LAPORAN PENELITIAN

PERANCANGAN STRATEGI PEMBELAJARAN *BILINGUAL COMMON EUROPEAN FRAMEWORK OF REFERENCE (CEFR)* MENGGUNAKAN LMS PADA MAHASISWA *ASATIDZ* DI DARUNNAJAH

DISUSUN OLEH:
Dr. WIDIA WINATA, M.Pd
Dr. AHMAD SURYADI, M.Pd
HAKIM RATIH LUFTIKASARI

UNIVERSITAS MUHAMMADIYAH JAKARTA
SEPTEMBER 2024

SURAT TUGAS
No. :*107*/F.11-UMJ/VI/2024

Direktur Sekolah Pascasarjana Universitas Muhammadiyah Jakarta, menugaskan kepada :

Nama   : Dr. Widia Winata, M.Pd
NIDN   : 0330128005
Jabatan : Dosen Program Studi Teknologi Pendidikan Sekolah Pascasarjana Universitas
Muhammadiyah Jakarta

untuk penelitian dalam hibah Bima dengan judul "Perancangan Strategi Pembelajaran *Bilingual Common European Framework of Reference* (CEFR) Menggunakan LMS pada Mahasiswa Asatidz di Universitas Darunnajah" dengan Ketua Peneliti Dr. Widia Winata, S.Pd.I., M.Pd. Anggota Dr. Ahmad Suryadi, M.Pd. serta Anggota Mahasiswa Hakim Ratih Luftikasari, lokasi penelitian di Universitas Darunnajah pada Juni – Desember 2024

Demikian surat tugas ini dibuat untuk dilaksanakan sebagaimana mestinya.

Jakarta, 6 Juni 2024

Direktur,

Prof. Dr. Herwina Bahar, M.A

PERNYATAAN KESANGGUPAN PELAKSANAAN DAN PENYUSUNAN LAPORAN PENELITIAN

Saya yang bertanda-tangan di bawah ini:

Nama : Dr Widia Winata, M.Pd

NIDN : 0330128005

Instansi : Universitas Muhammadiyah Jakarta

Sehubungan dengan Kontrak Penelitian:

Tanggal Kontrak Induk* : 26 Juni 2024

Nomor Kontrak Induk* : 811/LL3/AL.04/2024

Tanggal Kontrak Turunan** : 28 Juni 2024

Nomor Kontrak Turunan** : 111/R.UMJ/V1/2024

Judul Penelitian : Perancangan Strategi Pembelajaran *Bilingual Common European Framework of Reference* (CEFR) Menggunakan LMS pada Mahasiswa *Asatidz* di Universitas Darunnajah

Tahun Usulan : 2024

Tahun Pelaksanaan : 2024

Jangka Waktu Penelitian : 1 tahun

Periode Penelitian : Tahun ke 1 dari 1 tahun*

Dana Penelitian : Rp 27.430.000,-

Periode	Dana Penelitian (Rp)	Dana Tambahan (Rp)
Tahun ke-1	27.430.000	-

Dengan ini menyatakan bahwa Saya bertanggungjawab penuh untuk menyelesaikan penelitian serta mengunggah laporan kemajuan dan laporan akhir penelitian sebagaimana diatur dalam Kontrak Penelitian tersebut diatas.

Apabila sampai dengan masa penyelesaian pekerjaan sebagaimana diatur dalam Kontrak Penelitian tersebut di atas saya lalai/cidera

janji/wanprestasi dan/atau terjadi pemutusan Kontrak Penelitian, saya bersedia untuk mengembalikan/menyetorkan kembali uang ke kas negara sebesar nilai sisa pekerjaan yang belum ada prestasinya.

Demikian surat pernyataan ini dibuat dengan sebenarnya.

Tangerang , 20 Juni 2024

(Dr. Widia Winata, M. Pd)

Keterangan:

*diisi tanggal dan nomor Kontrak Induk antara DRTPM Kemdikbudristek dengan LP/LPPM Perguruan Tinggi Negeri atau LLDIKTI

**Kontrak Turunan:
- Untuk Perguruan Tinggi Negeri diisi tanggal dan nomor kontrak antara LP/LPPM Perguruan Tinggi dengan Peneliti
- Untuk Perguruan Tinggi Swasta diisi tanggal dan nomor kontrak LLDIKTI dg PTS dan PTS dengan Peneliti yang dipisahkan dengan tanda koma (,)

1. JUDUL PENELITIAN

Perancangan Strategi Pembelajaran Bilingual Common European Framework of Reference (CEFR) Menggunakan LMS pada Mahasiswa Asatidz di Univsersitas Darunnajah

Bidang Fokus	Tema	Topik (jika ada)	Prioritas Riset
Sosial Humaniora, Pendidikan, Seni, Dan Budaya	Pendidikan	Teknologi pendidikan dan pembelajaran	Digital Economy

Rumpun Ilmu Level 1	Rumpun Ilmu Level 2	Rumpun Ilmu Level 3
ILMU PENDIDIKAN	ILMU PENDIDIKAN	Teknologi Pendidikan

Skema Penelitian	Strata (Dasar/Terapan/Pengembangan)	Nilai SBK	Target Akhir TKT	Lama Kegiatan
Penelitian Tesis Magister	Riset Dasar	35.000.000	3	1 Tahun

2. IDENTITAS PENGUSUL

Nama, Peran	Jenis	Program Studi/Bagian	Bidang Tugas	ID Sinta
WIDIA WINATA 0330128005 Ketua Pengusul Universitas Muhammadiyah Jakarta	Dosen	Teknologi Pendidikan	Membimbing konsep mahasiswa asatidz, strategi pembelajaran, dan desain LMS.	5977564
AHMAD SURYADI 0312067103 Anggota Universitas Muhammadiyah Jakarta	Dosen	Teknologi Pendidikan	Membimbing metode penelitian dan luaran penelitian.	6662427
HAKIM RATIH LUFTIKASARI 20210820100010 Mahasiswa Bimbingan Universitas Muhammadiyah Jakarta	Mahasiswa	Teknologi Pendidikan	Melaksanakan penelitian di lapangan dan menulis konsep luaran.	-

3. MITRA KERJASAMA PENELITIAN (Jika Ada)

Pelaksanaan penelitian dapat melibatkan mitra kerjasama yaitu mitra kerjasama dalam melaksanakan penelitian, mitra sebagai calon pengguna hasil penelitian, atau mitra investor

Mitra	Nama Mitra	Dana

4. LUARAN DAN TARGET CAPAIAN

Luaran Wajib

Tahun Luaran	Kategori Luaran	Jenis Luaran	Status target capaian	Keterangan
1	Artikel di Jurnal	Artikel di Jurnal Bereputasi Internasional	Accepted/Published	https://www.sciencedirect.com/journal/teaching-and-teacher-education

5. ANGGARAN

Rencana Anggaran Biaya penelitian mengacu pada PMK dan buku Panduan Penelitian dan Pengabdian kepada Masyarakat yang berlaku.

Total RAB 1 Tahun Rp35.000.000,00

Tahun 1 Total Rp27.430.000,00

Kelompok	Komponen	Item	Satuan	Vol.	Biaya Satuan	Total
Analisis Data	HR Pengolah Data	Input materi strategi pembelajaran pada LMS dan olah data	P (penelitian)	2	200.000	400.000
Sewa Peralatan	Peralatan penelitian	Sewa LCD, ruang laboratorium bahasa dan perlengkapan lainnya	Unit	5	300.000	1.500.000
Sewa Peralatan	Obyek penelitian	Sampel uji coba lapangan dan hasil uji coba penerapan LMS	Unit	20	420.000	8.400.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya Luaran KI (paten, hak cipta dll)	Sertifikat HKI atas buku ajar	Paket	1	875.000	875.000
Analisis Data	Biaya analisis sampel	Validasi	Unit	2	250.000	500.000
Analisis Data	Biaya konsumsi rapat	Konsumsi pertemuan	OH	7	25.000	175.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya pembuatan dokumen feasibility study	Deseminasi	Paket	1	685.750	685.750
Bahan	Barang Persediaan	Canva Pro tahunan	Unit	1	769.000	769.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya Publikasi artikel di Jurnal Bereputasi Nasional	Jurnal Teknologi Pendidikan https://journal.unj.ac.id/unj/index.php/jtp	Paket	1	2.500.000	2.500.000
Pengumpulan Data	HR Pembantu Lapangan	FGD persiapan penelitian	OH	10	420.000	4.200.000
Bahan	Bahan Penelitian (Habis Pakai)	Perlengkapan kantor (kertas, ATK, dst)	Unit	5	330.030	1.650.150
Analisis Data	Transport Lokal	Transportasi selama penelitian	OK (kali)	20	82.505	1.650.100
Pengumpulan Data	Transport	Transportasi harian	OK (kali)	10	82.500	825.000
Pelaporan Hasil Penelitian dan Luaran Wajib	Biaya penyusunan buku termasuk book chapter	Modul Pembelajaran serta biaya percetakan dokumen laporan lainnya	Paket	10	80.000	800.000
Bahan	Barang Persediaan	Instrumen yg diteliti, kajian kurikulum lapangan, dan sumber data yang relevan	Unit	1	1.000.000	1.000.000
Pengumpulan Data	Biaya	Logistik	OH	10	100.000	1.000.000

B. RINGKASAN

Isian ringkasan penelitian tidak lebih dari 300 kata yang berisi urgensi, tujuan, metode, dan luaran yang ditargetkan

Pada tahun 2022, Universitas Darunnajah resmi didirikan di bawah naungan LLDIKTI dengan kode PT 031074. Pada tanggal 6 November 2022, Universitas Darunnajah menginisiasi konfrensi pesantren internasional yang membahas perkembangan pendidikan pesantren saat ini dan menyepakati sebuah tujuan untuk menjadikan pesantren sebagai episentrum pendidikan Islam di dunia dan menghasilkan lulusan yang dapat bersaing secara internasional. Untuk mewujudkan visi internasionalisasi, salah satu caranya adalah dengan mempersiapkan para mahasiswa agar dapat berkompetensi secara global dengan cara menguasai bahasa penghubung antar bangsa yaitu bahasa Inggris dan bahasa Arab. Salah satu keunikan Universitas Darunnajah ialah mahasiswa *Asatidz* yang berasal dari lulusan berbagai macam pesantren yang juga bertugas sebagai pengajar di suatu pondok pesantren. Kebanyakan dari mereka menemui kesulitan dalam memperdalam keahlian bahasa Inggrisnya karena kurikulum yang sudah mereka pelajari selama di pesantren lebih banyak mempelajari bahasa Arab. Oleh karena itu, diperlukan sebuah strategi pembelajaran untuk memudahkan mahasiswa *Asatidz* mengasah keterampilan berbahasa Inggris menggunaan LMS. Penelitian ini juga penting dilakukan untuk mengetahui tipologi perguruan tinggi pesantren yang saat ini sedang berkembang pesat serta strategi pengajaran yang dikembangkan berdasarkan keunikannya tersendiri yang berbeda dari perguruan tinggi lainnya. Tujuan penelitian ini adalah untuk mengembangkan strategi pembelajaran pada mahasiswa *Asatidz* yang juga dapat diterapkan pada perguruan tinggi pesantren lainnya.

Metode penelitian menggunakan penelitian pengembangan desain ADDIE. Prosedur pengumpulan data melibatkan wawancara dan observasi serta sumber-sumber lain seperti dokumen pemerintah, jurnal penelitian, buku, konfrensi, kuesioner, survey, nilai pretest-posttest dan apa pun yang dapat menjelaskan pertanyaan-pertanyaan yang diteliti.

