



IMPLEMENTATION OF ENGLISH LEARNING AT DALWA ISLAMIC BOARDING SCHOOL IN THE 5.0 ERA FOR GENERATION Z

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Abstract:

This research explores the urgency of implementing English language learning at the Dalwa Islamic Boarding School in the 5.0 era, focusing on preparing Generation Z to face global challenges. Era 5.0 brings paradigmatic changes, requiring strategic renewal in traditional Islamic educational institutions such as the Dalwa Islamic Boarding School. This study uses a qualitative approach with a case study design. The research results show that the implementation of English language learning at the Dalwa Islamic Boarding School has high urgency. Apart from improving students' English skills, this learning also has a positive impact on the development of critical, collaborative and creative thinking skills. Research implications include recommendations for curriculum development, teaching staff in madrasas, and investment in technology-based English learning facilities. By integrating Islamic values, the Dalwa Islamic Boarding

School can play a crucial role in producing a generation that is able to compete globally, while maintaining a strong Islamic identity.

Keywords: Learning, Generation Z, Era 5.0

Abstrak

Penelitian ini mengeksplorasi urgensi implementasi pembelajaran Bahasa Inggris pada Pondok Pesantren Dalwa di era 5.0, fokus pada persiapan Generasi Z menghadapi tantangan global. Era 5.0 membawa perubahan paradigmatis, memerlukan pembaruan strategis di lembaga pendidikan Islam tradisional seperti Pondok Pesantren Dalwa. Studi ini menggunakan pendekatan kualitatif dengan rancangan studi kasus. Hasil penelitian menunjukkan bahwa implementasi pembelajaran Bahasa Inggris di Pondok Pesantren Dalwa memiliki urgensi yang tinggi. Selain meningkatkan keterampilan Bahasa Inggris siswa, pembelajaran ini juga memberikan dampak positif pada perkembangan keterampilan berpikir kritis, kolaboratif, dan

kreatif. Implikasi penelitian mencakup rekomendasi untuk pengembangan kurikulum, tenaga pengajar di madrasah, dan investasi dalam fasilitas pembelajaran Bahasa Inggris berbasis teknologi. Dengan integrasi nilai-nilai keislaman, Pondok Pesantren Dalwa dapat

memainkan peran krusial dalam mencetak generasi yang mampu bersaing secara global, sambil mempertahankan identitas keislaman yang kuat.

Kata Kunci: Pembelajaran, Generasi Z, Era 5.0

A. Introduction

In facing the dynamics of globalization and the acceleration of technology in the 5.0 era, the role of educational institutions, including Islamic boarding schools, is becoming increasingly crucial in equipping generation Z with relevant skills. English language skills, as a global communication tool, are essential to ensure that generation Z can compete and contribute on the international stage¹. This research explores the urgency of implementing English language learning at the Dalwa Islamic Boarding School, with a focus on preparing generation Z to face the complexity and dynamics of the 5.0 era.

Era 5.0 characterizes the integration of advanced technology in all aspects of life, changing the way we interact, work and learn. Generation Z, who grew up in this period, is naturally involved in an ever-evolving digital environment, requiring the provision of relevant and up-to-date skills. Education in this era is not only limited to the transfer of knowledge, but also emphasizes the development of adaptive skills, such as critical, creative and communicative thinking abilities².

In this perspective, English emerges as a core skill that gives Dalwa Islamic boarding school students greater access to participate in global communication and access international resources. Mastery of English is not just a practical skill, it is also a window to a wider world of knowledge and opportunities³.

¹ Silvanus Alvin and SI Kom, *Komunikasi Politik Di Era Digital: Dari Big Data, Influencer Relations & Kekuatan Selebriti, Hingga Politik Tawa* (Deepublish, 2022).

² Adi Suprayitno and Wahid Wahyudi, *Pendidikan Karakter Di Era Milenial* (Deepublish, 2020).

³ Ridma Meltareza, Dwina Fatimiyah Shidiq, and Alexandria Cempaka Harum, "MENGABDI MELALUI BUKU DAN BAHASA: SINERGI AMERICAN CORNER ITB DAN ODESA UNTUK KEMAJUAN MASYARAKAT DESA," *JANKA: Jurnal Pengabdian Kepada Masyarakat* 2, no. 2 (2023): 40–51.

