini menemukan bahwa guru bahasa Inggris selalu mempertimbangkan modifikasi dalam merumuskan indikator dan tujuan pembelajaran dalam pengajaran berbasis moderasi dalam pengajaran bahasa Inggris. Dalam merumuskan indikator dan tujuan pembelajaran, guru selalu bersikap adil, tidak memihak salah satu atau sekelompok siswa, disesuaikan dengan kondisi yang sesuai dengan siswa dan lingkungan serta fasilitas sekolah, tidak berlebihan, dan selalu menjauhi tujuan yang dapat mengarah pada kekerasan. Studi ini diharapkan dapat memberikan kontribusi pengetahuan profesional tentang bagaimana mengadopsi moderasi dalam pengajaran bahasa Inggris di sekolah-sekolah Islam di Indonesia, serta memberikan wawasan bagi pembuat kebijakan dan membantu meningkatkan kualitas pengajaran bahasa Inggris di tingkat sekolah menengah.

Kata Kunci: instruksi berbasis moderasi; Pengajaran Bahasa Inggris

INTRODUCTION

In Indonesia, moderation is known as the Islamic concept and Islamic ideology. At the education level, moderation must be implemented in Madrasah (Islamic school) curriculum to give the differences with another general school in 2020/2021. The curriculum includes character development, corruption education, and religious moderation development. ‘Islamic moderation,’ ‘moderate Muslim’ and ‘moderate Islam’ are highly contextualized terms as deferent regions and contexts provide different sheds of denotations. However, these particular vocabularies were generated by the media and academia in the backdrop of the Iranian revolution in 1979 to describe Muslims, Islam, and Islamists and their relationship with the West. In this context, specialists found ‘Moderation’ as a suitable vocabulary to deal with the newly emerged situation. Since then, “it has become a catchword for journalists, scholars, policy-makers as well as politicians. For instance, Geneive Abdo, an American journalist of Middle East origin, came up with the phrase “moderate Islamists” (as opposed to “hard-line Islamists”) (Hoveyda, 2001).

Teaching Islamic moderation should take place not only through religious topics but also through general subjects, as students, as the next generation, are responsible for the nation's survival. By incorporating Islamic character traits into all subjects taught in school, particularly English, it is intended that students will be able to apply these principles in their daily lives (Irveanty, 2013). It is not difficult to include the Islamic value of moderation in the teaching and learning process. The teacher may pick from a variety of instructional strategies that include collaborative classroom activities.

English is taught at Indonesian Madrasah as well as general schools. Madrasah is a traditional Islamic educational institution that first incorporated elements of

the Dutch school system introduced in the early 1900s (Azra, 1999). The government allocates 30% of the madrasah curriculum to religious studies and 70% to general education. Madrasah is organized into three levels: Madrasah Ibtidaiyah (Elementary School), Madrasah Tsanawiyah (Junior High School), and Madrasah Aliyah (Senior High School). Madrasah education is meant to be National Plus, which combines a general education based on the national curriculum with a religious education aimed at instilling a firm grasp of religious and moral values derived from Islamic beliefs. This vision echoes the debate whether Madrasahs should concentrate more on religious education while remaining poor in general education or develop general education at the cost of poor religious education. This should be resolved by bringing madrasahs back to the original fundamental educational philosophy that underlines their establishment, that is, that Islamic education is a more comprehensive education than ordinary general education. Teachers, students, and Madrasah principals are also found out they require English materials with Islamic teaching (Rohman, 2017). Under this situation, the teaching of English, especially, in madrasahs should be administered by incorporating Islamic teachings.

Teaching English as a Foreign Language (TEFL) is more meaningful if the teachers can integrate not only the culture in the society where the students live (Patak et al., 2018) but also the local wisdom such as the values in the students’ religion. For instance, teachers might arouse students’ motivation by providing an example from a real-world issue and including information about the student's social and cultural backgrounds. As a result, the instructor can connect the teaching and learning processes with the Islamic principles inherent in the student's upbringing (Kamaruddin & Patak, 2018). The researchers noted that teachers at public Madrasah Aliyah never fail to provide a moral value or piece of advice to their

students in addition to teaching the primary material. The teacher attempted to assume responsibility for influencing the students' views to instill in them a sense of virtue. Students in Islamic Senior High School are still in their formative years. They retained their childlike attitudes, and as a result, some of them were unaware of proper behavior. This is where the teacher should intervene.