Luaran dari hasil penelitian ini akan dipublikasikan pada satu jurnal nasional bereputasi (Sinta 2) yaitu Jurnal Teknologi Pendidikan https://journal.unj.ac.id/unj/index.php/jtp. Selain itu penelitian ini akan menghasilkan sebuah buku ajar untuk mahasiswa Asatidz yang bisa digunakan oleh perguruan tinggi pesantren. Tingkat kesiapterapan teknologi (TKT) awal dalam penelitian ini adalah 2 dan ditargetkan mencapai 3.

C. KATA KUNCI

Isian 5 kata kunci yang dipisahkan dengan tanda titik koma (;)

Strategi Pembelajaran; *Bilingual*; Bahasa Inggris; Mahasiswa; Internasionalisasi

D. PENDAHULUAN

Pendahuluan penelitian tidak lebih dari 1000 kata yang terdiri dari:
- *Latar belakang dan rumusan permasalahan yang akan diteliti*
- *Pendekatan pemecahan masalah*
- *State of the art dan kebaruan*
- *Peta jalan (road map) penelitian 5 tahun*

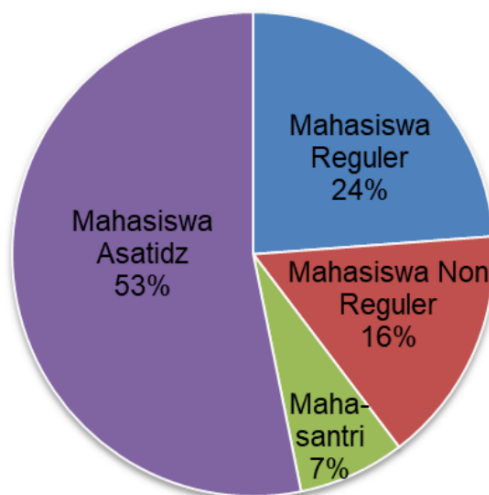*Sitasi disusun dan ditulis berdasarkan sistem nomor sesuai dengan urutan pengutipan.*

D.1. LATAR BELAKANG DAN RUMUSAN MASALAH

Tuliskan latar belakang penelitian dan rumusan permasalahan yang akan diteliti, serta urgensi dari dilakukannya penelitian ini

Pesantren merupakan lembaga pendidikan asli dari Indonesia yang memiliki sejarah yang panjang sebelum kemerdekaan Indonesia [1]. Sistem pendidikan pesantren mulai berkembang pesat semenjak diterbitkannya Peraturan Mentri Agama No.18 Tahun 2019 tentang pesantren [2]. Saat ini pendidikan pesantren mulai mengembangkan perguruan tinggi yang bukan hanya *ma'had 'aly*. Salah satu pesantren yang berfokus mengembangkan perguruan tingginya dalah Pondok pesantren Darunnajah yang mendirikan Universitas Darunnajah di bawah naungan LLDIKTI dengan kode PT 031074 [3].

Pada tanggal 6 November 2022, Universitas Darunnajah menginisiasi konfrensi pesantren internasional. Konfrensi tersebut membahas perkembangan pendidikan pesantren saat ini dan menyepakati sebuah tujuan untuk menjadikan pesantren sebagai episentrum pendidikan Islam di dunia [4]. Maka dari itu, perlu dilakukannya sebuah strategi dalam mewujudkan visi besar tersebut. Salah satu cara untuk dapat berkompetensi secara internasional yaitu dengan menguasai bahasa penghubung antar bangsa yaitu bahasa Inggris.

Universitas Darunnajah juga memiliki keunikan tersendiri dari beragamnya peserta didik yang berkuliah di sana. Terdapat empat golongan dari sejumlah 1.300- an mahasiswa berdasarkan latar belakang pendidikannya. Salah satunya ialah mahasiswa Asatidz yang merupakan para mahasiswa dari lulusan berbagai macam pesantren yang juga bertugas sebagai pengajar di suatu pondok pesantren, jumlah mahasiswa Asatidz menempati populasi terbanyak. Kebanyakan dari mereka menemui kesulitan dalam memperdalam keahlian bahasa Inggrisnya karena kurikulum yang sudah mereka pelajari selama di pesantren lebih banyak mempelajari bahasa Arab.

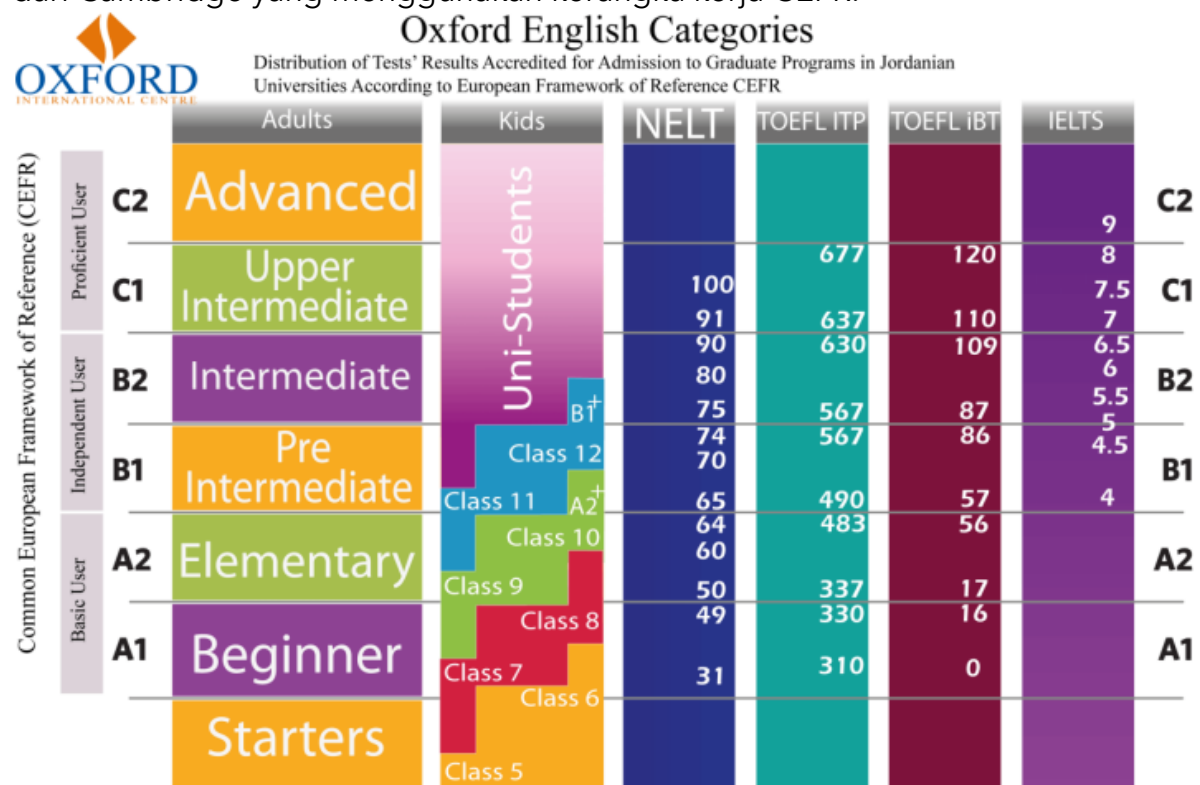**Bagan I. Presentase Jumlah Mahasiswa Universitas Darunnajah**
Sumber: Data Primer Lapangan

Pada penelitian sebelumnya telah dibahas tentang pendidikan agama Islam pada mahasiswa di Universitas Muhammadiyah Jakarta yang menunjukkan bahwa adanya pengaruh antara pengembangan bahan ajar dan perolehan hasil belajar yang tinggi dengan cara memperhatikan teori-teori dan prinsip-prinsip pembelajaran serta mempertimbangkan karakteristik umum mahasiswa yang mengikuti pelajaran [5], maka dari itu penting untuk penelitian selanjutnya memperhatikan kriteria dari peserta didik.

Penelitian mengenai universitas pesantren dan mahasiswa Asatidz ini penting dilakukan karena saat ini pendidikan pesantren sedang mengalami perkembangan sistem pendidikan secara signifikan yang sedang berproses internasionalisasi dan memiliki karakteristik peserta didik yang unik. Penelitian ini juga penting dilakukan untuk mengetahui tipologi perguruan tinggi pesantren serta strategi pengajaran yang dikembangkan berdasarkan keunikan tersendiri

yang berbeda dari perguruan tinggi lainnya.

Dalam pembelajarannya, Universitas Darunnajah sudah menggunakan LMS berupa Moodle yang merupakan sumber terbuka dan dikembangkan pertama kali oleh Martin Dougiamas pada tahun 2002 [6] juga efektifitasnya sudah teruji dengan baik [7][8]. Dengan memanfaatkan system manajemen pembelajaran yang bisa diakses dimanapun dan kapanpun ini, diharapkan perancangan strategi pembelajaran bahasa Inggris yang dirancang menggunakan CEFR dengan pendekatan bilingual ini dapat meningkatkan kecakapan berbahasa Inggris para mahasiswa Asatidz hingga mencapai level B2. Rancangan ini juga akan memuat tugas yang bertujuan agar para mahasiswa dapat mempraktikkan materi dan teori yang mereka pelajari [9]. CEFR dipilih karena pelajaran Bahasa Inggris di Pesantren Darunnajah sebelumnya sudah menggunakan buku "Frontier" berisikan kurikulum dari Cambridge yang menggunakan kerangka kerja CEFR.

Gambar 1. Perbandingan skor nilai dari beragam tes bahasa Inggris.
Sumber: Oxford English Courses

Dari latar belakang di atas maka dapat dirumuskan masalah sebagai berikut: "Bagaimanakah rancangan strategi pembelajaran bahasa Inggris bagi mahasiswa *Asatidz* di Universitas Darunnajah dengan pendekatan bilingual yang diberikan menggunakan LMS?"

D.2. PENDEKATAN PEMECAHAN MASALAH
Tuliskan pendekatan dan strategi pemecahan masalah yang telah dirumuskan

Metode pendekatan yang digunakan adalah pendekatan ilmu teknologi pendidikan dengan berpegang pada penelitian pengembangan model *ADDIE*. Strategi pemecahan masalah yang digunakan yaitu perancangan strategi pembelajaran berdasarkan kerangka kerja CEFR dengan pendekatan dwibahasa yaitu bahasa Arab dan bahasa Inggris dan penggunaannya memanfaatkan LMS.