Pondok Pesantren Dalwa, with its strong Islamic heritage, has a unique role in embracing this transformation. The traditional Islamic education taught at the Dalwa Islamic boarding school covers aspects of life from a spiritual and moral perspective⁴. However, in welcoming the 5.0 era, Islamic boarding schools need to bridge the gap between Islamic values and global skills needs.

Implementing English language learning at the Dalwa Islamic Boarding School is not without challenges. First, it needs to be aligned with the Islamic values that underlie education in Islamic boarding schools. Second, teaching methods need to be adapted to suit the characteristics of Islamic boarding school students and the specific challenges they face.

However, this challenge also opens up opportunities. English learning can be integrated with Islamic values, connecting language skills with relevant Islamic concepts⁵. This opportunity also opens the door for Islamic boarding school students to contribute to the global scope, strengthening their Islamic identity in international discourse.

The aim of this research is to evaluate and describe the urgency of implementing English language learning at the Dalwa Islamic Boarding School in the 5.0 era. By studying it further, we can understand the positive impact it may have on the academic development and character of students, as well as the implications for the sustainability of Islamic boarding schools in facing changing times. Meanwhile, the benefits of this research include contributions to academic literature about Islamic education and English language learning in the 5.0 era, as well as providing a deeper view for practitioners of traditional Islamic education to take relevant and progressive steps.

B. Methods

This study used a qualitative approach with case study design. This case study was chosen because, according to researchers, this case is unique and is currently taking place at the research location. As stated by Mudjia Rajardja, a case study is

⁴ M Ainur Rofiq, "STUDI TENTANG PERKEMBANGAN PENDIDIKAN DAN KEBUDAYAAN PESANTREN (Studi Kasus Pondok Pesantren Darullughah Wadda'wah Raci Bangil)," 2018.

⁵ Naf'an Tarihoran, "Model Pembelajaran Bahasa Inggris Berdasarkan Perspektif Multikultural," *Saintifika Islamica* 4, no. 4 (2017): 37–58.

a series of scientific activities carried out intensively, in detail and in depth about a program, event and activity, either at the individual, group of people, institution or organization level to obtain in-depth knowledge about the event. Usually, the selected events, hereinafter referred to as cases, are actual things (real-life events), which are currently taking place, not something that has already happened.⁶ In this case, English learning is still taking place at the Dalwa Islamic Boarding School. Data collection techniques through observation, interviews and documentation. Meanwhile, data analysis techniques are carried out in a secular manner by mulching data, reducing, presenting and analyzing data.

C. Results and Discussion

1. Santri's Understanding of English

Dalwa Islamic Boarding School, as a traditional Islamic educational institution, plays an important role in shaping the character and knowledge of students⁷. In this context, research conducted to evaluate students' understanding of English produces quite varied findings. The research results show that students' understanding of English includes a number of dimensions, which reflect the complexity and dynamics of learning at the Islamic boarding school. one of the students when asked for his opinion about English.

Saya memang lemah dalam pembelajaran bahasa Inggris, tetapi saya menyukainya. Karenanya saya tetap semangat belajar. Apalagi kondisi di ma'had juga mendukung sehingga ya enak. Bahkan ada juga kamar yang khusus memakai bahasa Inggris, dan bahas arab tentunya. Lingkungan yang positif dan dukungan lembaga membuat saya menimatinnya.⁸

Most students at the Dalwa Islamic Boarding School consider language to be a very important skill in facing global challenges⁹. This view is reflected in students' awareness of the role of English in facilitating access to global

⁶ Maulana Malik Ibrahim Malang, "STUDI KASUS DALAM PENELITIAN KUALITATIF: KONSEP DAN PROSEDURNYA," n.d., 3.

⁷ Unun Zumairoh Asr Himsyah and Asep Rahmatullah, "Konsep Pendidikan Hadhari Di Pondok Pesantren Darullughah Wadda'wah Bangil-Pasuruan," *Al-Jadwa: Jurnal Studi Islam* 1, no. 1 (2021): 1–18.

⁸ Ahmad Muafiq, Santri Pon Pes Dalwa, Pasuruan, 3 Maret 2023.