Several studies have been undertaken by experts and researchers to illustrate moderation in teaching. Hassan (2011)'s study had focused on the internalization of moderate Islamic values in education such as emphasizing the values of moderation between the left-wing extremist group (liberal group) and the right-wing extremist group (fundamental group) and including the values of tolerance, respecting diversity, inclusiveness, logic, and flexibility. Rohman (2017) revealed ways to incorporate Islamic messages in English teaching materials. The three ways are writing or using English coursebooks tailored with Islamic messages, using authentic materials containing Islamic messages, or using available supplementary materials containing Islamic messages designed by ELTIS. Teachers and students, particularly those in Islamic schools, require English resources that include Islamic messages into the teaching and learning process.

Khamdan (2009) analyzes the process of integration of Islamic values which focuses on the design of the lesson plan, instructional material, learning activities, and assessment. He found that the integration of Islamic values was carried out in learning plans, learning materials, and learning activities. In the learning material section, integration is done by attaching Quranic verses or hadith verses that are relevant to the topic/material. Meanwhile, in the learning activities section, integration is done by making a list of activities that reflect Islamic values that will be carried out during the teaching-learning process.

Sakrani (2018) also found that the Islamic values in the forms of being faithful and pious have been more dominant and they have been indirectly integrated with the lesson plans, the instructional materials, the instructional activities, and the assessment. The strategies of integration are in the form of dedication and accommodation as well as resistance to the national policy in favor of Islamic orientation.

As a result, the researchers are interested in the adoption of moderation-based instruction in the classroom setting. Two critical elements distinguished this research from past work. To begin, the teaching and learning processes were merged. The 2013 Curriculum recommends that language skills be included in teaching and learning (The Ministry of Education and Culture, 2018). Additionally, incorporating the four language skills might help students focus more on actual communication, which is critical for building their English competency. Second, when implementing moderation-based instruction in English instruction, consideration should be given to the school situation. The integration of teaching and learning with Islamic principles includes how English teachers prepare lessons, select instructional materials and media, integrate instructional activities and assess student performance.

This research focuses on exploring the implementation of moderation-based instruction in teaching English at Islamic Schools. This study is expected to give a contribution to the theory of moderation in teaching English. It is believed that this study would contribute to professional knowledge about how to execute moderation when teaching English in Islamic schools in Indonesia, as well as provide insights for policymakers and help improve the quality of secondary-school English language instruction.

LITERATURE REVIEW

Moderation

It is novel to reconstruct the theory of moderation in learning. In this study, reconstruction theory is derived from moderation theory, which has been applied more frequently to political and social segments. However, the moderate theory is more likely to be associated with individual or group attitudes toward two alternatives. This theory is also the result of a collision between two ideas that require someone to take a position on them. The moderation theory is employed in this study as a valuable aspect that principals, educators, and educational professionals must possess while making judgments about the planning, implementation, and evaluation of learning.

To define moderation, Muslim scholars begin by delving into the lexical implications of the Arabic term. "wasatiyyah" has numerous connotations, including justice (al-'adl), merit (al-fal), nicer (al-khairiyyah), and median (albainiyyah) Sallabi (1999). According to Schwedler (2006), "Moderation is a process rather than a category implies change along a continuum from extreme to moderate." Moderation is inextricably linked (and at times explicitly) to liberal concepts of individual rights and democratic concepts of tolerance, plurality, and cooperation. To become more moderate, the literature argues, actors must be more receptive to the prospect that alternative perspectives are acceptable, even if they are not equally valid. However, simple participation in elections or democratic processes does not enough as evidence of moderation; participation is a type of political behavior that a group may adopt for strictly strategic reasons while maintaining a more radical political objective. Thus, scholarly models propose some methods for determining whether moderation has occurred and for identifying the factors underlying that change. He reserves the term moderation for sentiments that shift in favor of democracy

and instead uses the term de-radicalization to refer to the process of giving up militancy."

Moderation based learning

Moderation is the process by which teachers share, discuss, and agree on their expectations for students' success and progress on the curriculum. Moderation is critical in guaranteeing the integrity of evaluation tasks. This method, particularly at the assessment design and point of assessment stages, identifies and improves assessment validity and reliability difficulties. In other words, moderation is the process through which teachers or students share and grow their understanding of what learning looks like through the examination of samples of various types and levels of student work and their comparison to formal criteria.

Understanding the moderation process and how it might be implemented in classrooms is critical for improving student learning results. Moderation lets teachers within a school develop and adopt a uniform and exact language of assessment that can be used to explain and discuss student learning by teachers, students, and families (Ontario Ministry of Education, 2007). Moderation is the process through which teachers or students share and enhance their understanding of what constitutes learning by analyzing samples of various sorts and qualities of students' work and comparing them to established standards and success criteria (Bini, 2019; Victorian Curriculum and Assessment Authority, 2002).

