

Investigating Subjective Need of Islamic Education Manajemen at UIN Alauddin Makassar

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Abstract

This research aims to determine the subjective needs of Islamic education management students. The sample for this research is students of Islamic education management. This research also aims to see how much interest they have in learning English at college level. The instrument used in this research was a questionnaire with a total of 30 respondents. This research method is based on descriptive methods with reference to a qualitative approach. Based on this, this research will use the results of a questionnaire from respondents which was developed by Willing (1988, 101-131) to determine the learning style preferences of students from the Islamic Education Management Department as data that will be analyzed descriptively qualitatively. The results of this research are that some students majoring in Islamic education management are more interested in learning English with a variety of media used in the learning process so that the learning atmosphere will not be boring so that students will be enthusiastic in the next learning process. Students also like it if the learning process is carried out together with all class members. And also prioritize direct experience in the learning process. Independent learning methods that many students are interested in are direct conversations with peers, watching English films or videos and listening to songs or audio.

Keywords: *Investigating Subjective, Islamic Education Management*

INTRODUCTION

English has become one of the main subjects for learners in all countries, including Indonesia, because as an international language, it has a very important role as a means of communication, both spoken and written. In Indonesia, English is taught both formally and informally, and it will be taught as a compulsory subject in every school, starting from elementary school. Teaching English at higher education level requires the use of both the general English learning model (General English) and the specific English learning model (English for Specific Purposes). Both models must be implemented to meet the needs of students in their respective fields. (Kurniawan & Fitriani, 2023)

One particular area of applied linguistics is ESP, which has developed among academics working in the teaching and use of English according to the needs of disciplines and professions, such as Economics, Law, Agricultural, and Medical. Engineering or other disciplines. According to Robinson (1991:3), the main feature of ESP that distinguishes it from GE is that the learning is oriented towards specific purposes, more specifically in academic and professional fields. In contrast, ESP materials are created and designed based on the concept of need analysis, which aims to connect the needs of students in both

academic and professional fields. Therefore, ESP emphasizes higher education, professional or workplace students.

The importance of need analysis in ESP is to ensure that the English language taught is truly a language that is needed in the field that students will pursue. Such as English lessons in the Islamic education management department of Makassar State Islamic University.

All students of Islamic Education Management now have to take an English course during the second semester or first year of study. During a semester, the discretion of English teachers tends to increase as a result of the materials provided. In many cases, the materials chosen for teaching materials are more general, or general language, and not in accordance with the field of study. As a result, the desire of Islamic Education Management students to learn English decreases. They usually regard English courses as complementary classes and do not help them develop their interests or areas of study.

To respond to the issues above, it is extremely important to conduct a needs analysis on English language learning that suits the needs and interests of the students as well as the field of science they are studying. Thus, the results of English learning with special purposes (ESP) are expected to be applied and utilized in the workplace. This needs analysis can be used by the Department of Islamic Education Management, especially English teachers, to start the next stage of syllabus development. As the direction of English learning becomes clearer, more relevant and appropriate to their field, this needs analysis in ESP affects students' learning motivation. Therefore, it can help students learn English, including vocabulary acquisition, pronunciation, and grammatical structure.

The focus of this research is the needs of students of the Islamic Education Management Department of Alauddin Makassar State Islamic University towards English language learning in the field of management. Thus, the following issues will be discussed:

1. Does English language needed for Islamic Education Management class?
2. How does English learning fit the Islamic Education Management class?
3. What is the role of English in the world of work in the field of Islamic Education Management?

In addition, the objectives of this study are to:

Discover students' needs for English learning in Islamic Education Management classes; elaborate on how English learning suits Islamic Education Management classes; and describe the prominent role of English in the world of work in Islamic Education Management. The results of this study are expected to be beneficial for students and English teachers in the Department of Education Management.

Tudor describes needs analysis as the study of learners' conceptual and expressive agendas, but Richards defines it as "the procedures used to collect information about learners' needs" (Richards, 2012: p. 51). The ideas and objectives that he claims language learners should be able to articulate in the target language are part of their particular "learning agenda" (Tudor, 1996: pp. 76—77).

Language proficiency needs, psycho-logical-humanistic requirements, and special purpose needs are the three categories of needs that Brindley lists. The first issue is the degree of linguistic proficiency that students must achieve. The psychological condition of the learner with reference to the language acquisition process is referred to as psychological-humanistic requirements. How assured they feel, for instance, about their

language learning. The language components that students must acquire for occupational application are referred to as specific purpose needs (Brindley, 1986: p. 66).

METHOD

The method of this research is based on a descriptive method with reference to a qualitative approach. Based on that, this research will use the results of questionnaires from respondents, namely students and the Islamic Education Management Department as data that will be analyzed descriptively qualitatively.

Respondents

The respondents in this research is the students of Islamic Education Management Department of State Islamic University of Alauddin Makassar.

Instruments

The instrument used in this study is a questionnaire developed by Willing (1988, 101-131) in order to determine the learners' learning style preferences. Although some of the questions are somewhat outdated, this questionnaire is a useful instrument for determining learners' "subjective" needs. A rating scale was used for each item

Procedures

The steps taken in this study are as follows

1. Collect data obtained from questionnaires submitted to students, about students' needs for English learning in ESP.
2. Classify (categorize) the data from the questionnaire.
3. Identify the needs of English language learning in ESP based on the data
4. Describing the data so that it can answer the existing problems.