D.3. STATE OF THE ART DAN KEBARUAN
Tuliskan keunggulan dari pemecahan masalah yang ditawarkan pengusul dibandingkan dengan penelitian pengusul sebelumnya atau peneliti lainnya dalam konteks permasalahan yang sama, serta kebaruan usulan dari aspek pendekatan, metode, dsb

Hingga saat ini, penelitian tentang perguruan tinggi pesantren masih terus berkembang. Penelitian-penelitian sebelumnya masih berfokus pada ma'had ali yang lebih condong pada ilmu agama Islam [10][11][12][13][14]. Maka dari itu, dalam penelitian ini hanya disertakan penelitian terkait dalam kurun waktu lima tahun terakhir dan penelitian tersebut antara lain;
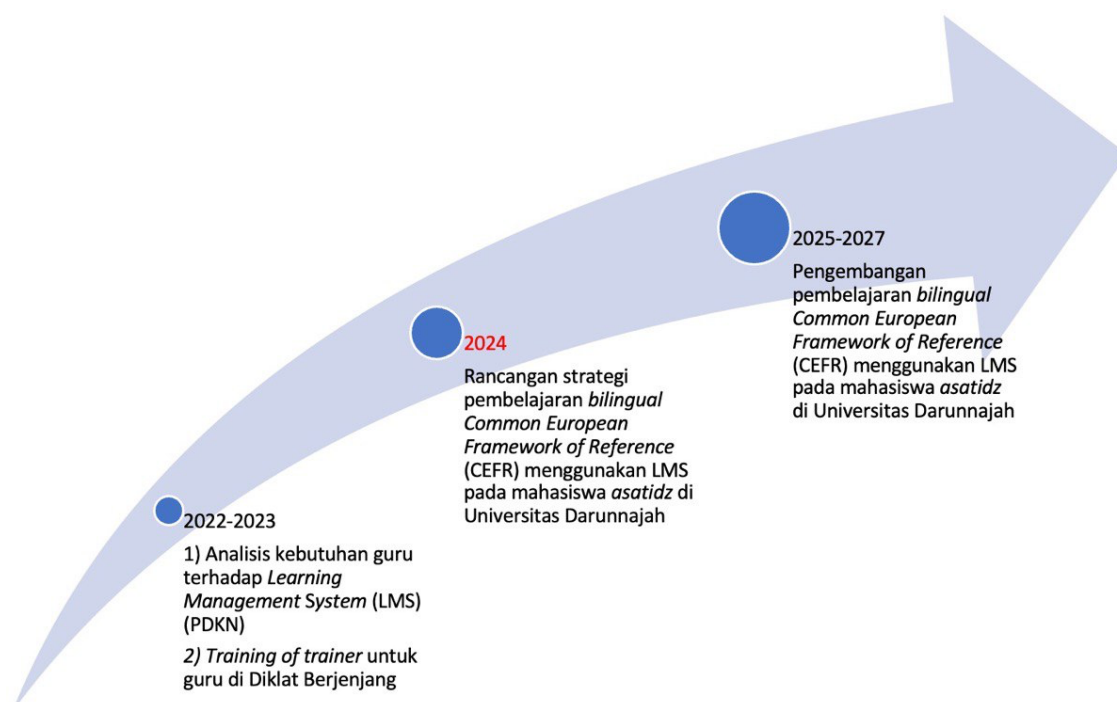
Tabel 1. Penelitian Terdahulu

No	Tahun	Judul Artikel	Hasil Penelitian
1	2020	*Leading Islamic University Trough Excellent Higher Pesantren: Challenges, and Strategies in Integrated Curriculum Development*	Nilai-nilai indigenous dalam pengembangan kurikulum integratif berbasis pesantren unggulan bersendikan pada nilai yang berorientasi pada pembentukan calon cendikiawan yang 'progres-inklusif-utuh'.
2	2021	Desain Kurikulum Perguruan Tinggi Pesantren dalam Mewujudkan Pendidikan yang Berkualitas	Sebuah buku panduan desain kurikulum untuk STIABI Riyadlul 'Ulum yang diterapkan secara internal. dalam mewujudkan pendidikan yang berkualitas.
3	2022	Pelatihan TOEFL bagi Mahasiswa di Pesantren Al-Mashduqie di Kamal, Bangkalan	Laporan pengabdian dari civitas akademika di Program Studi Sastra Inggris untuk meningkatkan kemampuan bahasa Inggris para mahasiswa di lingkungan pesantren.
4	2023	*The Influence of Pesantren Educational Background on Arabic Language Competence of Students in Islamic Higher Education*	Mahasiswa dengan latar belakang pesantren menunjukkan pemahaman tata bahasa Arab yang lebih unggul, sementara mereka yang yang tidak berlatar belakang pesantren lebih unggul dalam hal linguistik umum dan teori-teori pembelajaran.
5	2024	*Indonesian Pesantren-affiliated Higher Education Multilingual: universal Islamic values to develop locally engaged but globally oriented multilingual graduates*	Lembaga perguruan tinggi di Ponorogo telah menggabungkan produksi pengetahuan dan nilai-nilai Islam universal untuk menghasilkan lulusan yang multibahasa dan berpikiran terbuka dengan orientasi global sementara secara intensif terlibat dalam kesukarelaan masyarakat.

Pertama ialah tema besar penelitian. Jika tema besar kelima penelitian di atas adalah: desain dan pengembangan kurikulum, pelatihan TOEFL, dan kompetensi multi bahasa, maka penelitian ini bertema besar strategi pembelajaran untuk meningkatkan kekacapan berbahasa Inggris. Perbedaan kedua ialah pisau analisis yang dipakai. Penelitian ini menggunakan dasar penelitian pengembangan model *ADDIE* [15]. Temuan dalam penelitian ini ditargetkan berupa rancangan strategi pembelajaran untuk mahasiswa perguruan tinggi pesantren yang dikembangkan menggunakan CEFR dengan pendekatan *bilingual* melalui penggunaan LMS.

2022-2023
1) Analisis kebutuhan guru terhadap *Learning Management* System (LMS) (PDKN)

2) *Training of trainer* untuk guru di Diklat Berjenjang

2024
Rancangan strategi pembelajaran *bilingual Common European Framework of Reference* (CEFR) menggunakan LMS pada mahasiswa *asatidz* di Universitas Darunnajah

2025-2027
Pengembangan pembelajaran *bilingual Common European Framework of Reference* (CEFR) menggunakan LMS pada mahasiswa *asatidz* di Universitas Darunnajah

E. METODE
Isian metode atau cara untuk mencapai tujuan yang telah ditetapkan tidak lebih dari 1000 kata. Pada bagian metoda wajib dilengkapi dengan:
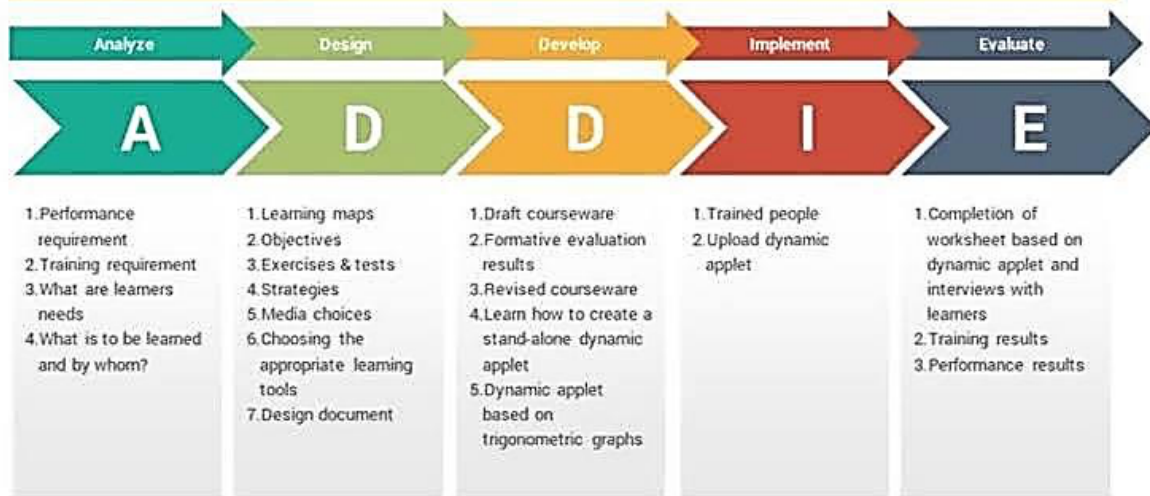- *Diagram alir penelitian yang menggambarkan apa yang sudah dilaksanakan dan yang akan dikerjakan selama waktu yang diusulkan. Format diagram alir dapat berupa file JPG/PNG.*
- *Metode penelitian harus memuat, sekurang-kurangnya proses, luaran, indikator capaian yang ditargetkan, serta anggota tim/mitra yang bertanggung jawab pada setiap tahapan penelitian.*
- *Metode penelitian harus sejalan dengen Rencana Anggaran Biaya (RAB)*

Metode penelitian ini menggunakan dasar penelitian pengembangan model ADDIE karena dianggap memiliki validitas internal dan eksternal yang lebih baik. Prosedur pengumpulan data melibatkan wawancara dan observasi serta sumber-sumber lain seperti dokumen pemerintah, jurnal penelitian, buku, konfrensi, dan apa pun yang dapat menjelaskan pertanyaanpertanyan yang diteliti.

Proses yang diaksanakan mencakup rancangan strategi pembelajaran dan desain pembelajaran yang dibuat berdasarkan pengembangan kurikulum bahasa Inggris CEFR dengan pendekatan dwibahasa menggunakan kerangka kerja ADDIE. Pendekatan ini memastikan bahwa produk yang dihasilkan sesuai dengan kebutuhan saat ini. **Indikator capaian** yang ditargetkan berupa tercapainya level bahasa Inggris para mahasiswa pada level B2 dalam tes CEFR.
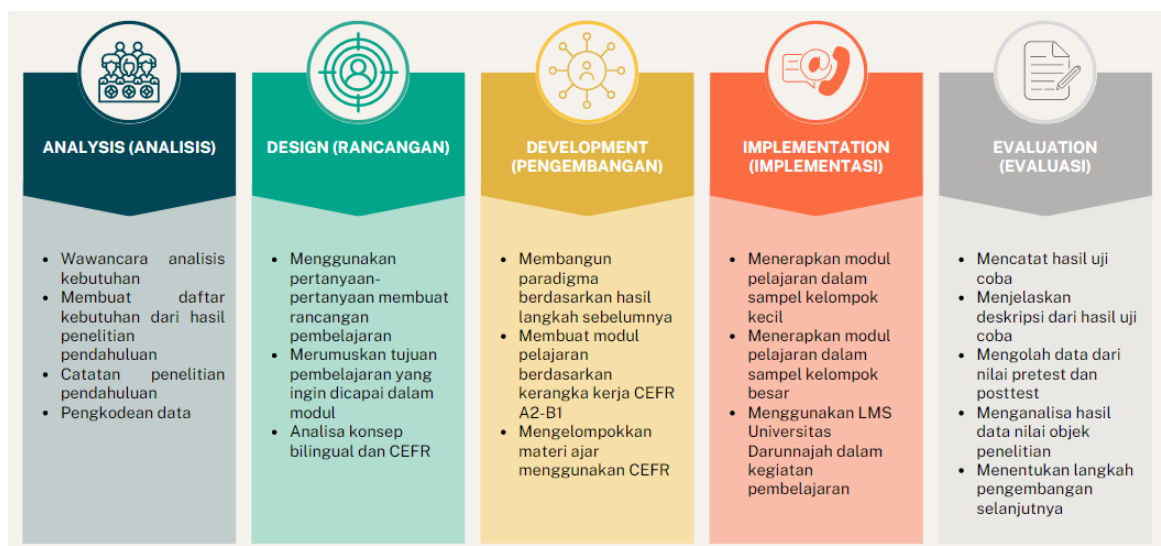
Luaran dari hasil penelitian ini akan dipublikasikan pada satu jurnal nasional bereputasi yaitu Jurnal Teknologi Pendidikan (Sinta 2). Selain itu penelitian ini akan menghasilkan sebuah buku ajar untuk mahasiswa *Asatidz* yang harapannya bisa digunakan oleh perguruan tinggi pesantren lainnya.

5 Stages of ADDIE instructional design model

Berdasarkan kerangka kerja ADDIE di atas, terdapat teknik analisis yang digunakan peneliti saat melakukan pengembangan yang digunakan untuk memahami data-data yang dikumpulkan melalui transkrip wawancara dan data-data lainnya. Secara kritis, pendekatan ini memberikan pengertian tentang desain, proses, dan analisis pada penelitian, sekaligus memungkinkan peneliti untuk fleksibel dalam menerapan teknik pengembangan desain strategi pembelajaran.