The technique provides teachers and students with the structure and processes for attentively examining the evidence (student work samples) to determine what is to be learned, progress toward learning, and what will be studied next. Moderation facilitates discussion regarding how to interpret Victorian Curriculum's standard (Bini, 2019; Amri, 2018), what students must learn to satisfy the standards, and what constitutes success. Moderation is a form of

evaluation, but it is also a technique that bolsters other forms of assessment. It establishes a framework and method for teaching teams, teachers, classes, and individual students to acquire a common and comprehensive knowledge of learning intents, success criteria, and the curriculum standards upon which assessment is based. Teacher moderation is a procedure in which teachers, typically with varying levels of experience and from a variety of year levels, gather to assess student work samples that are aligned with the Victorian Curriculum and Assessment Authority (2002)

Student moderation is a method that entails embedding learning aims and empowering students to define success for themselves. This may be accomplished by the evaluation of (anonymized) student work samples, the use of rubrics for self- or peer assessment, or the joint creation of learning objectives. Moderation can be used in conjunction with data walls, as both approaches facilitate robust discussion of the evidence of student learning. Both moderation and data walls contribute to the development of effective learning and classroom practices. Moderation also contributes to the development of collective efficacy—the collective capacity of teachers to improve student's learning outcomes (McTighe & Wiggins, 2012). Moderation's objective is to ensure that decisions are consistent, valid, and evidence-based. Within a cycle of improvement, moderation can be applied. Before the assessment, it is necessary to establish consensus around what constitutes standard achievement and to prepare the teaching and learning program. As an assessment tool to determine student comprehension, track progress and make necessary adjustments to a learning program. Following assessment, to ensure teacher judgment is consistent and the curricular criteria are met.

Schools can use moderation to align curriculum, pedagogy, assessment, and reporting with the Victorian Curriculum F-

10 Achievement Standards (Bini, 2019; Victorian Curriculum and Assessment Authority, 2002). Moderation can be incorporated into the task design process for summative assessment activities. Its objective is to provide marking guides for a particular learning area or subject that incorporate student work samples. Moderation can demonstrate how student achievement can be used to determine learning intentions and to describe a learning continuum using the Victorian Curriculum F-10. and to identify phases within a learning continuum and to develop a rubric that breaks complex learning down into small, increasingly complex segments that facilitate the collection of evidence of student learning and assessment practice consistency (Bini, 2019; Victorian Curriculum and Assessment Authority, 2002).

Incorporated into a whole school planning process, moderation supports consistent teacher judgments, the accuracy of reported results, and the effective gathering of evidence of student learning (Department of Education of Queensland Government, 2021). Moderation can also be a part of diagnostic assessment. Additionally, a rubric generated during the moderation process can be utilized to elicit information regarding student comprehension before the commencement of a unit of work (Pelu, 2022). A teacher might collect evidence of students' present accomplishment levels and compare them to the criteria as part of a moderation conversation within a teaching team. The teaching team can then evaluate what students are prepared to learn and collaborate on how to establish learning objectives, create an instructional focus, and identify successful tactics for each learning area.

A rubric generated during the moderation process can also be utilized to ascertain student comprehension before the start of a unit of work. As part of a

moderation conversation within a teaching team, a teacher can collect evidence of students' present achievement levels and compare them to the rubric. The teaching team can then evaluate what students are prepared to learn and collaborate on how to establish learning objectives, select an instructional focus, and select successful strategies for each learning area. (Frey et al., 2018).

RESEARCH METHOD

This study is ethnographic research that focuses on cultural patterns and perspectives of participants in their natural setting. Ethnographic designs are qualitative research methods for describing, analyzing, and understanding the shared patterns of behavior, beliefs, and language that evolve among members of a culture-sharing community. Thus, the researchers can ultimately describe, analyze, and interpret a group's culture in terms of shared beliefs, actions, and language (Gay et al., 2015). Ethnography is a term that refers to the depiction of a human person. Ethnography is the documentation of a unique culture, practices, beliefs, and attitudes based on topics gathered via the use of field notes (Dourish, 2014).

This research was conducted at one of the Islamic Senior High Schools in Makassar, South Sulawesi, Indonesia. The research subjects in this study are students, teachers of English subject, headmaster, vice headmaster on curriculum. The researchers collected the data employing observation, interview, take-note, and documentation. The researcher's position is critical and difficult since he or she is a planner, organizer, data collector, analyzer, interpreter, and, ultimately, the reporter of his or her research (Mulyana, 2006). The instruments utilized in this study were a camera to monitor direct communication between students and teachers, interview documentation, interviewer protocol, and

field notes, all of which have become indispensable in ethnography.