Data analysis

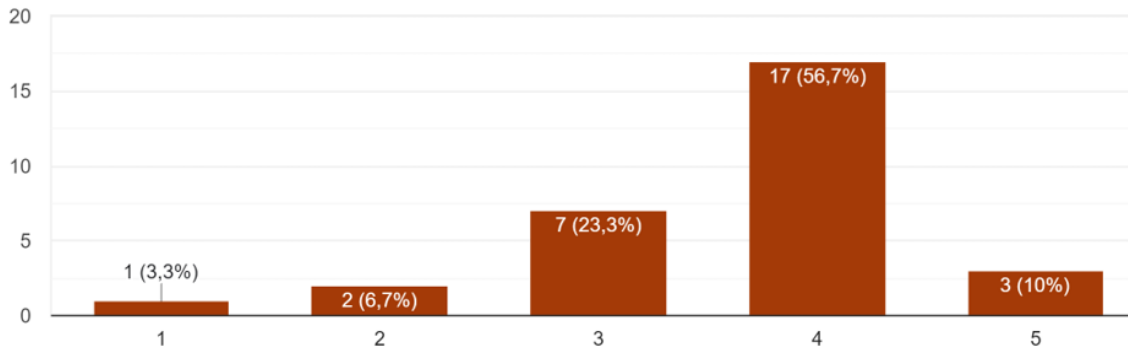
As for the analysis data used are;

1. Primary data is data taken from the results of a questionnaire in the form of a questionnaire. These data will be used as a reference to determine the need for English language learning in Islamic Education Management classes with the ESP concept.
2. Secondary data are existing theories, documents in the form of journals, reference books, and other sources of information related to this research.

RESULTS AND DISCUSSION

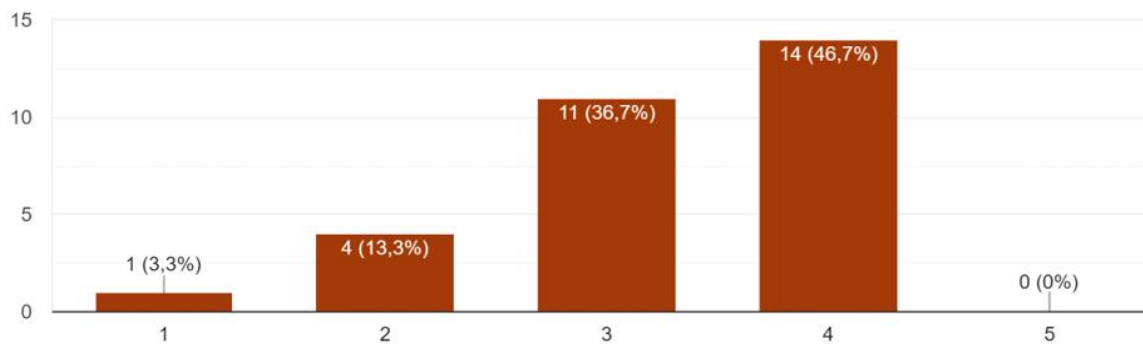
1. In English class, I like to learn by reading.

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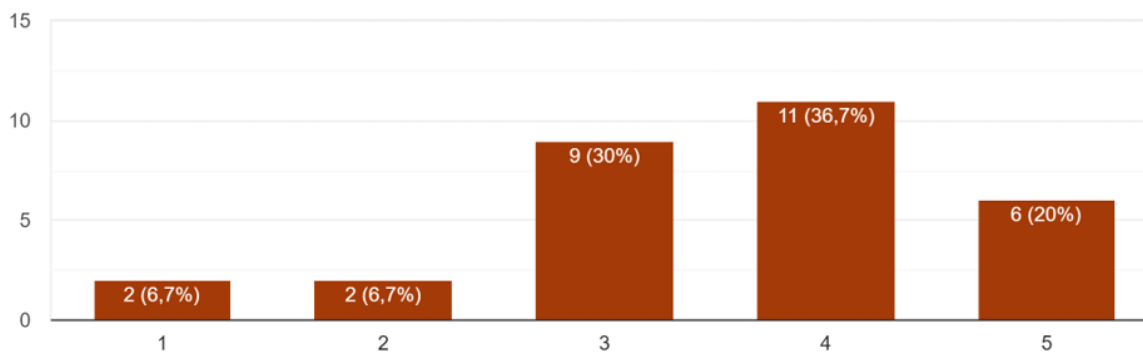
2. In class, I like to listen and use cassettes.

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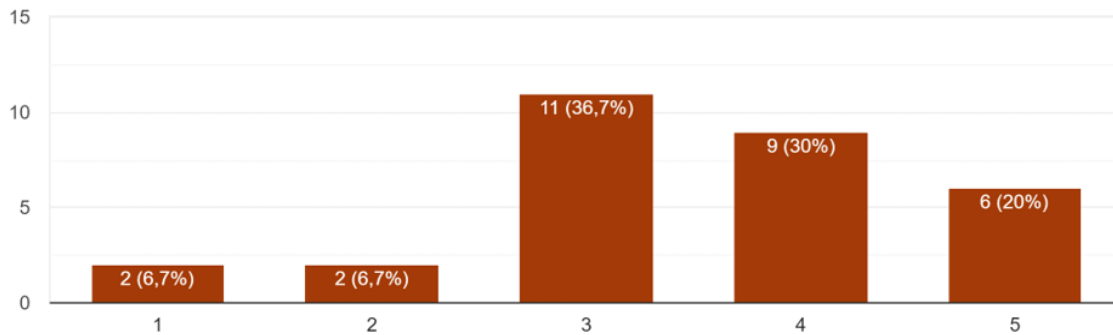
3. In class, I like to learn by games.

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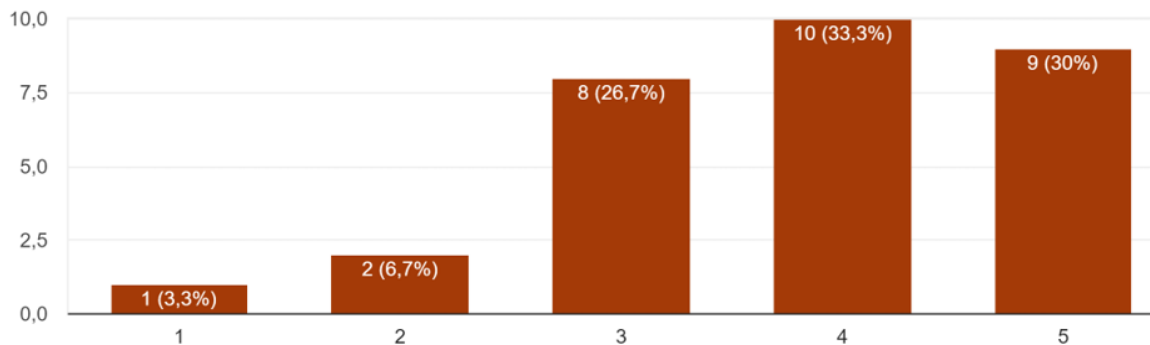
4. In class, I like to learn by conversations.