⁹ Segaf Baharun et al., "Peran Kecakapan Berbahasa Arab Sebagai Penguat Literasi Keilmuan Islam Di Pondok Pesantren Darullughah Wadda'wah, Bangil, Pasuruan," *Edukasi Islami: Jurnal Pendidikan Islam* 12, no. 02 (2023).

information, participating in international discussions, and increasing opportunities in an increasingly globally integrated job market.¹⁰

Karena bahasa Inggris, bahasa internasional, kami merasa penting untuk mempelajarinya. Apalagi kami ingin dakwah tidak hanya di Indonesia, tetapi juga di dunia. Bahasa Inggris menjadi penting. Dengan wasilah bahasa Inggris, tidak menutup kemungkinan para santri bisa berdakwah negara Eropa, Amerika dan negara lainnya yang menggunakan bahasa Inggris sebagai bahasa resminya.

However, when this research was dug deeper, an understanding emerged that some students had difficulty applying their English knowledge practically in everyday life. These obstacles cover various aspects, such as the use of English in daily conversations, writing, and understanding English teaching materials taught in Islamic boarding schools.

Mungkin karena belum terbiasa, jadi kami agak kesulitan. Tapi kami yakin suatu saat pasti bisa. Karena bahasa apapun sama sebenarnya, alat komunikasi. Iya itu tadi, karena belum terbiasa saja, baik itu percakapan, pengucapan atau lainnya. Tapi bagi santri yang punya dasar, banyak juga yang bisa.¹¹

It is important to understand that the complexity of students' understanding of English does not only include linguistic proficiency, but also involves practical aspects that are relevant to their lives.¹² As a lecturer on campus, a deep understanding of these dynamics can provide valuable insight in designing learning strategies that are more effective and responsive to the needs of students.

First of all, it is important to evaluate the factors that give significant value to English according to the views of students at the Dalwa Islamic Boarding School. Findings show that santri consider English as a tool that allows them to engage in global dialogue, access current information, and broaden their horizons. In this context, it is important to form teaching strategies that integrate global elements in English language learning in Islamic boarding schools¹³.

However, this understanding also highlights that some santri face challenges in applying their knowledge of English practically. In this case, as a lecturer, focusing on developing practical skills such as daily conversation, concise writing, and understanding texts that are relevant to the lives of students becomes essential.

¹⁰ Soleh Hidayat, Santri Pon Pes Dalwa, Pasuruan, 3 Maret 2023.

¹¹ Zuhdi Mubarak, Santri Pon Pes Dalwa, 3 Maret 2023.

¹² Nida Mufidah, "Strategi Belajar Berbicara Bahasa Inggris," 2017.

¹³ Kholis Tohir, *Model Pendidikan Pesantren Salafi* (SCOPINDO MEDIA PUSTAKA, 2020).

The integration of teaching methods that emphasize the practical application of English in everyday life situations can help overcome this gap.

One aspect that needs attention is the use of English in the Islamic context at the Dalwa Islamic Boarding School¹⁴. The research results show that some students experience difficulties in integrating English with the Islamic values they adhere to. Therefore, as a lecturer, understanding and respecting the Islamic context in teaching English is crucial. Developing learning materials that link English with Islamic values, such as reading religious texts in English or Islamic discussions using English, can increase the relevance and attractiveness of learning.

In addition, the role of lecturers in providing individual support and guidance to students who experience practical difficulties with English cannot be ignored. A deep understanding of the needs and challenges of individual students will enable lecturers to provide more targeted and effective guidance.

Overall, the results of this research provide a more complex picture of students' understanding of English at the Dalwa Islamic Boarding School. While most students appreciate the importance of English in a global perspective, practical challenges in applying this knowledge arise

1. Teachers' Perceptions of English Language Learning

Dalwa Islamic Boarding School, as a traditional Islamic educational institution, has a central role in shaping the character and knowledge of generation Z¹⁵. In this context, the importance of learning English in Islamic boarding schools is recognized by teachers with very positive perceptions. They realize that English is not just a global communication tool, but also a means to expand religious and cultural understanding, which is the essence of Islamic boarding school values.

Teachers' positive perception of the importance of learning English can be seen as a positive step towards improving the quality of education in Islamic boarding schools. This understanding involves awareness of global developments and the need for generation Z to have skills relevant to an increasingly connected world. In digging deeper into this perception, it will be revealed how teachers view

¹⁴ Uzlifatil Jannah, "Penguatan Budaya Organisasi Dalam Meningkatkan Mutu Pendidikan Pesantren," 2019.

¹⁵ Himsyah and Rahmatullah, "Konsep Pendidikan Hadhari Di Pondok Pesantren Darullughah Wadda'wah Bangil-Pasuruan."

the role of English in the context of Islamic boarding schools, which are known for their strong Islamic values.