Pada langkah awal telah dilaksanakannya proses analisa kebutuhan langsung dari tempat penelitian. Lalu di tahapan ke-2 dan ke-3 terdapat komponen pengembangan desain berdasarkan konsep ADDIE. Langkah 4 dilakukan implementasi desain untuk mengetahui keefektifitasannya. Langkah 5 dilakukan sebagai evaluasi desain dan hasil yang masih perlu perbaikan. Langkah terakhir ini melibatkan pengolahan data dan penyempurnaan desain serta strategi pembelajaran dalam bentuk akhir.

Gambar 2. Diagram Alir Penelitian
Pembagian tugas tim pengusul seperti bagan di bawah ini:

Gambar 3. Pembagian Tugas Tim Pengusul

Mahasiswa yang dilibatkan dalam penelitian ini adalah mahasiswa semester akhir program studi Teknologi Pendidikan, Sekolah Pascasarjana UMJ.

F. JADWAL PENELITIAN

Jadwal penelitian disusun berdasarkan pelaksanaan penelitian, harap disesuaikan berdasarkan lama tahun pelaksanaan penelitian

[Tahun ke-1 (2024)

No	Nama Kegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Penelitian pendahuluan (kajian literatur)				V								
2	Wawancara dan observasi lapangan					V							
3	Pengembangan kurikulum bahasa Inggris menggunakan CEFR dan pendekatan dwibahasa						V						
4	Validasi ahli media dan materi						V						
5	Uji coba kelompok kecil							V					
6	Evaluasi uji coba pertama							V					
7	Pilot project dan evaluasi produk							V					
8	Finalisasi modul dan buku ajar								V				
9	Publikasi jurnal dan laporan penelitian									V			

CHAPTER IV

RESEARCH STUDY RESULT

A. Model Development

In this chapter, the results of research and discussion of the development of English learning modules using the CEFR framework aimed at graduates of Darunnajah pesantren are presented. The results of this study present data obtained from data collection, the process of developing and making products, the results of validation by material experts and curricular experts, as well as the results of module usage tests by teachers and students in limited trials and usage trials.

Module usage test of English learning modules using the CEFR framework for *Asatidz* student was conducted in Darunnajah University, non regular class, class code MP32B. The test use of media by teachers and students was carried out twice, namely in limited trials and usage trials.

Media usage test media use test involves teachers and students because the implementation of media is done in social studies learning so that teachers and students have an important contribution in responding to the use of the module.

The subjects in the limited trial were is English I course teacher and 7 students of Darunnajah University. The subjects in the usage trial were a teacher of English I course and 16 students

from MPI programs study which is containing students who graduated from many Darunnajah branches, in accordance with the purpose of the developed module. The limited trial was conducted on Tuesday, December 12, 2023 at 15.00 WIB until 16.30 WIB, while the usage trial was conducted on Saturday, March 9, 2024 at 15.00 WIB until 16.30 WIB.

Before testing the use of the module by teacher and students, the product developed by the researcher was validated by one material expert lecturer from UMJ. This validation was carried out to obtain data on the feasibility of the module for English learning, seen from the material aspect.

Validation by material expert lecturer aims to obtain information, criticism and suggestions so that the learning media developed by researcher become quality product in accordance with the preparation of good lesson materials. Comments and suggestions from the material expert are also used for the process of media improvement process before the media usage test is carried out by teachers and students.

1. Development of Module English Module based on CEFR

   a. Needs Analysis Results

      This initial stage is commonly referred to as needs assessment. Initial research and data collection were carried out to determine the material and analyze the needs used as a

basis for product development in the preparation of the product. This step is carried out to determine the material and analyze the needs in the preparation of the product to be developed.

Based on the results of observations and interviews, some of the problems found are that students tend to be more fluent in Arabic and have difficulty understanding English lessons because they are more accustomed to using Arabic in everyday life and they learn Arabic lessons more than English. The list of lessons they have learned during their study time as santri Darunnajah can be see at attachment at last part of this research.

b. Module Design

Module design describes the overall relationship between lessons. The module design is made to facilitate the further process of functions like a map in the module development guide. The module has the following components as follows:

1) Has clear teaching objectives

2) Contains instructions for students

3) Contains material or subject matter, in this case English language

4) Contains exercises in accordance with the material

5) Contains activities that are relevant between the material and daily life

6) Contains evaluation questions

7) Contains the answer key to all existing questions

After the module was made, expert review and field trials were conducted. The material expert review was conducted by the school supervisor, the material expert was conducted by a UDN lecturer and then a small group trial of 7 people was conducted. After the small group trial is carried out, revisions will be made again to make improvements to the developed module.

Table 4.1 Suggestions for improvement of draft 1 module

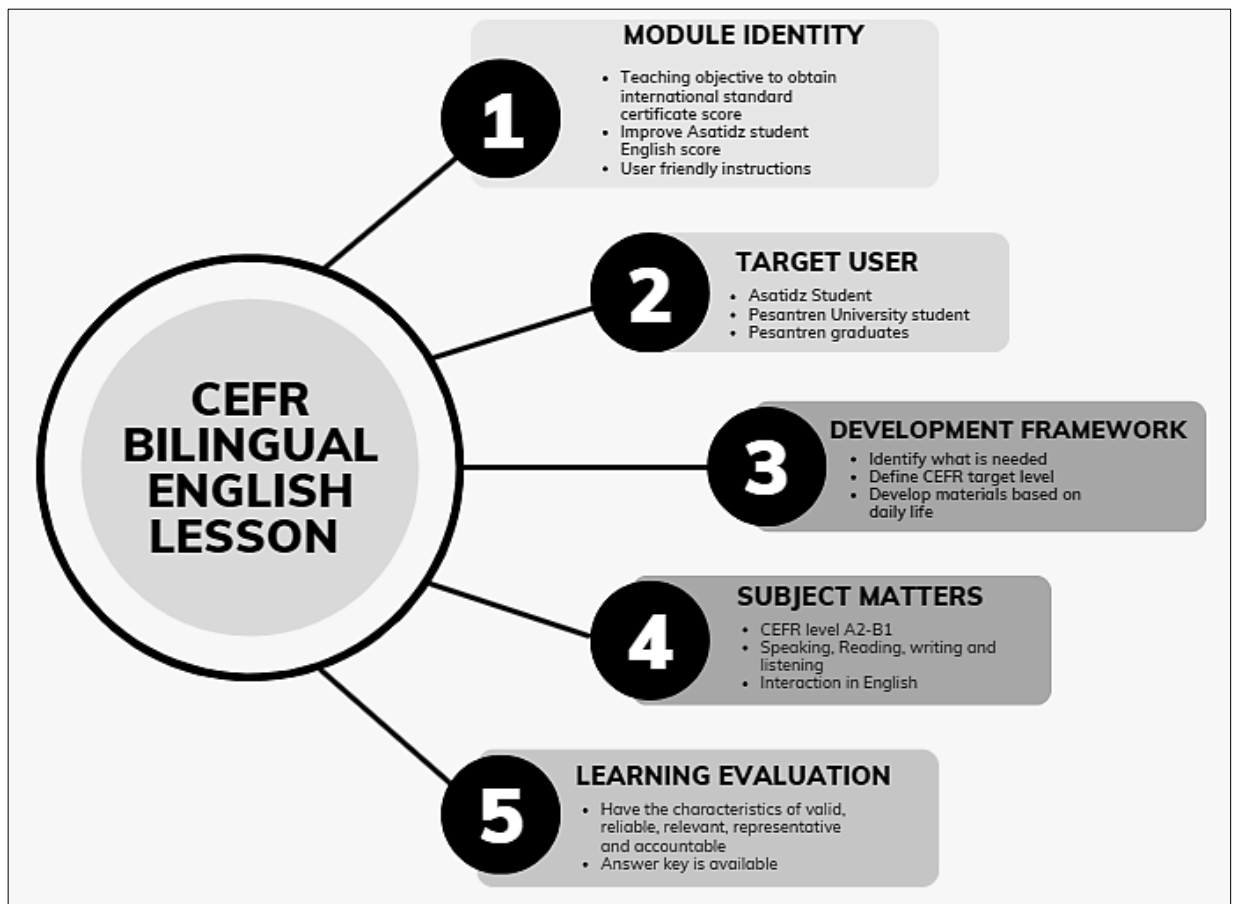| No	Improvement Suggestions
1.	Create a cover using the app to make it more attractive
2.	Correct the writing that is still under-spaced and still wrong in the marked words.
3.	Make the layout of the material more interesting by adding some illustrative images

c. Model Draft

The module was developed by using CEFR Framework as the subject matter of study materials. This module will be targeting a specific level based on CEFR at level B2. The reason is because usually the standard TOEFL score for entry requirements to foreign universities must be at least 550 (paper

based) or TOEFL IBT with a minimum score of 80 and IELTS score minimum 5.5 which is equivalent to the CEFR level at B2.
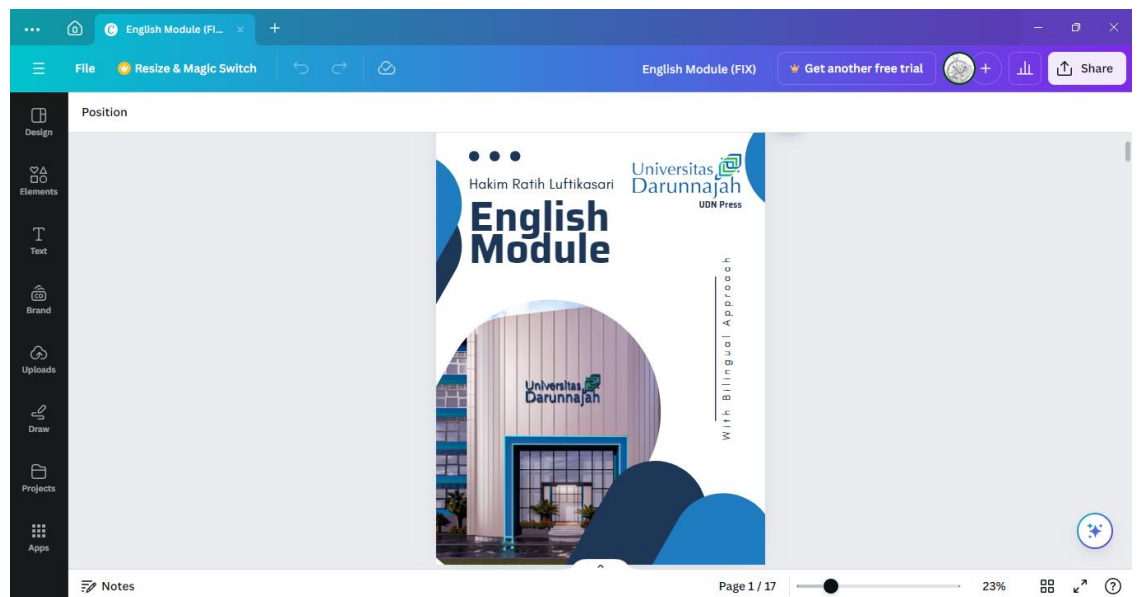
The product design should be embodied in a drawing or chart, so that it can be used as a guide for assessing and manufacturing it. Every product design needs to be shown in working drawings or charts, so that it will be easier for others to understand (Soegiyono, 2013).

Picture 4.1 English Module Model Draft

d. Preparation of materials and assignments.

The materials and activities contained in the module are compiled from various references. The material presented in the module is typed in TNR format with fonts sizes 12 and 16, print size B5 (ISO) 17.6 x 25 cm, using Canva aplication.

Picture 4.2 Typing the material in document format

e. Final Model on LMS

After the revision of the module is done, the module is finalized as the final result and the module is ready to be implemented to students. The module is ready to be implemented to students in a large study group, namely 31 students who are in the non-regular class at Darunnajah University. In this final result, the module has been developed by adding additional material to each learning material with the aim of helping to achieve the learning objective.