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5. In class, I like to learn by pictures, films, video.

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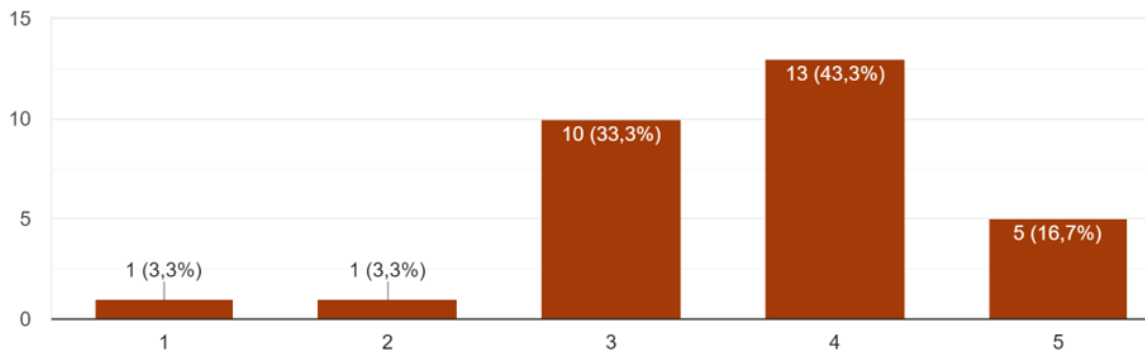


In the questionnaire statements number 1 to number 5, it is mentioned about the various media that is used in classroom learning such as reading books, listening to cassettes, learning through conversation, or learning by using pictures, films or videos.

Based on the results of the questionnaires that have been distributed, the majority of students agree with the use of various learning media in the classroom. As can be seen from the chart in statement number 1 there are 56.7% of students who agree that they like to learn by reading. Then in the second statement about 46.7% of students agree in the use of cassettes in the listening learning process As for the most interested by students is in the use of movies, pictures and videos as media used in the learning process there are about 30% of students who strongly agree, 33.3% who agree with the statement.

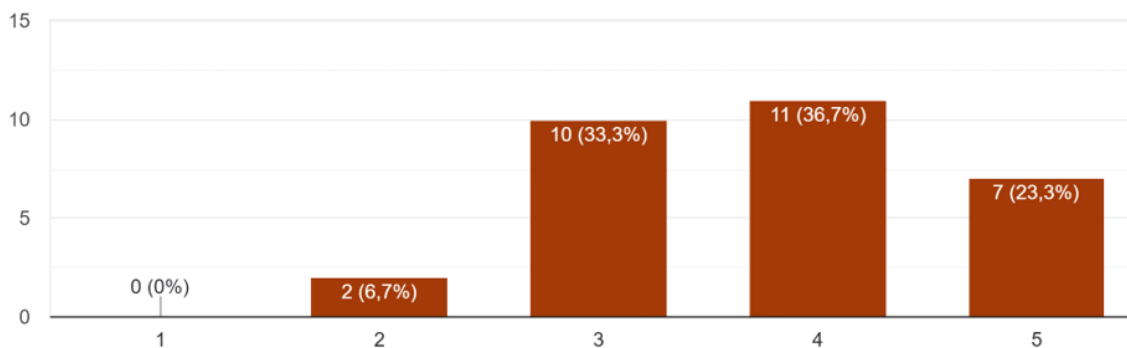
6. I want to write everything in my notebook.

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7. I like to have my own textbook.

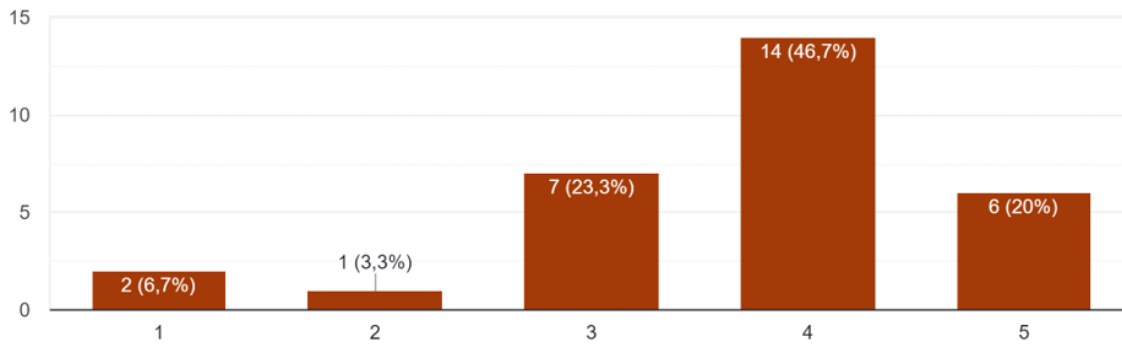
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In statements 6 and 7 discuss the habits of students in the learning process whether they prefer to record material on notes and use their own textbooks. From the chart above, it can be seen that most students agree with the statement. For the statement "I want to write everything in my notebook" there are about 43.3% of students who agree and only about 3.3% who disagree with the statement. Next on the statement "I like to have my own text book" students who agree are 36.7% and 23.3% who strongly agree.

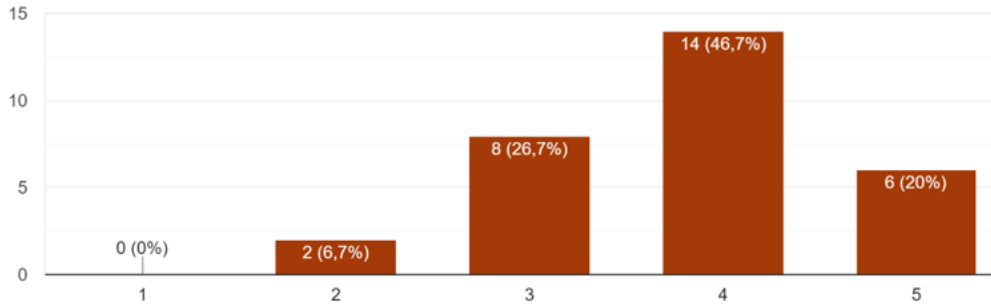
8. I like the teacher to explain everything to us.