Di era sekarang, bahasa arab menjadi sangat penting. Dunia semakin terbuka, global. Kita akan sulit berkomunikasi jika tidak bisa bahasa inggris. Selain itu banyak juga sumber pengetahuan pakai bahasa inggris. Kita sulit atau gak bisa dapat pengetahuan kalau bahasa inggrisnya kuarng bagus. Ya minimal suka dlu, tiap hari belajar, pasti bisa.¹⁶

From the perspective of teachers at the Dalwa Islamic Boarding School, English is not only seen as a communication tool that allows students to engage in global dialogue. They see English as a gateway to expanding students' understanding of religion and culture¹⁷. Teachers realize that Islamic boarding schools, as institutions with deep religious values, have a responsibility to prepare generation Z to be able to compete at the global level while maintaining a strong Islamic identity.

It should be noted that these perceptions reflect a deep understanding of the function of English beyond mere linguistic skills. Teachers recognize that English can be a bridge to understanding more sources of religious information, accessing religious literature in English, and participating in global dialogue about Islamic values¹⁸. In other words, English is integrated as a tool to increase religious understanding and to bridge the gap between local and global life.

Mulanya para santri tidak menganggap penting pelajaran bahasa Inggris. Tetapi setelah kami jelaskan peran dan fungsinya, mereka menjadi semangat. Bahkan semangat mereka dalam belajar bahasa inggris sama semangatnya dengan belajar bahasa Arab. Karena keduanya ilmu dengan penggunaan yang berbeda.¹⁹

The success of teachers in realizing the importance of learning English for generation Z at the Dalwa Islamic Boarding School also includes an understanding of the role of culture in the educational process. They recognize that English not only provides access to global information, but also opens the door to understanding and appreciating cultural diversity. With the ability to speak English, generation Z

¹⁶ Ahmad Zahid, Pengajar Bahasa Inggris, Pon Pes Dalwa, 4 Maret 2023.

¹⁷ Himsyah and Rahmatullah, "Konsep Pendidikan Hadhari Di Pondok Pesantren Darullughah Wadda'wah Bangil-Pasuruan."

¹⁸ Nurul Huda Prasetya and Abdi Mubarak Syam, "Fenomena Belajar Agama Generasi Millenials: Studi Kasus Pada Mahasiswa Fakultas Sains Di Perguruan Tinggi Keagamaan Islam Wilayah Sumatera Utara," 2022.

¹⁹ Ahmad Zahid, Pengajar Bahasa Inggris, Pon Pes Dalwa, 4 Maret 2023.

in Islamic boarding schools can access thoughts, ideas and culture from various parts of the world without losing their Islamic identity.

It is important to understand that this awareness of teachers stems not only from a pragmatic view of English language learning as a practical skill, but also from a deep understanding of the values and goals of Islamic education. Teachers at the Dalwa Islamic Boarding School embrace the concept that learning English can be a vehicle for developing Generation Z who is not only globally competent but also steadfast in their Islamic values.

In this context, it is revealed that teachers at Islamic boarding schools do not only see English as an additional subject, but as a transformational tool that can shape students' character and worldview. They describe English as a gateway to knowledge, not just linguistic knowledge, but also deep religious and cultural knowledge.

However, the research results also note that despite teachers' positive perceptions of the importance of learning English, there are still several obstacles faced by generation Z in Islamic boarding schools. Some of them experience difficulties in applying their knowledge of English practically in everyday life. These barriers include the use of English in daily conversation, writing, and understanding English teaching materials.

Iya karena bahas Inggris baru diajarkan, belum membentuk satu budaya, ya kita jumpai banyak kesulitan. Tapi tidak mengapa, yang penting para santri belajar dengan giat dan penuh semangat. Saya merasa yakin kok, kalau orang bisa belajar satu bahasa asing, maka, mesti dia bisa menguasai bahasa lainnya, sepnjang dia belajar.²⁰

As a campus lecturer, a deep understanding of these barriers can guide you in designing more effective learning strategies. The development of learning methods that emphasize the practical application of English in everyday life situations can help overcome the gap between conceptual understanding and practical application of English by generation Z in Islamic boarding schools²¹.