Picture 4.3 Inputing the material in LMS

B. Model Feasibility (theoretical and empirical)

During the design stage, a module feasibility validation instrument was compiled by researchers. This validation took the form of a checklist questionnaire for media and material experts. The preparation of the questionnaire grid and questionnaire marked the beginning of this stage. The results of this stage provided an assessment of the media and material aspects of the quality found in the English teaching materials, specifically in the form of modules. Materi experts from UMJ Lecturers, Dr. Andi Ahmad Gunadi, M.Pd from UMJ Postgraduate lecturer served as expert validators alongside Dr. Saiful Bahri, M.Pd (Head master from Islamic Education Management Doctoral Program) for material expert validation.

After analyzing the needs and developing the module, the product was tested on first semester students of English 1 class at Darunnajah University. The background of the students consists of alumni of several pesantren including various branches of Darunnajah.

1. Media Feasibility Test

This module media feasibility test was conducted to one media expert who works as a lecturer at the University of Muhammadiyah Jakarta who teaches Media Development course. The feasibility testing was carried out by distributing questionnaires and seeing the results of the module that was developed. Media expert validation results:

Table 4.2 Media Expert Validation Results

No	Indicator	Score Number	Percentage Score	Interpretation
1	Use of background/ text color combination	4	90%	very feasible
2	Menu/ features	4	83%	very feasible
3	Ease of material navigation	4	87%	very feasible
4	Font size is right on target for the user	4	95%	very feasible
5	Image/visual pairing with text is appropriate	3	79%	feasible
6	Illustrations on display	3	70%	feasible

	support the message			
7	Content suitability to current needs	4	93%	very feasible
8	Visual appeal	4	88%	very feasible

Description; (1) 0% - 40% = not feasible, (2) 41% - 60% = sufficient, (3) 61% - 80% = feasible, and (4) 81% - 100% = very feasible. The bar chart of the results of the validation test by the Media Expert expert is as follows:
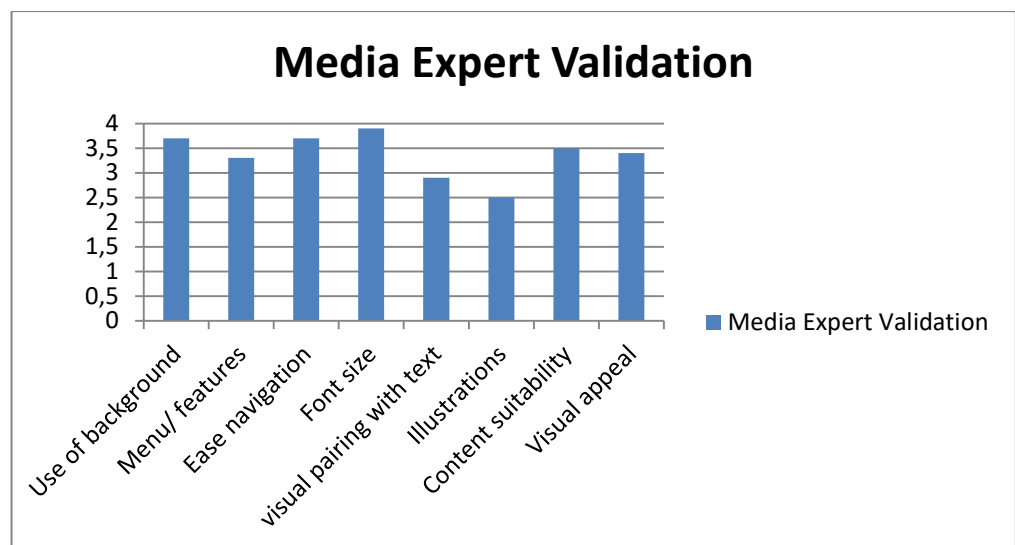

Chart 4.1

Chart Bar of Media Expert Validation

Based on the results of validation by media experts, the average of the module results is 85.62% which means that the module is in the interpretation of very feasible results. There are also several suggestions given by the media expert, namely: it is

142

necessary to add more interesting displays or images and variations to the module.
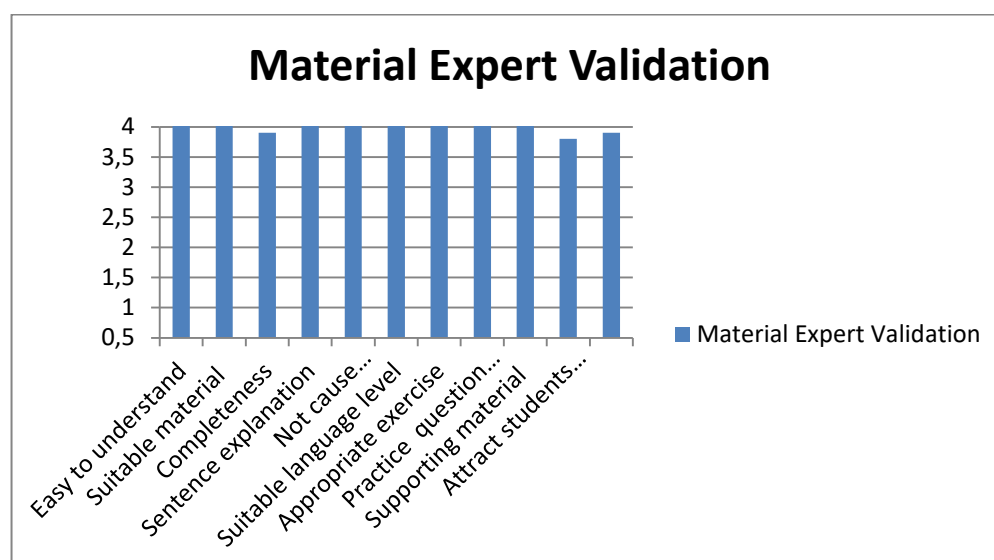
2. Material Feasibility Test

Material expert validation is carried out by supervisors to see the level of suitability of the material to be developed in the form of modules. The instrument used in this material expert validation is a questionnaire. Based on the data analysis obtained the results of the material expert validation on the module, namely:

Table 4.3 Material Expert Validation Result

No.	Criteria	Score	Percentage	Interpretation
Module Content				
1	Ease of material to understand	4	95%	very feasible
2	Suitability of material with learning objectives	4	95%	very feasible
3	Completeness of learning material with order and systematic arrangement	4	83%	very feasible
Linguistic Appropriateness				
4	Sentences used to explain material is easy to understand	4	90%	very feasible
5	The sentences used do not cause double meaning	4	90%	very feasible
6	The language used is in accordance with the level of development of students thinking	4	93%	very feasible
Presentation Aspect				
7	Sample questions in each learning activity are appropriate with the material	4	97%	very feasible
8	Practice questions at the end of learning are in accordance with	4	98%	very feasible

143

	material and learning objectives			
9	There are supporting material presentation in the module (reference)	4	99%	very feasible
Self-Study Aspect				
10	CEFR Bilingual Module can attract students' interest in learning	4	87%	very feasible
11	CEFR Bilingual Module can help students learn independently	4	89%	very feasible

Description; 0% - 40% = less feasible, 41% - 60% = sufficient, 61% - 80% = feasible, and 81% - 100% = very feasible The bar chart of the Material Expert Validation test results is as follows:

Based on the results of validation by material experts that the average of the module results is 92.36%, which means that the module is in the interpretation of very feasible results. There are also several suggestions given by the material expert, namely: it is necessary to improve the module for the next level.
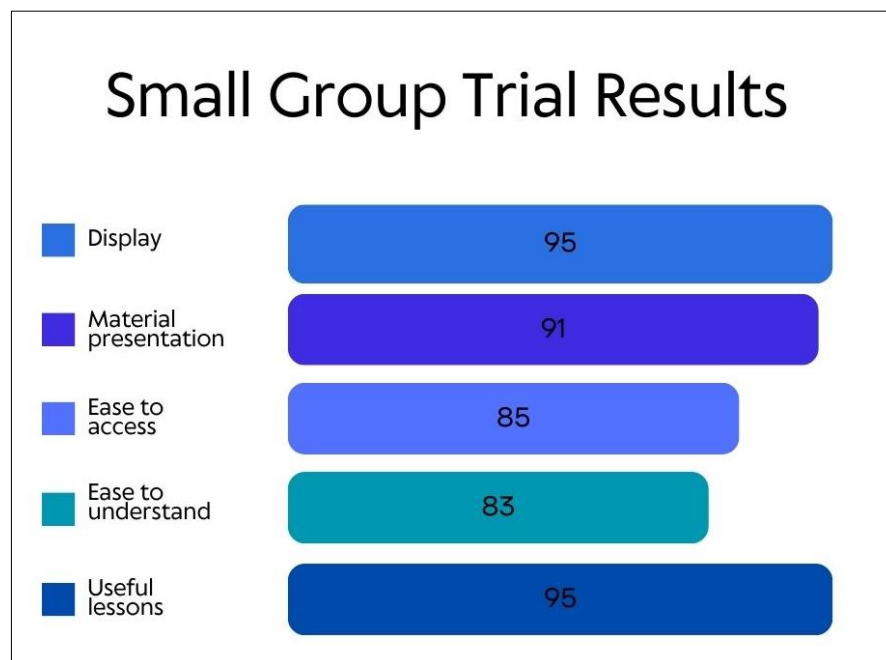
3. Small Group Trial

After the module was validated by experts, the module was refined in accordance with the feedback and suggestions received. After that, it was implemented at school to be tested on a small group of 5 randomly selected students. The results of the assessment given are as follows:

Table 4.4 Small Group Trial Results

No	Indicator	Precentage	Interpretation
1	Display	95%	very feasible
2	Material presentation	91%	very feasible
3	Ease of access from the LMS	85%	very feasible
4	Material is easy to understand	83%	very feasible
5	Useful lessons	95%	very feasible
	Overall	89.80%	very feasible

Description; 0% - 20% = not very feasible, 21% - 40% = less feasible, 41% - 60% = sufficient, 61% - 80% = feasible, and 81% - 100% = very feasible. The bar chart of the results of the small group trial is as follows:

Picture 4.4 Small Group Trial Result

The results of the small group trial obtained the average percentage of the assessment of all aspects is 89.80%, this shows that the material developed by the researcher has a very good interpretation or results from the results of the validation test and trial show that the CEFR-based module with a bilingual approach is feasible to use or apply as teaching material in the field trial at school. Before being used as teaching material on CEFR-based modules with a bilingual approach, it was first revised according to the suggestions of media experts, material experts and students in small group trials.
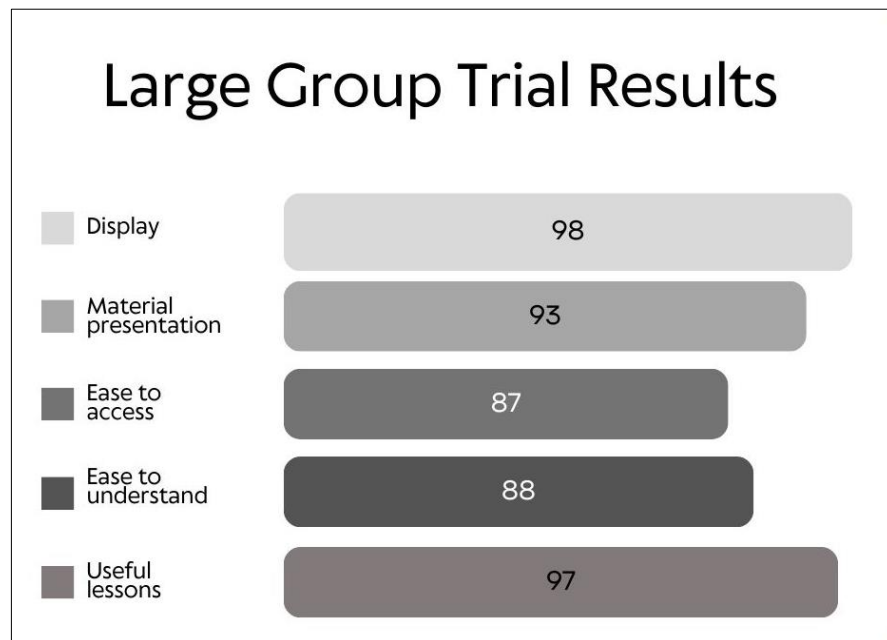
4. Large Group Trial

The module that has been improved and refined is then implemented in the destination class to be tested in a large-scale group of 16 students. The assessment was given through an empirical test questionnaire sheet conducted with the following results:

Table 4.5 Large Group Trial Results

No	Indicator	Precentage	Interpretation
1	Display	98%	very feasible
2	Material presentation	93%	very feasible
3	Ease of access from the LMS	87%	very feasible
4	Material is easy to understand	88%	very feasible
5	Useful lessons	97%	very feasible
	Overall	92.60%	very feasible

Description; 0% - 20% = not very feasible, 21% - 40% = less feasible, 41% - 60% = sufficient, 61% - 80% = feasible, and 81% - 100% = very feasible. The bar chart of the results of the large group trial is as follows:

Picture 4.5 Large Group Trial Result

The results of the trial on a large scale or group obtained an average value of all aspects of 92.60% and this shows that the developed module has very good results and benefits.