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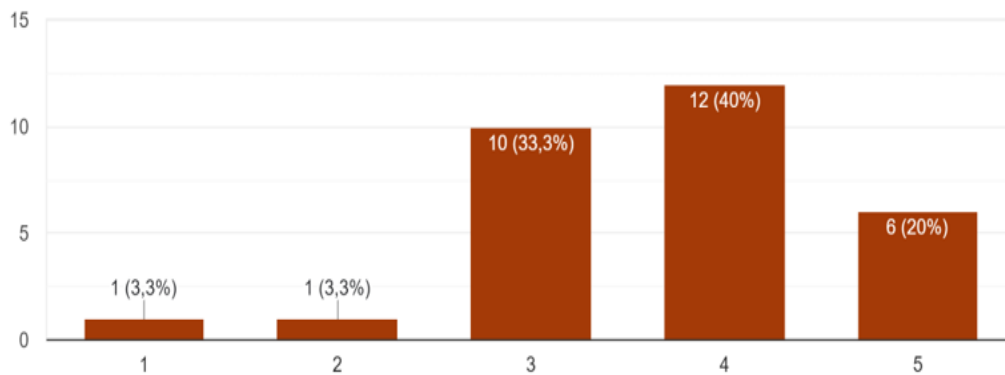
9. I like the teacher to give us problems to work on.

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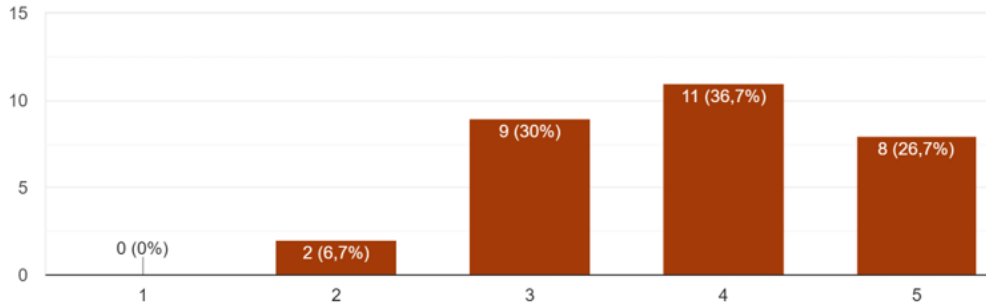
10. I like the teacher to help me talk about my interests.

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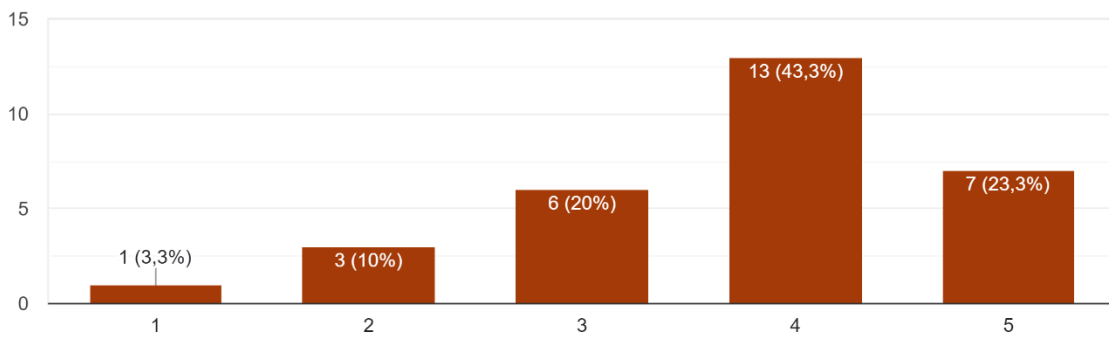
11. I like the teacher to tell me all my mistakes.

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12. I like the teacher to let me find my mistakes.

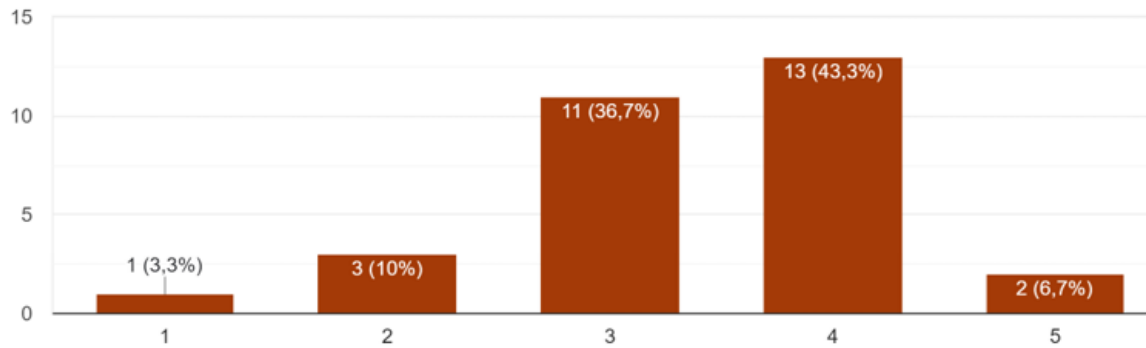
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Furthermore, statements 8 through 12 discuss the treatment of teachers to their students or in other words, teacher's performance. In the data above, we can see about the treatment that a teacher usually gives to his students. The treatment that has a lot of interest is in the statement "I like the teacher to explain everything to us" there are 46.7% who agree and only 3.3% of students who disagree as well as the statement "I like the teacher to give us problems to work on" there are 46.7% of students who agree and 6.7% of students who disagree with the statement.