After identifying and selecting the research subjects, the researchers interviewed to collect data. To gather data for this phase, students, English teachers, the headmaster, and the vice headmaster on curriculum were interviewed. Following data collection about the implementation of moderation-based instructional strategies in the teaching of English, the following step was observation. The researchers observed and recorded direct conversations with English teachers regarding the use of moderation-based instructional practices in the classroom. Because the researchers also assumed the role of a passive observer, the video recording process was aided by numerous co-researchers. The researchers functioned as passive participant-observers throughout this process. According to Spradley (2016), passive participant-observers were present in the classroom but did not interact with students or teachers.

The observation method of video recording was used multiple times to collect the research's pertinent data. Throughout the observation, the researchers made take-notes to aid in their understanding of the scenario. Additionally, it permitted the researchers to finally build a narrative about what occurred. The data for one of the variables, mediated communication, were gathered via a text document. To acquire the necessary data, all conversations between English teachers and students were recorded. The documentation data were gathered with the consent of the English teachers and students.

In this research, the data analysis applied was Discourse Analysis (DA). Discourse analysis is a useful tool for studying the political meanings that inform written and spoken text (Barron & Schneider, 2014). Ten steps, as follows, may assist in conducting a systematic and professional discourse analysis (Schneider, 2013):

- 1) Establishing the context;

- | | |
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| 2) Exploring the production process;
3) Preparing the material for analysis;
4) Coding the material;
5) Examining the structure of the text;
6) Collecting and examining discursive statements;
7) Identifying cultural references;
8) Identifying linguistic and rhetorical mechanisms;
9) Interpreting the data;
10) Presenting the findings | of knowledge, attitude, and skills and their development |
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3	Using operational verbs that contain one behavior	√	-	√	√	√	√
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4	Including one behavior	√	-	√	√	√	√
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5	Including the higher level of thinking (Analysis, creation, and evaluation)	√	√	√	√	√	√
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6	Including factual knowledge, conceptual, procedural, and metacognitive (learning how to learn)	√	-	√	√	√	√
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FINDINGS

The data gained from the observation focused on moderation-based instruction in teaching English can be presented part by part as follows:

Teaching Plan

In planning English learning, teachers always plan to learn according to indicators that include the dimensions of attitudes, knowledge, and skills and the development of these dimensions. This can be represented in the following table 1:

Table 1: Learning Indicator and Objectives Formulation

Observing Aspects	Fair	Be in	Im	Rea	Not	Do
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	(2)	dle	ty	diti	(5)	it
		(3)	ons			violen
		)	(4)			ce (6)

A	Indicator	Formulation
1	Indicators based on SKL-KI, and KD	√ √ √ √ √ √
2	Include dimension	√ √ - √ √ √

B	Learning objectives formulation
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7	Realistic objectives that can be achieved through learning	√	√	√	√	√	√
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8	Relevant to the basic competencies and indicators	√	√	√	√	√	√
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9	Including the development of attitude, skills, and knowledge	√	√	√	√	√	√	student s to learn and to facilitate them to apply it scientifically
10	Including the element of creation	√	√	√	√	√	√	
Note: √ = occurred behavior; - = missed behavior								
3	Using ICT	√	-	√	√	√	√	
D Teaching & Learning Method								
1	Based on learning objectives	√	√	√	√	√	√	
2	Appropriate to the scientific method	√	√	√	√	√	√	
3	Appropriate with inquiry learning, problem-based, and project	√	√	√	√	√	√	
4	Developing student's capacity and corporation	√	√	√	√	√	√	
C Teaching Media								
1	Appropriate to the learning objectives	√	√	√	√	√	√	
2	Make ease for	√	√	-	√	√	√	

The data presented in Table 1 shows that English teachers always consider a modification in formulating learning indicators and objectives. In formulating learning indicators and objectives, teachers are always fair, do not take sides with one or a group of students, are adjusted to conditions that are suitable for students and the school environment and facilities, are not excessive, and stay away from goals that can lead to violence. Likewise in terms of choosing media and learning methods as can be seen in Table 2 below:

Table 2: Teaching media and Learning Method

Observing Aspects	Fair (1)	Be in the middle (2)	Impartiality (3)	Reasonable conditions (4)	Not excessive (5)	Do not commit violence (6)
1	Appropriate to the learning objectives	√	√	√	√	√
2	Make ease for	√	√	-	√	√

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student
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The data presented in Table 2 shows that English teachers always consider moderation in formulating learning indicators and objectives. In formulating learning media and methods, teachers are always fair, do not take sides with one or a group of students, are adjusted to conditions that are suitable for students and the school environment and facilities, are not excessive, and stay away from goals that can lead to violence. Likewise in terms of determining the teaching implementation planning and evaluating as can be seen in Table 3 below:

Table 4.6: Learning Activities Planning and Evaluation

Observing Aspects	Fair (1)	Be in the Middle (2)	Impartiality (3)	Reasonable conditions (4)	Not excessive (5)	Do not commit violence (6)
E Learning activities planning						
1 Presenting the opening, content, and closing activities	√	√	√	√	√	√
2 Planning activities for the	√	√	-	√	√	√

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3 Planning problems to be discussed by students	√	-	√	√	√	√
4 Designing activities for students to create	√	-	√	√	√	√
5 Designing activities for students to explore, elaborate, and confirm	√	√	√	√	√	√
6 Designing the activities for students to create and product	√	-	√	√	√	√
7 Designing the feedba	√	√	√	√	√	√

	ck and task for studen ts						
F	Learning Evaluation						
1	Scoring learning objecti ves achiev ed	√	√	√	√	√	√
2	Measur ing knowl edge, attitud e & Skills	√	√	√	√	√	√
3	Desig ning authen tic scorin g	√	√	√	√	√	√
4	Make scorin g rubric	√	√	√	√	√	√

The data presented in Table 3 above shows that English teachers always consider moderation in formulating learning indicators and objectives. In formulating learning media and methods, teachers are always fair, do not take sides with one or a group of students, it is adjusted to conditions that are suitable for students and the school environment and facilities, are not excessive, and stay away from goals that can lead to violence.

Learning Implementation

Based on the observation to the moderation based instruction in English teaching aspects implementation by teachers can be presented part of the part as follows:

Table 4: Apperception, Motivation and Competency Delivering

Observing Aspects	F ai r (1)	Be in the Mi ddl e (2)	Impart iality (3)	Reaso nable condit ions (4)	Not exce ssive (5)	Do not com mit viol ence (6)
A	Apperc ption and Motiva tion					
1	Link current learning material with students experie nces or previou s knowle dge	√	√	√	√	√
2	Ask challen ging questio ns	√	√	-	√	√
3	Informi ng advanta ges of learning the material	√	-	√	√	√
4	Demons trating about the learning	√	-	√	√	√

	material						
B	Competencies and Activities Delivering						
5	Informing the competency that must be achieved in learning	√	√	√	√	√	√
6	Informing the learning activities such in individual or group and observing	√	√	√	√	√	√

Table 4 above shows that the teacher always relates the material to be studied with students 'experiences of students' previous knowledge fairly without bias that can offend other students. The teacher also conveyed the objectives to be achieved after learning the materials to motivate the students then asked challenging questions so that the students were active in discussing fairly without bias and causing noise or violence. The teacher also conveys the activities that will be carried out during the learning process by students, both individually and in groups fairly, not biasing or in favor of one student or group and not causing a commotion in the class, because of the abilities of students are variants. The core activities of learning can be presented in table 5 as follows:

Table 5: Core Activities of Learning Implementation

Observing Aspects	Fairly (1)	Being the middle (2)	Impartiality (3)	Reasonable conditions (4)	Not excessive (5)	Do not commit violence (6)
C Learning Core Activities						
Material Mastery						
1	Competence to adjust the material to the learning objectives	√	√	√	√	√
2	Competence to link the material with the relevant knowledge, culture, and technology	√	√	-	√	√
3	Delivering the material appropriately	√	-	√	√	√
4	Delivering the material systematically	√	-	√	√	√
Strategy Impleme						

ntation							
1	Carry out learning following the competencies to be achieved.	√	√	√	√	√	√
2	Carry out contextual learning	√	√	√	√	√	√
3	Carry out learning that allows the growth of positive habits and culture (nurturant effect)	√	√	√	√	√	√
Learning Approach Implementation							
	Ask why and how questions	√	√	√	√	√	√
1	Facilitating students to try and analyze	√	√	√	√	√	√
2	Give students questions for reasoning (logical and systematic thinking process)	√	√	√	√	√	√
3	Presenting student activities to communicate	√	√	√	√	√	√
Utilization of Learning Resources/Media in Learning							
2	Demonstrate skills in the use of learning resources and learning media	√	√	√	√	√	√
3	Involving students in the use of learning resources and learning media	√	√	√	√	√	√
4	Produce interesting and memorable messages and moral values for students to apply	√	√	√	√	√	√

Table 5 shows that the teacher has the competence in carrying out learning processes in the classroom and mastering the learning materials as their educational background. Teachers are also able to teach systematically, sequentially, and easily

understood by students based on the lesson plan. The learning approach that characterizes the teacher is implementing contextual learning that allows the growth of positive habits for students (nurturant effect). In addition, the teacher also facilitates students to observe, analyze and explore what has been learned in the daily context, or based on the existing customs, habits, culture, and religious teachings so that they are actively involved in the learning process based on the curriculum.