C. Model Effectiveness (through trials)

The developed module was then implemented in the class to determine the students' assessment of the module and the effect on students' cognitive learning outcomes. In this field trial, it was carried out in the non-regular class of Darunnajah University MP32B with a total of 16 students. To test whether the module is effective or not, researchers used a trial with the Pre Test Problem. Meanwhile, to find out the results, researchers used a trial with the Post Test Problem. The following is a calculation to determine the effectiveness of the Module using SPSS 25 software.

1. Normality Test

    Normality test is a test conducted to check whether the research data comes from a population with a normal distribution. This test needs to be done because all parametric statistical calculations have the assumption of normality of distribution. The data in this study used the SPSS 25 software application with the Shapiro-Wilk method. The results are as follows:

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Nilai Pretest	.167	16	.200[*]	.956	16	.590
Nilai Posttest	.094	16	.200[*]	.978	16	.948

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

    Based on the data above, the normality test uses Shapiro-Wilk that the treatment before and after shows a normal distribution. The normal distribution can be seen from the variable significance value which is greater than the probability of 0.05. The value of the pretest score is 0.590 and the value after treatment is 0.948.

2. Mean Comparison Test

    The following is a mean comparison test to determine whether there is a significant difference between two interrelated

averages. Using the Paired Sample T-Test method in the SPSS 25 software application:

Statistics		Nilai Pretest	Nilai Posttest
N	Valid	16	16
	Missing	0	0
Mean		61.69	80.25

Based on the table above, it shows the mean and standard deviation of the two comparisons. For before treatment using the module, the average value of students is 61.69, while after using the module the average value of students is 80.25.

3. N Gain Test

N-Gain test is a commonly used method to measure the effectiveness of a learning or intervention in improving learners' learning outcomes. It provides a strong basis for evaluating the extent to which a learning program has contributed to learners' understanding. The N-Gain test aims to determine the effectiveness of using a particular treatment in one group pretest and post test design research or research using a control group. To calculate the N-Gain results manually, the formula such as below (Sukarelawan et al., 2024, p. 10).

$$N\ Gain = \frac{Skor\ Posttest - Skor\ Pretest}{Skor\ Ideal - Skor\ Pretest}$$

	NIM	Nama	Pretest_score	Posttest_scor.	Post_Kurang_Pre	Seratus_Kurang_Pre	NGain_Score	NGain_Persen
1	2301020044	AISYAH SHAFIRA SALMA	54	76	22.00	46.00	.48	47.83
2	2301020056	HESTI APRILIANTI	50	96	46.00	50.00	.92	92.00
3	2301020098	SHAFA NABILAH TAMIR	64	78	14.00	36.00	.39	38.89
4	2301020060	MALIKA AZ ZAHRA	64	83	19.00	36.00	.53	52.78
5	2301020046	AUFA IMADUDDIN MUTTAQIN	88	90	2.00	12.00	.17	16.67
6	2301020121	AMANDA ZULAIKHA PULUNGAN	53	78	25.00	47.00	.53	53.19
7	2301020048	ERYNA NOER SEPTIA	65	80	15.00	35.00	.43	42.86
8	2301020052	GEDE AGUNG WICAKSONO MUSTOFA	60	70	10.00	40.00	.25	25.00
9	2301020064	MUHAMMAD FATIH MUHARRAM	50	72	22.00	50.00	.44	44.00
10	2301020090	MUTIARA SABILA RAMADHALIANI	50	60	10.00	50.00	.20	20.00
11	2301020050	FATHI DAFA NAZHARI ACHMAD	75	88	13.00	25.00	.52	52.00
12	2301020130	FITRI MAULIDIA	50	72	22.00	50.00	.44	44.00
13	2301020106	ABI MUSA AL AS'ARI	73	94	21.00	27.00	.78	77.78
14	2301020123	SELLY NAJWA SHADRINA	81	98	17.00	19.00	.89	89.47
15	2301020047	DIAS ALFARIZI	50	67	17.00	50.00	.34	34.00
16	2301020085	FERDI GARNAMA	60	82	22.00	40.00	.55	55.00

No	Pretest	Posttest	Post minus Pre	100 minus Pre
1	54	76	22	46
2	50	96	46	50
3	64	78	14	36
4	64	83	19	36
5	88	90	2	12
6	53	78	25	47
7	65	80	15	35
8	60	70	10	40
9	50	72	22	50
10	50	60	10	50
11	75	88	13	25
12	50	72	22	50
13	73	94	21	27
14	81	98	17	19
15	50	67	17	50
16	60	82	22	40
MEAN	61,6875	80,25	18,5625	38,3125

Table 4.6 N-Gain Score Test Calculation Results

The categorization of the acquisition of the N-Gain Score can be determined based on the results of the N-Gain score. The categories of N-Gain scores can be seen in the following picture:

Normalized gain score	Interpretation
$g > 0.7$	High
$0.3 < g \le 0.7$	Moderate
$g \le 0.3$	Low

N-Gain= 80,25 – 61,69 / 38, 31= 18,56/38,31 = 0,49

Based on the results of the N-Gain score test calculation above, it shows that the result of the calculation is 0.49 which means that the effectiveness of the teaching strategy given has a medium effectiveness value.

D. Teaching Strategy Implementation on CEFR Bilingual Approach

The teaching strategy used in this research was interactive teaching strategy. Interactive teaching is all about actively engaging *Asatidz* students in the learning process. This approach encourages students to think for themselves, use their brains, and ultimately retain information in the long term. In addition to increasing knowledge, interactive teaching also promotes interest, strength, knowledge, team spirit, and freedom of expression among students. When selecting learning activities, it is important to consider authentic problems, the context in which they will be applied, prior knowledge required, and the resources and instructional materials needed. Methodological and organizational strategies should also be flexible to support cooperative and personalized learning.

This part will discuss the use of interactive methods to teach and emphasizes the importance of using bilingual approach in the subject matter. It explores various interactive teaching tools and ideas, taking into account both human-to-human communication and user engagement with online programs or computers (University's Learning Management System).

The strategy highlights the significance of creating an environment that encourages students to actively participate and interact with their teachers, rather than simply listening and regurgitating information. Through verbal interaction, teachers can effectively facilitate meaningful learning experiences for their students.

During the learning process, students can log in to the STUDENT DESK website page at https://studentdesk.darunnajah.ac.id/ , which is the entrance for students to the Darunnajah University LMS. This activity can be done in real time during the course schedule or outside of lecture hours.

Because Darunnajah University is a pesantren-based university and the students are also teachers in the pesantren, there are often some pesantren activities that make students unable to attend classes. They often become supervisors of an event or

activity of the students at the same time as the class schedule. This becomes one of the learning obstacles.

In addition to conflicting class schedules, some other obstacles come from cellphone signals that make the LMS program difficult to access through students' smartphones. This facility and infrastructure constraint is an external thing that affects the effectiveness of learning. To overcome this, usually teacher have prepared materials in the form of printed teaching materials or send lecture materials to the class whatsapp group and discuss them together in class.

During the teaching and learning process, the material that has been uploaded to the LMS is explained again directly by the teacher. The material must still be uploaded to the LMS, because the uploaded material is a requirement for filling the student attendance list directly into the system. When explaining the material, the instructor interacts directly with the students. For example, after writing the title and one example sentence of the material being discussed, students are asked basic questions to determine the extent of their understanding of the current lesson.

Some students are randomly assigned to answer the questions. After that, some students who understand Arabic better will usually ask questions to confirm whether the understanding

they think is correct and in accordance with the material being discussed.

Below is an excerpt of an example of a classroom conversation when discussing the material "What Clause as Subject or Object".

Teacher: "Who knows what the different between subject and object?"

Student: "If I said the meaning of subject is Fa'il dan the meaning of object is maf'ul bih in Arabic, is that right Miss?"

Teacher: "Yes, your answer is correct!"

After the explanation of the lesson, the students will be ask to give an example for each person and said it loud so the other students can hear what she or he said. After that, they have an assignment to do the exercise that the teacher provided at LMS. But if they have a difficulty to acces LMS, they can submit it directly to the teacher. So the score of their assignment was collected to be calculated in posttest observation. The grade will also be uploaded to the LMS page as a list of their scores in the class.

Before they use this strategy, they were toke the CEFR level test at https://englishonline.britishcouncil.org/free-english-level-test-cefr-2/ and their average level is A1 which is the basic and starting point in the CEFR level of English proficiency.Then after being given this kind of interactive learning strategy by implementing

bilingual teaching, there was an increase in the level of the class average in A2 and B1 as can be seen in the attachment of the research results.

E. Research Finding Discussion

This development uses the Research & Development (R&D) method. Research & Development (R&D) or Research and Development. The learning module design model or approach is the ADDIE model which consists of several stages, namely: (1) Analysis; (2) Design; (3) Development; (4) Implementation; (5) Evaluation.

The first stage is the analysis stage. In the analysis there are 2 stages. Needs Assessment in the form of analyzing the state of the field and participants and collecting reference material that will be used as the subject matter in media development. The results of information about the learning process, student characteristics and learning media development obtained from observation activities carried out while carrying out learning activities for English I class MP32B in the odd semester of the 2023-2024 academic year at Darunnajah University.

The next activity is Front-end Analysis by collecting references in the form of CEFR Framework, curriculum and syllabus of English courses for higher education, basic Arabic language materials for the bilingual approach, as well as books

related to the material and others needed in the development of learning modules.

The second stage is Design. The design stage is the stage of designing a learning module which includes formulating the objectives of making learning modules, making fowcharts, collecting design objects, and preparing feasibility test instruments.

The third stage is Development. This development stage is the stage of creating and developing learning modules from all components that have been prepared into a unified whole in accordance with the flowchart that has been designed using the Canva application. After the module was completed, it was validated by media expert lecturers and material expert lecturers, to obtain input on the development accompanied by a feasibility assessment instrument for CEFR learning modules with a bilingual approach.