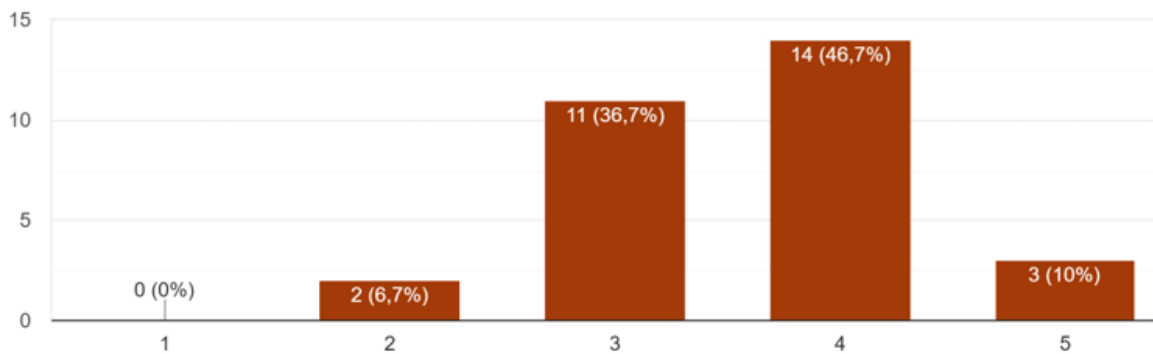
13. I like to study English by myself (alone).

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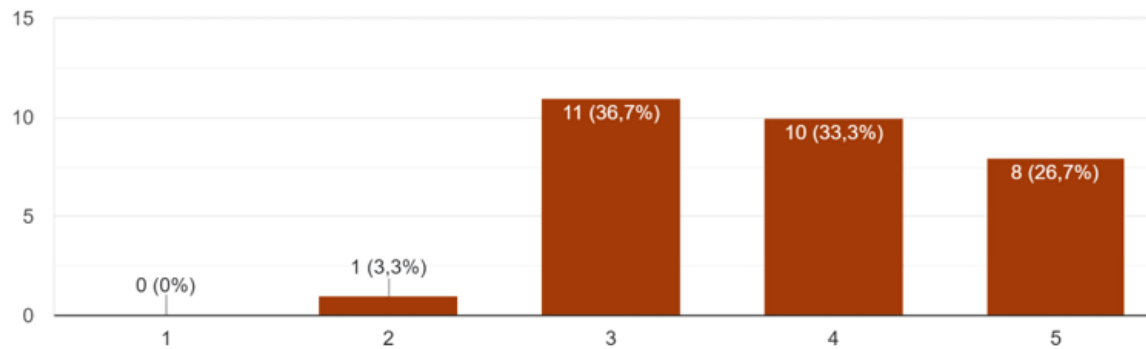
14. I like to learn English by talking in pairs.

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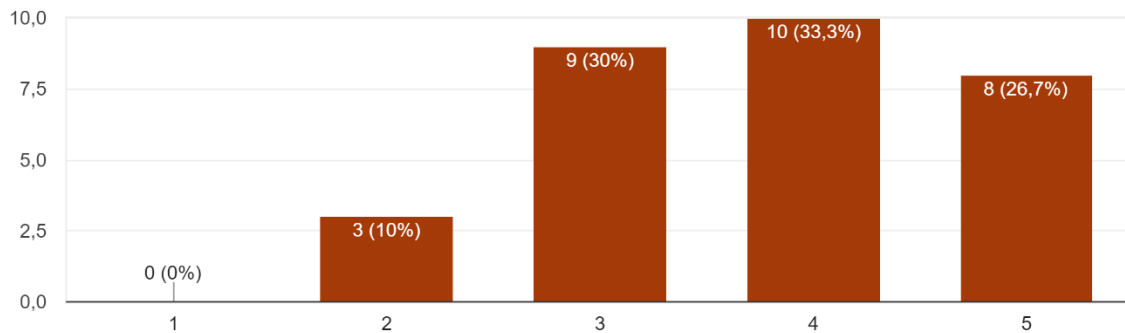
15. I like to learn English in a small group.

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16. I like to learn English with the whole class.

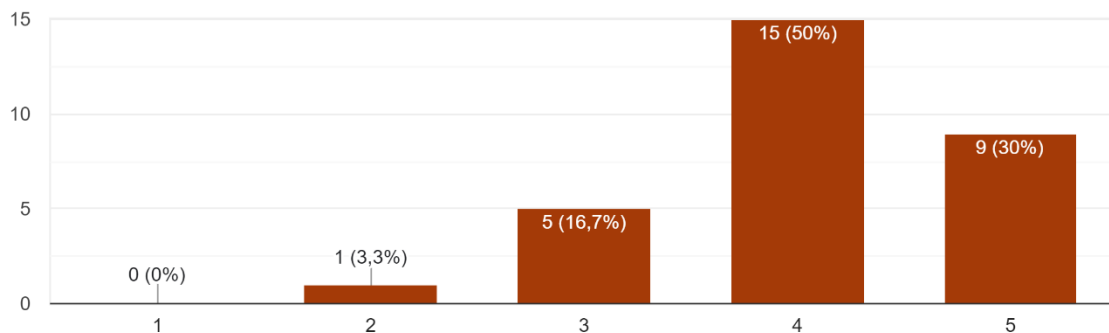
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Statements 12 through 16 discuss the division of students' groups in the classroom during the learning process. For the statement "I like to study by myself (alone)" there are about 43.3% of students who agree with this statement. However, when it is compared to the statement "I like to learn English by talking in pairs" the number of students who agree is more approximately 46.7%. as for the statement that gets a lot of approval from students, that is in the statement "I like to learn English with the whole class" there are about 33.3% who agree and 26.7% who strongly agree..