It is important to note that through this understanding, lecturers on campus can become catalysts for positive change in English language teaching in Islamic boarding schools. By involving generation Z in learning English that is contextual

²⁰ Ahmad Zahid, Pengajar Bahasa Inggris, Pon Pes Dalwa, 4 Maret 2023.

²¹ AP Jufri et al., *Strategi Pembelajaran: Menggali Potensi Belajar Melalui Model, Pendekatan, Dan Metode Yang Efektif* (Ananta Vidya, 2023).

and relevant to Islamic values, graduates can be produced who are not only proficient in English but also firm in local religious and cultural values. As a result, generation Z in Islamic boarding schools can be better prepared to face global challenges while maintaining a strong Islamic identity²².

2. Challenges and Solutions in Implementation

The challenges in implementing English language learning in Islamic boarding schools cannot be taken lightly. However, with a holistic approach, creativity in overcoming limitations, and collaboration with various parties, Islamic boarding schools can develop effective strategies to overcome these obstacles²³. Increasing investment, both in terms of learning resources and human resource development, is the key to building an effective and sustainable English language learning program in the Islamic boarding school environment. As a lecturer, supporting and encouraging this initiative can be a positive contribution to the development of education in Islamic boarding schools and prepare Generation Z to face the world with relevant and competitive skills.

3. The Importance of English in Character Building for Generation Z in Islamic Boarding Schools

English, more than just a means of communication, has a deep role in shaping the character of generation Z in Islamic boarding schools. In the 5.0 era, which is marked by increasingly widespread global connectivity, the ability to speak English is not just an additional skill, but is the key that opens up opportunities for education, employment and global interaction.²⁴.

In Islamic boarding schools, places where religious and Islamic values are emphasized, English is recognized as a tool that can have a positive impact on the character formation of students. Along with the Islamic boarding school's mission to teach religious values, it is important to understand that introducing English is

²² Himsyah and Rahmatullah, "Konsep Pendidikan Hadhari Di Pondok Pesantren Darullughah Wadda'wah Bangil-Pasuruan."

²³ HA Rodli Makmun, "Pembentukan Karakter Berbasis Pendidikan Pesantren: Studi Di Pondok Pesantren Tradisional Dan Modern Di Kabupaten Ponorogo," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 12, no. 2 (2016): 211–38.

²⁴ Farid Ahmadi and Hamidulloh Ibda, *Konsep Dan Aplikasi Literasi Baru Di Era Revolusi Industri 4.0 Dan Society 5.0* (CV. Pilar Nusantara, 2019).

not just about teaching linguistic skills, but rather accommodating the needs of students in facing an increasingly globalized world.

In an era where generation Z in Islamic boarding schools is faced with complex global challenges, the ability to speak English is not only a competitive advantage but also an essential need. English acts as a window to the world that opens students' access to global information sources, allows them to participate in international dialogue, and increases opportunities in various fields, including education and employment.²⁵.

It is important to note that Islamic boarding schools as Islamic educational institutions have a responsibility to not only transfer religious values but also equip students with skills that are relevant and can be applied in everyday life. Therefore, the introduction of English in Islamic boarding schools is not an attempt to replace Islamic values, but rather to complement and enrich the santri's perspective in facing the realities of the modern world.²⁶.

The ability to speak English also opens the door to educational opportunities for generation Z at Islamic boarding schools. In accessing global literature, research, and educational resources that are often available in English, students can develop a deep understanding of a variety of scientific disciplines. This is not only beneficial in an academic context but also forms critical thinking and a broad perspective.

Apart from that, English is a tool that supports global interaction. Generation Z in Islamic boarding schools, who have English language skills, can participate in international forums, build relationships with people from various backgrounds, and expand their social networks. This not only contributes to the personal development of students but also strengthens Islamic boarding schools as educational centers that are relevant to the dynamics of the global world²⁷.

To achieve continuity between Islamic values and English language learning, there needs to be an integrated approach in the Islamic boarding school

²⁵ Hermansyah Putra, "Pondok Pesantren Dan Tantangan Globalisasi," 2010.

²⁶ Abrina Maulidnawati Jumrah and Syarifuddin Ondeng, "Relevansi Pemikiran KH. Ahmad Dahlan Dan KH. Hasyim Asy'ari Dan Pengaruhnya Dalam Bidang Pendidikan Islam," *Al-Urwatul Wutsqa: Kajian Pendidikan Islam* 2, no. 1 (2022): 9–23.