The fourth stage is implementation. At this stage, the learning module that has been developed is then implemented through the Darunnajah University LMS to non-regular students majoring in MPI MP32B class. This implementation aims to determine student responses to the results of the learning module development. From this stage, the feasibility of the developed module will be known. Students are then asked to fill out a

respondent questionnaire to provide feedback on the learning module.

The fifth stage is evaluation. The evaluation carried out in the form of development evaluation and evaluation of the feasibility of learning module products. The development evaluation is carried out by media expert lecturers and material experts to determine the feasibility of the developed learning media, and to measure whether or not the developed learning media is produced and disseminated and used at Darunnajah University for non-regular classes. Evaluation of learning media products is carried out by MP32B class students to find out how the responses about the developed module. The evaluation will provide data that describes the quality of the learning module product whether it is valid or invalid.

Then the initial trial stage which contains validation by material experts, media experts, and assessment by users consisting of small scale and large scale. Validation is carried out by trying the learning module, then filling out the validation questionnaire and filling in the statement that the learning module is/not ready for use. Material expert validation aims to determine the feasibility and suitability of the material from the initial trial product.

The feasibility of the learning module is obtained from the results of feasibility test data by material experts, media experts and

respondents. The acquisition of feasibility data is described as follows:

a. Media Expert Feasibility Data Results

Based on the results of the respondents assessment with a total score of 29 points (85.62%), while the expected score is 32 points (100%). So the results of the feasibility of learning media according to respondents are above 81% which in the table includes a feasible category.

b. Result of Material Expert Feasibility Data

Based on the results of the material expert assessment with a total score of 43 points while the expected score is 44 score points, the percentage of feasibility is calculated. So the result of the feasibility of the material on the learning module is 92.36% which in the table includes a very feasible category to be tested on students.

c. Respondent Assessment Data Results

Based on the assessment results from 16 MP32B class students of Darunnajah University as respondents, the results obtained with a total score of 463, while the expected score is 500, then the percentage of feasibility is calculated to be 92.60%. So the feasibility of the

learning module according to the respondents in the table is in the very feasible category. Based on the results of the N-Gain score test calculation above, it shows that the value of the calculation is 0.49 which means that the effectiveness of the teaching strategy given has a medium effectiveness value.

The supporting and constraining factors during the implementation of development of this module from the initial development stage to the the final stage of implementation of the module as follows:

1. Supporting factors in the development stage

   a. Availability of materials/theories for module development

   b. Easy to conduct a needs analysis study

   c. Ease in finding respondents in small-scale trials

2. Obstacle factors at the module development stage

   a. Implementation of CEFR into syllabus and modules

   b. Challenging to create a bilingual approach using Arabic

   c. Difficulty in making appropriate questions for evaluation on each material

3. Supporting factors at the module implementation stage

   a. Permission is granted to conduct module trials on the campus

b. Supporting facilities are facilitated by the campus

c. Students cooperated well in carrying out the module trial

4. Factors constraining module implementation

a. Unstable internet connection that takes time to open LMS

b. Limited trial time due to several course schedules that clashes with pesantren activities

The advantage of this module is that it can be an independent learning resource and is easily accessible from anywhere through the campus LMS. The bilingual explanation stages using the Arabic approach make it easier for *Asatidz* students to understand English learning. The exercise section in the module helps students' thinking process in understanding the learning material.

Based on the description above, it can be concluded that the use of the CEFR module with a bilingual approach has good advantages and can improve the English grades of *Asatidz* students so that the developed module can and is suitable for use as teaching material in English courses for non-regular classes at Darunnajah University.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the development of English CEFR modules with a bilingual approach and discussion of the research results that have been discussed in the previous chapter, it can be concluded that the following conclusions can be drawn discussed in the previous chapters, it can be concluded as follows:

How effective are the results of the strategies and modules that have been developed?

1. The research conducted is a development research conducted through five stages of ADDIE development. The ADDIE development stages in this study include the analysis stage, the design stage designing the module to be developed, the develop stage for making CEFR-based modules with a bilingual approach and making questions to measure student understanding of the material provided, the implementation stage and product validation to media experts and material experts and the evaluate stage of trial understanding by directly using the LMS.

2. The quality of the product includes "very feasible" criteria with an average percentage of 85.62% from the results of validation by media experts. According to the material feasibility test, the module quality is "very feasible" with a percentage of 92.36%. While the assessment of small group trials with 5 students stated that the CEFR-based English module with a bilingual approach was "very feasible" with a percentage of 89.80% and large group trials with 16 students stated that the developed module had "very feasible" results and benefits with a percentage of 92.60%. The feasibility could be achieved by used interactive teaching strategies with bilingual approach.

3. English Module based on CEFR with a bilingual approach that has been developed is able to improve the value of English in *Asatidz* students. Based on the result of the N-Gain calculation is 0.49 which means that the effectiveness of the teaching strategy given has a medium effectiveness value. It shows that the field trial of the developed module, there was an increase in the pretest and posttest scores of students.

B. Implication

On the practical implications of the results of this research and development which is based on these conclusions, then in this research and development has the implication that the CEFR-based English module with a bilingual approach can be used as an independent teaching material for non-regular class of *Asatidz* students in Darunnajah University. This module also provides learning opportunities anytime and anywhere they want through LMS access.

C. Suggestion

Based on the research results obtained in the study using the English CEFR module with a bilingual approach, it can be suggested as follows:

1. For students, it is expected that the use of English CEFR module with a bilingual approach can increase enthusiasm and achieve understanding in learning.

2. For lecturers, it is hoped that this English CEFR module with a bilingual approach can be utilized as teaching material or complementary teaching material in their lectures.

3. For the university, with this module it's hoped that the campus could accept and make this module as a learning

material for *Asatidz* students and lecturers in English course.

4. Other researchers, this research conducted or developed by researchers still need to be developed further. This research is only limited to one semester of lectures and the hope of the researchers themselves wants to develop this module for two semesters by continuing the teaching material based on the CEFR which is still not covered for English II courses. The researcher also hopes that future research can cover advanced materials and completeness in the development of English CEFR module with a bilingual approach.

BIBLIOGRAPHY

Abdullah, & Muawaroh, M. L. (2021). Pengabdian Purna Santri dalam Meningkatkan Kemampuan Mengajar Santri Pondok Pesantren Nurul Cholil Bangkalan. *El Banat*, *11*(1), 87–108. https://doi.org/10.54180/elbanat.2021.11.1.87-108

Abror, M. (2021). *Ampel Denta dan Giri Kedaton Prototipe Pesantren*. 1. https://www.nu.or.id/nasional/ampel-denta-dan-giri-kedaton-prototipe-pesantren-tC1LM

Adhandayani, A. (2020). Metode Interview dalam Penelitian Kualitatif. In *Modul Metode Penelitian 2 (Kualitatif)* (Vol. 8, Issue 1). Universitas Esa Unggul.

Al-Hamad, N. Q. (2022). Moodle As a Learning Management System: Perceived Efficacy and Actual Use. *Journal of Educators Online*, *19*(3). https://doi.org/10.9743/JEO.2022.19.3.2

Al-Yassu'i, F. L. M. (2003). *Munjid*. Dar el-Machreq sarl.

Aldoobie, N. (2015). ADDIE Model. *American International Journal of Contemporary Research ADDIE*, *5*(6), 68–72.

Alfinnas, S. (2018). Membangun Academic Self-Concept Mahasantri Pesantren Nawesea. *Education and Human Development Journal*, *3*(2), 191–198. https://doi.org/10.33086/ehdj.v3i2.59

Altarriba, J., & Heredia, R. R. (2018). An Introduction to Bilingualism. In *Routledge* (Second). Routledge Taylor & Francis. https://doi.org/10.4324/9781315842035

Arafa, I., & Supriyanto. (2021). Strategi Guru Dalam Pengelolaan Pembelajaran untuk Meningkatkan Prestasi Belajar Siswa. *Inspirasi Manajemen Pendidikan*, *9*(4), 808–816.

Arbain, M. (2019). Dinamika Perkembangan Pendidikan Islam di ASEAN. *Borneo International Journal of Islamic Studies*, *Vol. 2(1),* 30. https://bijis.iain-samarinda.ac.id

Arief, H. (2022). *Unfolding The Hidden Curriculum: Sistem Pendidikan Pesantren Modern* (K. Hamdie (ed.); 2nd ed.). Darunnajah Production House.

Azra, A. (2007). *Jaringan Ulama: Timur Tengah dan Kepulauan Nusantara Abad XVII & XVIII* (3rd ed.). Kencana.

Bali, M. M. E. I. (2017). Perguruan Tinggi Berbasis Pondok Pesantren. *Universitas Nurul Jadid*.

BAMAI UMA. (2023). *Perbedaan Buku Ajar, Modul, dan Diktat, Pilih Mana?* Bamai.Uma.Ac.Id. https://bamai.uma.ac.id/2023/02/02/perbedaan-buku-ajar-modul-dan-diktat-pilih-mana/

Baqi, M. F. A., & Usman, M. A. bin. (2017). *Shahih Bukhari Muslim: Al-Lu'lu wal Marjan* (A. F. B. Taqiy (ed.); 1st ed.). PT Elex Media Komputindo.

Bukhori. (2018). Pengembangan Kurikulum Pesantren Salafiyah Dalam Meningkatkan Mutu Pendidikan (Studi Kasus di Pondok Pesantren Thoriqul Huda Cekok Babadan Ponorogo). In *IAIN Ponorogo*. http://dx.doi.org/10.1186/s13662-017-1121-6%0Ahttps://doi.org/10.1007/s41980-018-0101-2%0Ahttps://doi.org/10.1016/j.cnsns.2018.04.019%0Ahttps://doi.org/10.1016/j.cam.2017.10.014%0Ahttp://dx.doi.org/10.1016/j.apm.2011.07.041%0Ahttp://arxiv.org/abs/1502.020

Cambridge International. (2017). Bilingual Learners and Bilingual Education. *Cambridge Assessment International Education*, 63–80. www.cambridgeenglish.org

Cambridge, U. (2013). *Introductory Guide to the Common European Framework of Reference (CEFR) for English Language Teachers*. Cambridge University Press. https://doi.org/10.55544/ijrah.2.6.40

Ching, G. S., & Roberts, A. (2020). Evaluating the Pedagogy of Technology Integrated Teaching and Learning: An overview. *International Journal of Research Studies in Education*, 9(6). https://doi.org/10.5861/ijrse.2020.5800

Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative and Mixed Method Approaches. In C. Neve (Ed.), *Research Defign: Qualitative, Quantitative, and Mixed M ethods Approaches* (5th ed.). SAGE.

Cropley, A. J. (2022). Introduction to Qualitative Research Methods. In *University of Hamburg*. Editura Intaglio Publishing House. https://doi.org/10.1016/b978-0-12-107750-1.50012-1

Cummins, J., & Swain, M. (2014). *Bilingualism in Education, Applied Linguistics and Language Study* (C. N. Candlin (ed.)). Routledge.

Dewantara, K. H. (1977). *Karya Ki Hadjar Dewantara, Bagian Pertama: Pendidikan* (1st ed.). Majelis Luhur Persatuan Taman Siswa.

Dhofier, Z. (2022). Tradisi Pesantren: Studi Pandangan Hidup Kyai dan Visinya Mengenai Masa Depan Indonesia. In *LP3ES* (9th ed.). LP3ES.

Dick, W., Carey, L., & Carey, J. O. (2014). The Systematic Design of Instruction. In *Pearson Education Limited* (Seventh Ed). Pearson Education Limited.

DIIP, D. (2020). Panduan Penulisan Modul. In *Diktorat Inovasi dan Pengembangan*. Universitas Airlangga.

Erfani, H. (2019). *Research and Development*. OmniScriptum Publishing.