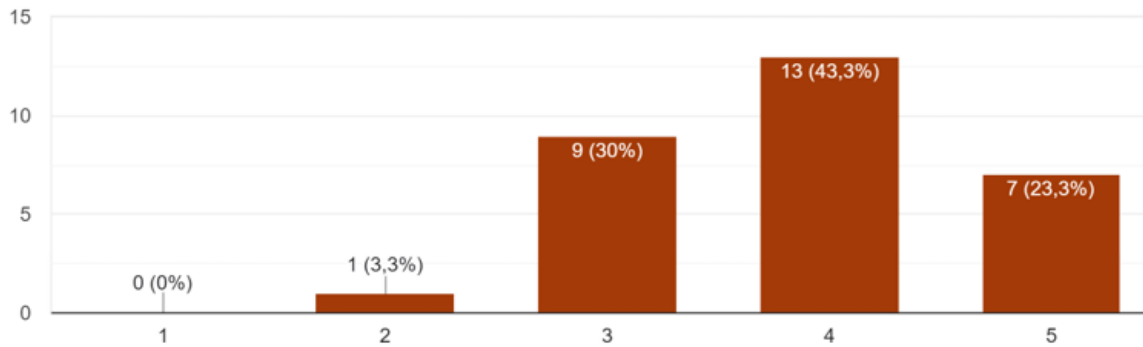
17. I like to go out with the class and practice English.

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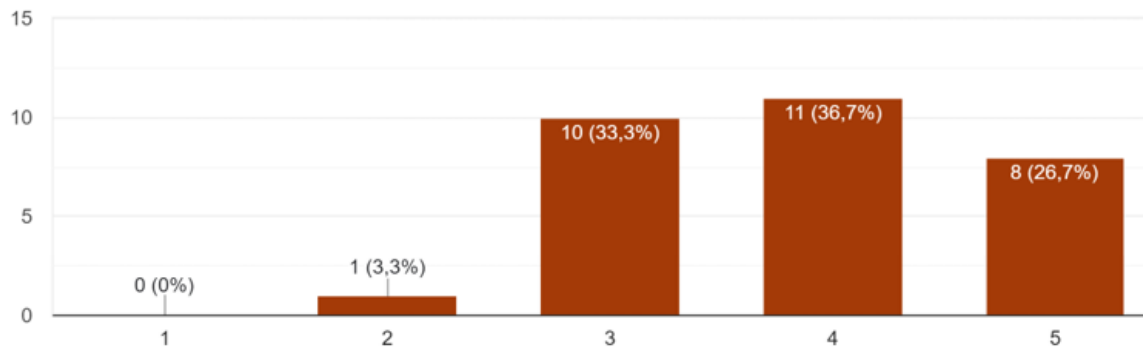
18. I like to study grammar.

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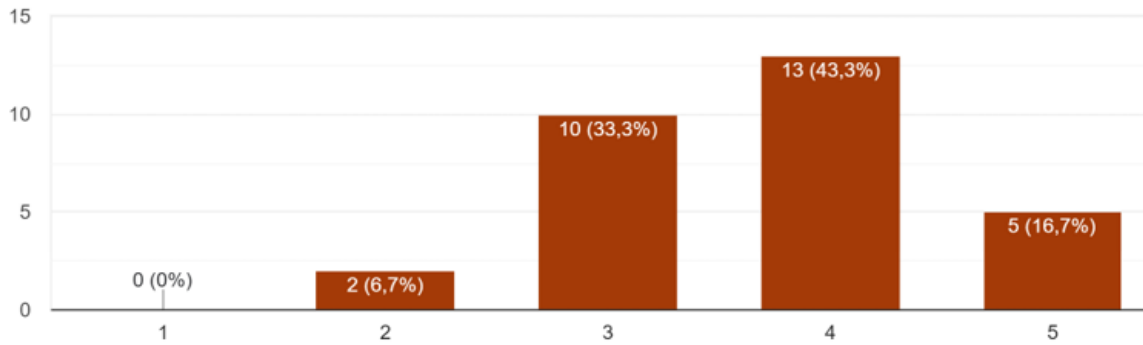
19. I like to learn many new words.

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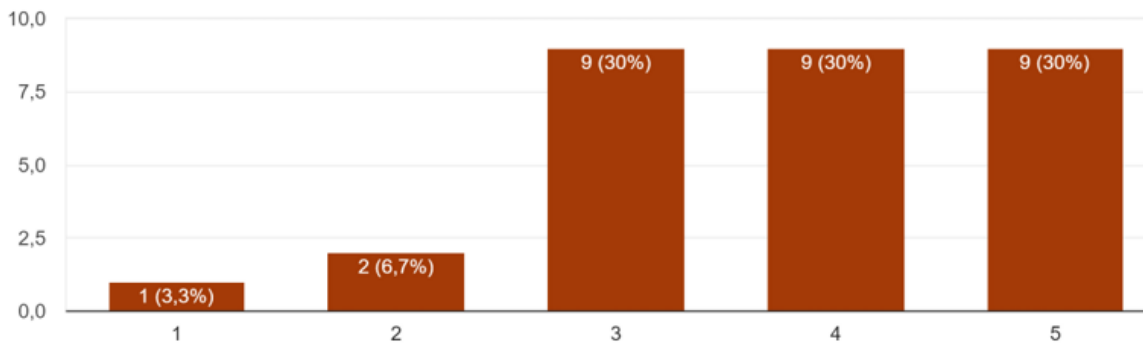
20. I like to practice the sounds and pronunciation.

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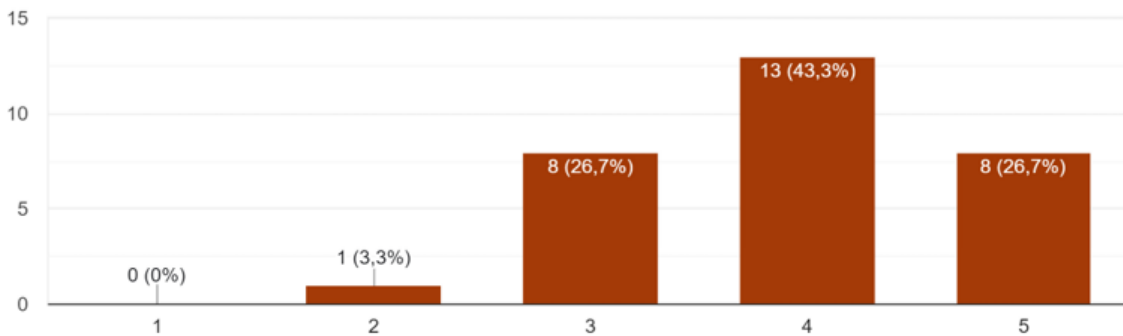
21. I like to learn English words by seeing them.