²⁷ MA Baehaqi, *Pesantren Gen-Z: Re-Aksentuasi Nilai Moderasi Beragama Pada Lembaga Pendidikan* (Deepublish, 2022).

curriculum. English should be taught not just as a separate subject but as a tool that can be used to deepen religious understanding, dialogue with various cultures, and bridge the gap between local and global life.

In responding to the demands of the times, Islamic boarding schools can consider various learning methods that integrate English in an Islamic context. This could involve group discussions about religious texts in English, the use of English teaching materials that highlight Islamic values, or even collaborative projects with Islamic boarding schools from various parts of the world that have also adopted English in their curriculum.

It is important to realize that the introduction of English in Islamic boarding schools not only provides linguistic skills, but also has a deep impact on the character of generation Z. English opens the gates to global opportunities, enriches perspectives, and supports Islamic values. Therefore, Islamic boarding schools need to continue to innovate and adapt to provide holistic education, creating graduates who are not only proficient in English but also firm in Islamic values.

4. Complex Challenges in Implementing English Language Learning in Islamic Boarding Schools: Perspectives on Materials, Resources and Cultural Dynamics

The challenges that arise in implementing English language learning in the Islamic boarding school environment are not only technical in relation to aspects of materials and resources, but also involve cultural dynamics and norms that are embedded in the structure and values of the Islamic boarding school.²⁸. Understanding these challenges is crucial for designing holistic learning strategies, maintaining Islamic boarding school values while remaining open to global developments.

One of the main challenges faced in implementing English language learning at the Dalwa Islamic Boarding School is the material and resource aspect²⁹. Limited textbooks, limited access to technology, and a lack of highly qualified

²⁸ Darul Abror, *Kurikulum Pesantren (Model Integrasi Pembelajaran Salaf Dan Khalaf)* (Deepublish, 2020).

²⁹ ZAINOR RAHMAN, "MANAJEMEN KURIKULUM PONDOK PESANTREN DALAM MEMBENTUK KARAKTER SANTRI DI PONDOK PESANTREN NURUT TAQWA GRUJUGAN CERMEE BONDOWOSO TAHUN PELAJARAN 2019/2020," 2020.

teachers in English are real obstacles that can affect the quality of learning. Ensuring the availability of adequate resources is an important first step, and innovation in creating local resources that suit the Islamic boarding school context is urgent.

However, the challenges do not stop at the technical aspects alone. The cultural dynamics and norms of Islamic boarding schools are also important factors in planning and implementing English language learning. Islamic boarding schools, as traditional Islamic educational institutions, have a strong cultural identity. Therefore, the English language learning approach needs to be integrated with Islamic boarding school values, so that there is no conflict between English language learning and the Islamic identity adhered to by Islamic boarding schools.

The importance of maintaining Islamic boarding school values while remaining open to global developments is a critical point. In the 5.0 era which is marked by globalization and increasing connectivity, Islamic boarding schools are faced with the dilemma of maintaining their cultural identity while being responsive to the demands of the times. Therefore, there is a need for a balanced and integrated approach that combines religious teachings with English language learning, so that students not only have English language skills, but also understand how these values can synergize with Islamic boarding school values.³⁰

Teachers at the Dalwa Islamic Boarding School need to be careful mediators between Islamic boarding school values and English language learning. They must be able to create an inclusive learning environment, where students feel comfortable exploring their English language skills without feeling like they are losing their Islamic identity³¹. In addition, learning programs need to be designed by considering the context of students' lives, so that learning materials can be relevant to local experiences and values.

It is also important to create a space for open dialogue between all parties involved in the English language learning process in Islamic boarding schools. This dialogue includes communication between teachers, students and other related

³⁰ Dedi Ardiansyah and Basuki Basuki, "Implementasi Nilai-Nilai Kesalehan Sosial Di Pondok Pesantren Dalam Menghadapi Era Society 5.0," *Jurnal Inovasi Pendidikan* 1, no. 2 (2023): 64–81.

³¹ Yulia Kusuma Wardani, "Penanaman Nilai-Nilai Pendidikan Karakter Disiplin Dalam Menghafal Al-Qur'an Santri Di Pondok Pesantren Darul Furqon Banyuwangi Tahun 2022," 2023.

parties. By involving all stakeholders, solutions can be found that suit the needs and aspirations of Islamic boarding schools, while still facing global challenges.