Europe, C. of. (2011). *English Profile: Introducing the CEFR for English* (1st ed., Issue August). Cambridge University Press.

Fathullah, Amal, et al. (2022). *Buku Putih Pesantren Muadalah* (1st ed.). Berpikir Bijak Bangun Bangsa.

Francis, W. S. (2021). *Bilingualism Across the Lifespan*. Routledge.

Freire, J. A., Alfaro, C., & De Jong, E. (2024). The Handbook of Dual Language Bilingual Education. In *The Handbook of Dual Language Bilingual Education* (First). Routledge. https://doi.org/10.4324/9781003269076

Ghaicha, A. (2016). Theoretical Framework for Educational Assessment: A Synoptic Review. *Journal of Education and Practice*, 7(24), 212–231. www.iiste.org

Hadi, A., Azra, A., Burhanudin, J., Hisyam, M., Sulaiman, S., & Abdullah, T. (2015). *Kebudayaan Islam Sejarah Indonesia*. Direktorat Sejarah dan Nilai Budaya, Direktorat Jenderal Kebudayaan, Kementerian Pendidikan dan Kebudayaan.

Haryanto, E. (2018). *Analisis Kebijakan Bilingual*. Textium.

Hasanah, I. (2020). *Strategi Pembelajaran Mata Kuliah Umum Pendidikan Agama Islam pada Perguruan Tinggi Umum: Studi Multi Situs di Universitas Jember dan Politeknik Negeri Jember*. UIN Maulana Malik Ibrahim.

Hasanova, N., Abduazizov, B., & Khujakulov, R. (2021). The Main Differences between Teaching Approaches, Methods, Procedures, Techniques, Styles and Strategies. *Multidisciplinary Peer Reviewed Journal ISSN*, 7(2), 371–375. https://media.neliti.com/media/publications/342865-the-main-differences-between-teaching-ap-24a0895b.pdf

Hasriadi. (2022). *Strategi Pembelajaran* (Firman (ed.); First). Mata Kata Inspirasi.

Junaedi, D. (2019). Desain Pembelajaran Model ADDIE. *Program Pascasarjana (PPs) UIN Sunan Gunung Djati Bandung*, 0, 1–14. https://www.academia.edu/35509908/DESAIN_PEMBELAJARAN_MODEL_ADDIE

Kathir, I. (2018). A compilation of the Abridged Tafsir Ibn Kathir Volumes 1 - 10. In The English Language with Arabic Verses. In *Tafseer* (Vol. 10).

Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 103 Tahun 2014 tentang Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah, Pub. L. No. 103, Peraturan menteri pendidikan 1 (2014). https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/Permendikbud Nomor 103 Tah

Kodir, A. (2015). *Sejarah Pendidikan Islam Dunia*. CV. Pustaka Setia.

Landsberry, L. (2019). Defining Bilingualism. *Encyclopedia of Language and Literacy Development*, 1–7. http://www.literacyencyclopedia.ca/pdfs/topic.php?topId=236

Liu, J. (2010). Language Learning Strategies and Its Training Model. *International Education Studies*, 3(3), 100–104. https://doi.org/10.5539/ies.v3n3p100

Macswan, J., Thompson, M. S., Rolstad, K., McAlister, K., & Lobo, G. (2017). Three Theories of the Effects of Language Education Programs: An Empirical Evaluation of Bilingual and English-Only Policies. *Annual Review of Applied Linguistics, Cambridge University Press*, 37, 218–240. https://doi.org/10.1017/S0267190517000137

Mahmudi, I., & Saputra, Y. (2018). Evaluasi program billingual di pondok pesantren Darunnajah 2, Cipining Bogor. *At-Ta'dib*, *13*(2), 62–82. https://doi.org/http://dx.doi.org/10.21111/at-tadib.v13i2.2672

Majah, I. (1823). *Sunan Ibnu Majah*. Maktabah Ma'arif.

Masduqi, H. (2020). Theories and Principles of Bilingual Education: An Annotated Bibliography. *Universitas Negeri Malang*, 1–6. https://doi.org/10.5281/zenodo.4267585

Mishra, S. B., & Alok, S. (2017). Handbook of Research Methodology. In *Educreation Publishing*. Educreation Publisher. https://doi.org/10.1097/00003465-199001000-00018

Mocinic, S. (n.d.). Learning and Teaching Strategies for Competence Development. *Juraj Dobrila University*, *Pre-school and Primary Education Department*.

Mujib, M., & Majid, A. (2022). Pengaruh Program Bilingual dalam Meningkatkan Prestasi Bahasa Santri di Pondok Pesantren Mambaul Ulum Bata-Bata Panaan Palengaan Pamekasan. *Studia Religia UMS*, *6*, 217–227.

Mulyana, A. (2020). *Penelitian Pengembangan (Research And Development) Pengertian, Tujuan dan Langkah-langkah R&D*. KEMENDIKBUD. https://lmsspada.kemdikbud.go.id/mod/resource/view.php?id=67582

Mulyani. (2017). Identifying the Concept of Bilingualism and Bilinguals Through Seven Baker'S Dimensions of Bilingualism. *Englisia Journal*, *5*(1), 29. https://doi.org/10.22373/ej.v5i1.1669

Muqoyyidin, A. W., & As'ad, M. Z. W. (2020). Internasionalisasi Pendidikan Tinggi Islam Berbasis Khazanah Pesantren. *Jurnal Pendidikan Islam*, *4*(2), 173–188. http://journal.unipdu.ac.id/index.php/jpi/article/view/2361%0Ahttp://journal.unipdu.ac.id/index.php/jpi/article/view/2361/1208

Musthofa, T. (2022). CEFR-Based Policy in Arabic Language Teaching and Cultural Dimension in Indonesian Islamic Higher Education. *Eurasian Journal of Applied Linguistics*, *8*(2), 96–107. https://doi.org/10.32601/ejal.911545

Mustopa, M., Hapidin, A., Rayana, J., Bumaeri, A. D. A., & Ahyani, H. (2021). Eksistensi Model Perguruan Tinggi di Lingkungan Pondok Pesantren (Studi Tentang Peluang dan Tantangannya di Era 4.0). *Hikmah*, *18*(1), 81–90. https://doi.org/10.53802/hikmah.v18i1.92

Najuah, Lukitoyo, P. S., & Wirianti, W. (2020). Modul Elektronik: Prosedur Penyusunan dan Aplikasinya. In *Yayasan Kita Menulis.*

Nasution, W. N. (2017). Strategi Pembelajaran. In A. Daulay (Ed.), *G-Couns: Jurnal Bimbingan dan Konseling* (First, Vol. 3, Issue 1). Perdana Publishing.

Nihwan, M., & Paisun. (2019). Tipologi Pesantren (Mengkaji Sistem Salaf dan Modern). *Jurnal Pemikian Dan Ilmu Keislaman*, *2*(1), 59–81.

Nilamsari, N. (2014). Memahami Studi Dokumen Dalam Penelitian Kualitatif. *Jurnal*

Wacana, *13*(2), 177–181.

Nugrahatama, Y. G. (2022). *Dinamika Sosial Budaya Masyarakat Arab Kampung Ampel Kota Surabaya Tahun 1955-1998* (1st ed.). Penerbit Lakeisha.

Nurdianto, T., Hidayat, Y., & Wulandari, V. A. (2021). CEFR-Based Arabic Language Learning Competency. *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature*, *3*(3), 229–248. https://doi.org/10.22219/jiz.v3i3.14123

Nurhasanah, S., Jayadi, A., Sa'diyah, R., & Syafrimen. (2019). *Buku Strategi Pembelajaran* (A. R. Sophe (ed.); First). Edu Pustaka.

Nuris, A. (2017). Ahmad Dahlan Dan Pesantren: Gerakan Pembaharuan Pendidikan, Dakwah, Dan Pemberdayaan Masyarakat Di Indonesia. *Dirosat : Journal of Islamic Studies*, *1*(2), 243. https://doi.org/10.28944/dirosat.v1i2.15

Oktavia, B., Zainul, R., Guspatni, & Putra, A. (2019). Pengenalan Dan Pengembangan E-Modul Bagi Guru- Guru SMAN 2 Padang Panjang. *Pelita Eksakta*, *2*(2), 130. https://doi.org/10.24036/pelitaeksakta/vol2-iss2/56

Panggabean, S., Widyastuti, A., Damayanti, W. K., Nurtanto, M., & Subakti, H. (2021). Konsep dan Strategi Pembelajaran. In R. Watrianthos (Ed.), *Berkarya.Um.Ac.Id* (1st ed., Issue August). Yayasan Kita Menulis.

Prasetyo, I. (2012). TEKNIK ANALISIS DATA DALAM RESEARCH AND DEVELOPMENT. *PLS FIP Universitas Negeri Yogyakarta*, *6*, 11.

Qomar, M. (2007). *Pesantren Dari Transformasi Metodologi Menuju Demokrasi Institusi* (p. 76). Penerbit Erlangga.

Ridwan, M. (2023). Perguruan Tinggi Islam Berbasis Pesantren: Sebagai Sebuah Pendidikan Alternatif Masa Depan. *IJEMA*, 81–92.

Ritonga, M. (2022). Budaya Organisasi dalam Pondok Pesantren. In Z. Na'im (Ed.), *KEPEMIMPINAN DAN PERILAKU ORGANISASI DALAM PONDOK PESANTREN* (Vol. 1, Issue August, pp. 189–209). CV. Media Sains Indonesia.

Rixsibaevna, D. M. (2020). New Methods Of Teaching English In Higher Education Institutions. *International Journal of Innovations in Engineering Research and Technology*, *7*(12), 27–28. ijiert.org

Safdar, M. (2017). Introduction to Teaching Strategies. In F. ur Rehman (Ed.), *Teaching Strategies at Elementary Level* (1st ed., p. 27). Allama Iqbal Open University.

Saputro, B. (2011). Manajemen Penelitian Pengembangan (Research & Development) bagi Penyusun Tesis dan Disertasi. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9). Aswaja Pressindo.

Shin, S. J. (2018). Bilingualism in Schools and Society. In *Bilingualism in Schools and Society* (Second). https://doi.org/10.4324/9781315535579

Soegiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (19th ed.). ALFABETA, CV.

Sukarelawan, I., Indratno, T. K., & Ayu, S. M. (2024). *N-Gain vs Stacking: Analisis Perubahan Abilitas Peserta Didik dalam Desain One Group Pretest-Posttest*. Sryacahya.

Sunyoto, A. (2017). *Atlas Walisongo* (LESBUMI PBNU (ed.)). Pustaka IIMaN.

Supandi. (2017). Performance Perguruan Tinggi Berbasis Pesantren dalam Meraih Simpatik Masyarakat. *Kabilah; Journal of Social Community*, *2*(2), 360–383.

Suradika, A., & Wicaksono, D. (2019). *Metodologi Penelitian* (Second). UM Jakarta Press.

Surjono, H. D. (2008). Pemanfaatan Teknologi Informasi untuk Pengembangan Bahan Pembelajaran di SMA. *Seminar Nasional*, 1–12.

Usman, M. I. (2013). Pesantren Sebagai Lembaga Pendidikan Islam. *Al Hikmah*, *XIV*(1), 101–119.

Winaryati, E. et. al. (2021). *Cercular Model of RD & D*. Penerbit KBM Indonesia.

Yin, R. K. (2016). *Qualitative Research from Start to Finish* (Second). The Guilford Press.

Zarary, Rara. (2022, January 27). Kampus Pesantren, Nilai Lebih yang Dimiliki Mahasantri. *Tebuireng.online*. https://tebuireng.online/kampus-pesantren-nilai-lebih-yang-dimiliki-mahasantri/