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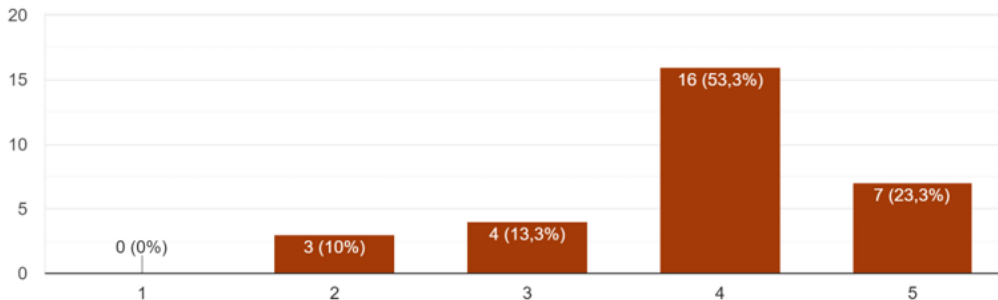
22. I like to learn English words by hearing them.

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23. I like to learn English words by doing something.

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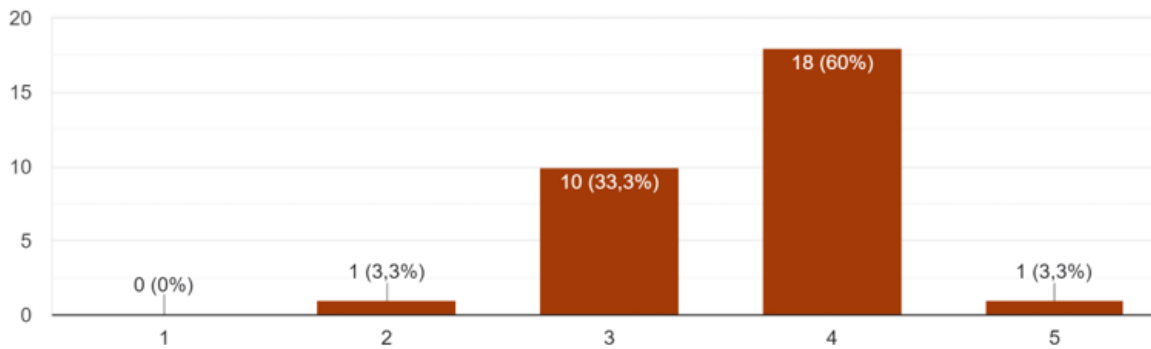


Next, the statements from number 17 through statement 23 are discussing about the learning methods applied by the teacher while teaching in class. From all the methods that are mentioned in the statement above, it can be seen that the most popular method

is the statement "I like to go out with the class and practice English" with 50% of students who agree and 30% who strongly agree. This is then closely followed by the statement "I like to learn English words by doing something" with 53.3% of students agreeing and 23.3% of students strongly approving.

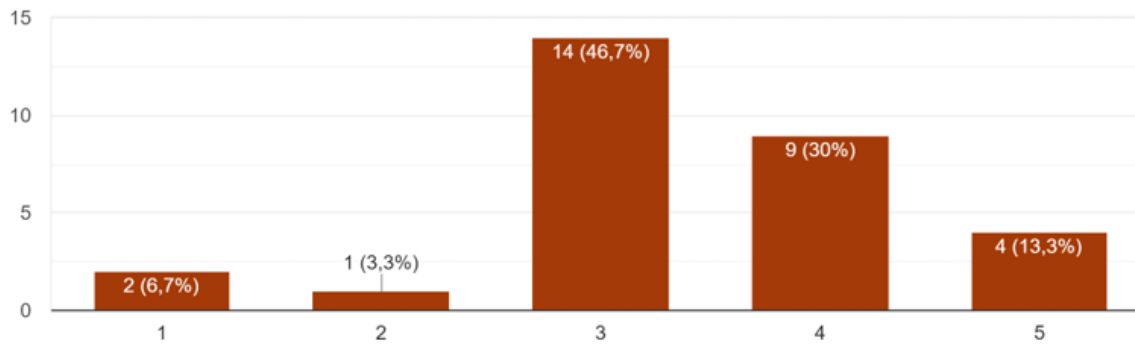
24. At home, I like to learn by reading newspapers etc.

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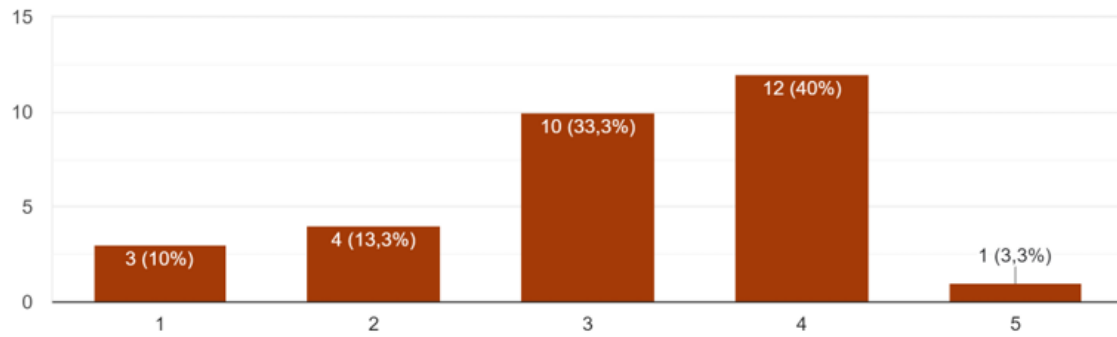
25. At home, I like to learn by watching TV in English.