Something that should be underlined here is that in addition to teachers having the ability to implement learning, they are also able to adopt and adapt learning materials to the contextual or habits and culture, and local wisdom of the students. This has an impact on the activeness of students in learning to express their habits without causing a fuss in the classroom. The authentic assessment, language use, and learning closing can be seen in Table 4.9 below:

Table 6: The authentic assessment, language use, and closing

Observing Aspects	Fair (1)	Be in the Middle (2)	Im partiality (3)	Re as on ables (4)	No t ex ces sive (5)	Do not com mit violence (6)
D Authentic Assessment						
1 Assessing students attitudes in learning	√	√	√	√	√	√
2 Assessing knowledge in the learning process	√	√	-	√	√	√
E Language Use						

1	Use spoke language clearly and fluently	√	√	√	√	√	√
2	Use written language that is good and correct	√	√	√	√	√	√
F Closing the Learning Activities							
1	Reflector makes a summary by involving students	√	√	√	√	√	√
2	Collect work results as portfolio material	√	√	√	√	√	√
3	Carry out follow-up actions by providing direction for the next activity and enrichment assignments	√	√	√		√	√

Table 6 shows that the teacher always carries out the authentic assessment of what has been learned at each meeting to increase the knowledge, attitudes, behavior, and abilities of students by using spoken and written language that is good, correct, and easily understood by students. The teacher will ask things that the students have not understood if there are explanations or instructions from the teacher that are unclear. The teacher then reflects on the meeting about the teaching and learning process had done by the teacher, after meeting and identifies problems and obstacles encountered in learning and looks for solutions to these problems of the students.

Evaluation

Based on the results of observations on the implementation of the evaluation

implemented by the English teacher, the data can be presented as follows:

Table 7: Learning Evaluation

Observing Aspects	Fair 1)	Being the Middle (2)	Impartiality (3)	Reasonable conditions (4)	Not excessive (5)	Do not commit violence (6)
D Authentic Assessment						
1 Assessing students attitudes in learning	√	√	√	√	√	√
2 Assessing knowledge in the learning process	√	√	-	√	√	√
3 Assess the achievement of learning outcome indicators	√	√	√	√	√	√
4 Assess based on activeness in participating in learning, active discussions, carrying out assignments and exams	√	√	√	√	√	√

Table 7 shows that in addition to assessing students' knowledge, the teacher also assesses the change in attitudes and behavior of students objectively, fairly, impartially, without causing a fuss about the scores that have been given. This is because the teacher normatively assesses the overall

learning outcomes that come from daily scores, student activity, assignments, and projects, as well as midterm and end-of-semester exams.

The data found through the above observations are further strengthened by the results of the researchers' interviews with three English teachers. The first question was "How is the implementation of Moderation based instructional in teaching English?". The research subjects gave answers as seen in the following extract of the interview:

Moderation is simply impartial, in the middle, and fair. Implementation in learning activities is to be fair and impartial to the homogeneity of students both from the individual, ethnic, economic, IQ abilities, and so on. (Research subject 1)

Based on my observations, the English teacher implements by providing opportunities for students to express their opinions according to their abilities; The teacher tries to understand the abilities and limitations of students in expressing their opinions. (Research subject 2)

Before delivering the material, I explain a little bit about the moderate concept in general, then in teaching and learning, so that students know it as their pre-knowledge; Delivering the materials following the lesson plan (RPP) that has been made. (Research subject 3)

My response on learning English in class or via zoom is straightforward if you pay attention to the explanation, as English is also extensively used in everyday life, such as when playing games and using cell phones (Research subject 4)

My response to learning English in class is that it is more effective because I interact directly with the teacher and other classmates, there is constant feedback from the teacher and other classmates, and it is easier to comprehend the material being conveyed, whereas through zoom, knowledge

transfer is more difficult because I do not interact directly with the teacher and other classmates (Research subject 5)

To my mind, learning in class is far more enjoyable than learning via zoom, because we connect better. Additionally, classroom learning is more participatory for both students and teachers (Research subject 6)

My opinion about learning English through zoom has positive and negative values, positive values include being able to manage time, adding insight, and ability to use applications in the learning process, while negative values include being complicated because everything online is different in class and the limit for collecting assignments too fast. (Research subject 7)

Based on the above extract, it is found that teachers understand moderation as tolerance, fairness, and balance. As is well known, moderation has three (3) important indicators that must be understood, especially as a teacher in English. Therefore, in addition to observing researchers, researchers also conducted interviews with teachers of other subjects as observers and teachers of English about these three (3) indicators, among others.