In overcoming this challenge, collaboration between institutions and may involve collaboration with external parties such as educational institutions or non-governmental organizations that have experience in cross-cultural curriculum development. By utilizing additional expertise and resources from external parties, Islamic boarding schools can enrich their English curriculum and improve the quality of learning.

Overall, the challenges in implementing English language learning in the Islamic boarding school environment are a complex combination of technical and cultural aspects. The importance of balancing between maintaining Islamic boarding school values and opening oneself to global developments requires a wise and structured approach³². By continuously engaging all stakeholders, creating space for dialogue, and maintaining the right balance between local and global needs, Dalwa Islamic Boarding School can successfully overcome these challenges and create an effective and holistic learning environment for their generation Z.

5. The Important Role of Teachers in Improving the Quality of English Language Learning

The role of teachers has a very significant impact in improving the quality of English learning at the Dalwa Islamic Boarding School. To achieve optimal learning standards, concrete steps must be taken, especially in improving teacher qualifications. Real efforts are needed to ensure that teachers not only have a deep understanding of the English language, but also continue to develop their skills through advanced training.

Advanced training can help educators stay current with the latest developments in teaching methods and educational technology. In line with this, recruiting teachers who have strong English language skills is a must. This recruitment process must pay attention to the quality of teachers' English communication as a critical element in shaping the quality of learning.

³² Erma Fatmawati, *Profil Pesantren Mahasiswa; Karakteristik Kurikulum, Desain Pengembangan Kurikulum, Peran Pemimpin Pesantren* (LKIS Pelangi Aksara, 2015).

In addition to improving teacher qualifications, innovative and interesting teaching methods need to be implemented. A creative approach in delivering material can help increase students' interest and understanding of English. The use of technology, educational games, and direct interaction can be part of an engaging learning strategy. This will not only make the learning process more enjoyable, but also motivate students to be more actively involved in learning.

Apart from that, the success of the teaching method also lies in the teacher's ability to integrate the Islamic context into English language learning. Teachers need to develop learning materials that include religious values, so that learning English is not only a practical skill but also an integral part of students' Islamic understanding.³³

The role of teachers in creating an inclusive learning environment must also be considered³⁴. They need to build good relationships with students, understand their individual needs, and provide the necessary support. The active involvement of teachers in understanding the challenges and needs of students can make a major contribution to the success of English language learning in Islamic boarding schools.

In addition, teachers need to adopt a differentiation approach, recognizing students' different levels of understanding and interest in English. By understanding this diversity, teachers can adapt their learning strategies to meet the needs of diverse students more effectively.

In conclusion, improving the quality of English language learning at the Dalwa Islamic Boarding School requires the role of active and committed teachers. Efforts to improve qualifications, implement innovative teaching methods, and understand the needs of students are key steps in achieving this goal³⁵. Thus, investment in teacher development and learning strategies appropriate to the Islamic boarding school context will have a sustainable positive impact on students' English language understanding and skills..

³³ Fatmawati.

³⁴ Ahmad Andry Budianto, "Pentingnya Pendidikan Inklusif: Menciptakan Lingkungan Belajar Yang Ramah Bagi Semua Siswa," *Jurnal Kajian Pendidikan Dan Psikologi* 1, no. 1 (2023): 12–19.

³⁵ Fatmawati, *Profil Pesantren Mahasiswa; Karakteristik Kurikulum, Desain Pengembangan Kurikulum, Peran Pemimpin Pesantren*.

D. Conclusions

In facing the 5.0 era, the urgency of implementing English language learning at the Dalwa Islamic Boarding School is very significant to prepare generation Z. Even though there are a number of challenges, joint efforts involving the Islamic boarding school, teachers, students and the community can be the key to overcoming obstacles and making the Dalwa Islamic Boarding School a educational institutions that are adaptive and relevant in facing changing times. Some recommendations for further research development are:

1. Developing Technology-Based Learning Programs: Utilizing technology to provide wider access to learning materials and facilitate more active interactions.
2. Strengthening Collaboration with External Educational Institutions: Expanding collaboration with external educational institutions, including English language institutions and formal educational institutions to support English language learning in Islamic boarding schools.
3. Increased Resources: Allocate additional resources to expand book collections and other supporting facilities.
4. Socialization to Increase Community Awareness: Conduct outreach to increase community understanding and support for the importance of learning English in Islamic boarding schools.

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