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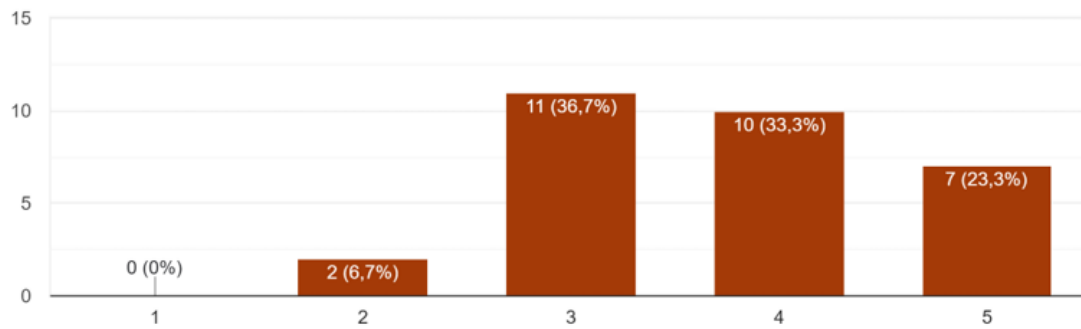
26. At home, I like to learn by using cassettes.

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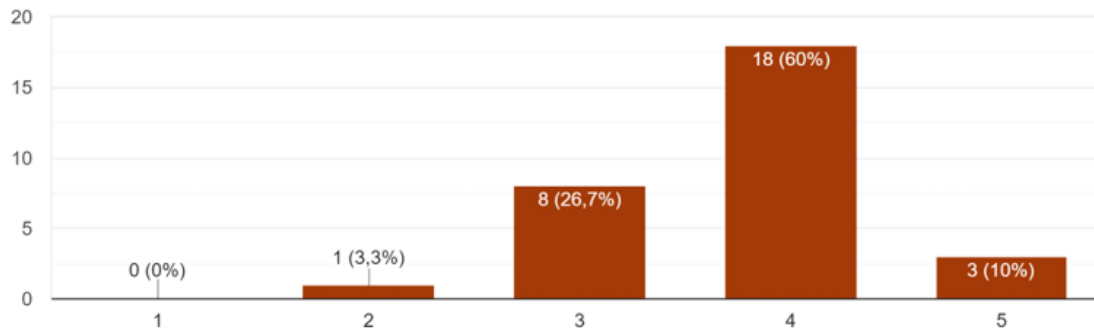
27. At home, I like to learn by studying English books.

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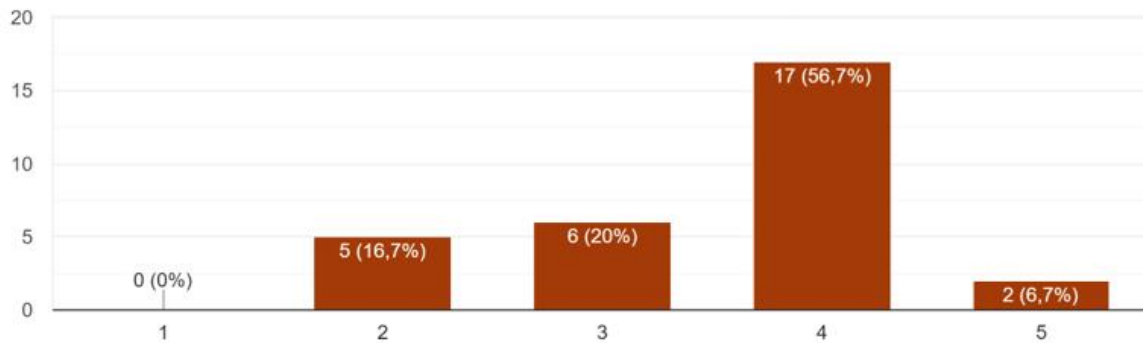
28. I like to learn by talking to friends in English.

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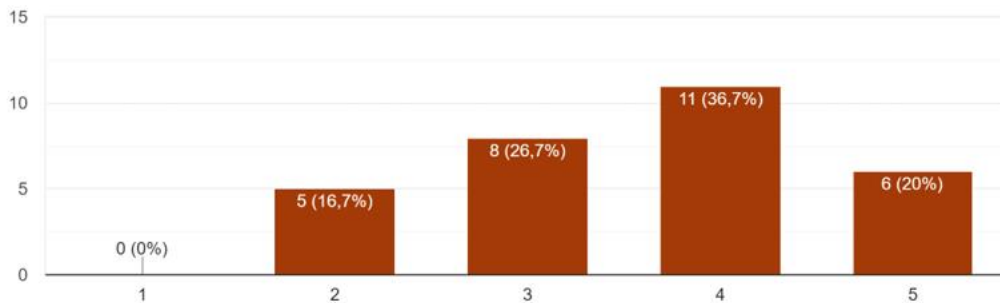
29. I like to learn by watching/listening to Australians.

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30. I like to learn by using English in shops/trains.

30 jawaban



And finally in the statements number 24 through 30 in connection with the methods used by students in self-study activities at home, from the various methods discussed in the questionnaire statements above, the one that gets high interest from students is from the statement "I like to learn by talking to friends in English", namely around 60% of students who agree with this statement and 10% of students who strongly agree. Meanwhile, the method that has begun to be abandoned by students in the process of self-study is in the statement "I like to learn by using English in shops/trains" there are about 16% of students who disagree with this statement.

CONCLUSION

The importance of conducting need analysis research, especially subjective needs in English language learning, is to be able to find out what are the shortcomings experienced during the English language learning process, especially for those who have no English as their background. Moreover, in order to be able in maximizing what will be learned, it will be completely useful in the professional world or in other words, the focus

of English used is in accordance with the majors taken by students, in this case, Islamic Education Management.

What can be concluded from the results of this study is that students are more comfortable with a variety of media being used in the learning process ... so that with the various media used, the learning atmosphere will definitely not be tedious so that students will be excited about the next learning process. The students also like if the learning process is carried out with all members of the class. And also preferred direct experience in the learning process. The methods of self-learning that are much in demand by students are direct conversations with peers, watching movies or videos in English and listening to songs or audio.

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