English teacher informant (Ros) stated that moderation must be included in the three things to implement in the teaching process. The first one is tolerance. As a teacher of English, in the learning process, I provide opportunities for students to answer questions according to their abilities. Apart from that, I appreciate what they have to say because they have tried to answer them despite their passive use of English. The second one is fair. In learning, teachers are fair in dividing groups, for example, students who have more abilities with less capable students, so that these students help and share. In the assessment, a teacher gives a value according to their ability to complete assignments on time and also makes remedies for students who have not

completed. The third one is balance. Maintaining a balance is necessary, especially in English, most students do not speak English because of the lack of vocabulary they have. Therefore, as a teacher, the material and assignments are following the students' abilities. Another result of the interview with the other research subject can be seen as follows:

Based on data gained through observation and interviews about the moderation-based instruction in English teaching, the researchers can be concluded that English teachers always consider a modification in formulating learning indicators and objectives. In formulating learning indicators and objectives, teachers are always fair, do not take sides with one or a group of students, are adjusted to conditions that are suitable for students and the Madrasah environment and Madrasah facilities, are not excessive, and stay away from goals that can lead to violence.

Something that should be underlined here is that in addition to teachers having the abilities to implement teaching and learning, teachers are also able to adopt and adapt learning materials to the contextual or habits and culture, and local wisdom of the students itself. This has an impact on the activeness of students in learning to express their habits without causing a fuss in the classroom.

The research informant agreed that moderation must be included three main indicators of moderation; they are tolerance, fairness, and balance. It must begin with teachers' awareness to put their position themselves as the middle path (*mainstreaming*) or position themselves in the midst of all of the students to maintain balance among students who have different abilities. Teachers must provide equal opportunities for all students to share their opinions, so that the differences and diversity are used as material and input for Madrasah to innovate and change, both in

delivering learning material and in providing assessment.

DISCUSSION

Based on data gained through observation and interviews about the moderation-based instruction in English teaching, the researchers formulate some important findings. The important finding from this study shows that English teachers always consider a modification in formulating learning indicators and objectives. In formulating learning indicators and objectives, teachers are always fair, do not take sides with one or a group of students, are adjusted to conditions that are suitable for students, the school environment and facilities, are not excessive, and stay away from goals that can lead to violence. The moderation process includes added significantly to teachers' skills for assessing student learning, enhanced teachers' ability to evaluate and improve their teaching, significantly increased teachers' access to useful ideas for teaching, enhanced the quality of learning of students, affected positively participants' teaching in non-project classes; and supported, rather than intimidated, beginning teachers (Ingvarson, 1990b, 1990a). Positive responses improved as teachers gained experience with moderation, highlighting the importance of providing teachers with time to become knowledgeable and experienced in using this procedure. Moderation helps teachers to increase the dependability of the assessment information they gather and the judgments they make about student learning in the curriculum (Ministry of Education of New Zealand, 2019).

Another point of finding from this research also shows that through moderation, the decisions teachers make about student learning can be improved. It promotes instructors' growth of curricular and assessment knowledge; self-review abilities; and curriculum creation. Teachers' interpretations and judgments are influenced

by their professional knowledge of material and pedagogy, as well as their social, cultural, and contextual knowledge. Teachers' attitudes, perceptions, expectations, and evaluations of student learning vary. When they discuss work samples with other teachers during the moderation process, they expand their expertise and develop collaborative practices.

Through moderation, students' needs can be further facilitated. The teacher always relates the material to be studied with students' experiences or students' previous knowledge fairly without bias that can offend other students. The teacher also conveyed the objectives to be achieved after learning the material to motivate the students then asked challenging questions so that the students were active in discussing fairly without bias and causing noise or violence. The teacher also conveys the activities that will be carried out during the learning process by students, both individually and in groups fairly, in favor of one student or group and not causing a commotion in the class.

Another point that deserves attention is that effective teaching does not contradict the traditional notion of the method. It is not the method that works or fails to work. An effective teacher may find some of the traditional methods, or some parts of methods, useful enough to be incorporated into his or her classroom practices. What most of the proponents of effective teaching orthodoxy suggest is that teachers should refrain from being dogmatic in their understanding of language teaching methodology. Through moderation, the teacher always carries out the authentic assessment of what has been learned at each meeting to increase the knowledge, attitudes, behavior, and abilities of students by using spoken and written language that is good and correct, and easily understood by students. The teacher will ask things that the students have not understood if there are explanations

or instructions from the teacher that are unclear. The teacher then reflects on meeting or after meeting and identifies problems and obstacles encountered in learning and looks for solutions to these problems of students. It is in line with what was stated by McTighe and Wiggins (2012) that the purpose of moderation is to make consistent, valid, evidence-based decisions.

Moderation also influences the assessment procedure. In assessing students' knowledge, with the process of moderation, the teacher also assesses the change in attitudes and behavior of students objectively, fairly, impartially, without causing a fuss about the scores that have been given. This is because the teacher normatively assesses the overall learning outcomes that come from daily scores, student activity, assignments, and projects, as well as midterm and end-of-semester exams. Wyatt-Smith *et al* (2010) suggested a need to clarify the difference between making decisions based on achievement and decisions influenced by students' attitudes (such as diligence and disposition).

The teacher always carries out the authentic assessment of what has been learned at each meeting to increase the knowledge, attitudes, behavior, and abilities of students by using spoken and written language that is good and correct and easily understood by students. The teacher will ask things that the students have not understood if there are explanations or instructions from the teacher that are unclear. The teacher then reflects on meeting or after meeting and identifies problems and obstacles encountered in learning and looks for solutions to these problems of students. Moderation's objective is to ensure that decisions are consistent, valid, and evidence-based. Moderation can be used within an improvement cycle (McTighe & Wiggins, 2012). Before the assessment, develop an agreement on what standards achievement looks like and organize the teaching and learning program. As a means of

determining student comprehension, monitoring progress, and adjusting a learning program. Following an assessment to ensure teacher judgment is consistent with curricular standards.

In assessing students' knowledge, the teacher also assesses the change in attitudes and behavior of students objectively, fairly, impartially, without causing a fuss about the scores that have been given. This is because the teacher normatively assesses the overall learning outcomes that come from daily scores, student activity, assignments, and projects, as well as midterm and end-of-semester exams. Wyatt-Smith *et al*. (2010) suggested a need to clarify the difference between making decisions based on achievement and decisions influenced by students' attitudes (such as diligence and disposition). Gill and Hoffman (2009) found that teacher beliefs about the following influenced their grading of students' work which includes pedagogical content knowledge (PCK), general pedagogical beliefs, subject matter beliefs; beliefs about curriculum, and beliefs about the role that textbooks should play in teaching-learning.

The research informants agreed that moderation must be included three main indicators, namely, tolerance, fairness, and balancing. It must begin with teachers' awareness to position themselves as the middle path (*mainstreaming*) or position himself/herself (the teachers) in the midst of all of the students to maintain balance among students who have different abilities in communications, do an assignment and something are relevant with English subject. Teachers must provide equal opportunities for all students to share their opinions, ideas, and experiences. So, the differences and diversity are used as material and input for Madrasah to innovate and change, both in delivering learning material and in providing assessment.

Social moderation involves all four components of *meaning*, *practice*, *community*, and *identity* in the context of the

development of a “community of practice”. In turn, a community of practice involves mutual engagement of the members (members building collaborative relationships), joint enterprise (a shared understanding of the purpose of the community of practice), and a shared repertoire (communal resources) (Rogers, 2000). In the context of social moderation, a community of practice includes the teachers involved in the moderation meeting and anyone else who works with them to support their decision-making. Teachers gain experience in moderation by participating in this community of moderators (Lave & Wenger, 1991). Hunter and Docherty (2011) found that moderators were better able to agree on criteria within their discipline area rather than on the criteria that related to generic skills such as communication. This suggests that the former (subject purpose) was at least tacitly understood in the same way by all of them but the latter (additional or new purposes for the learning) was seen as open to being contested.

The four components of meaning, practice, community, and identity are now discussed concerning the assertion that a group of teachers carrying out moderation together can constitute a community of practice, given appropriate focus, flow, and facilitation of their shared conversations and individual reflective learning. Something that should be underlined here is that in addition to teachers having the ability to implement learning, they are also able to adopt and adapt learning materials to the contextual or habits and culture, and local wisdom of the students. This has an impact on the activeness of students in learning to express their habits without causing a fuss in the classroom. As the Department of Education of Queensland Government (2021) argued that moderation can also be a part of the diagnostic assessment: A rubric design in a moderation process can be also used to gather information about student

understanding before starting a unit of work and a teacher can collect evidence of students’ current achievement levels which can be compared against the rubric as part of a moderation discussion within a teaching team.

CONCLUSION

Findings from this study show that English teachers always consider a modification in formulating learning indicators and objectives in the moderation-based instruction in teaching English. In formulating the learning indicators and objectives, teachers are always fair, do not take sides with one or a group of students, are adjusted to conditions that are suitable for students and the school environment and facilities, are not excessive, and always stay away from goals that can lead to violence. This study is expected to contribute to professional knowledge about how to implement moderation in English language instruction in Islamic schools in Indonesia, as well as provide insight into policy formulation and the quality of secondary-school English language instruction.

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