

A Community Service for a Modern Islamic Boarding School in Developing English Teaching Materials Based on Islamic Religious Education

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ABSTRACT

This community service (locally termed as *Pengabdian kepada Masyarakat* or PKM) supports the Emancipated Learning Curriculum (locally abbreviated as MBKM), with a focus on the use of digital technology and information. The place for the PKM is the Modern Islamic Muhammadiyah Boarding School (known as PPM MBS) Pleret in the Special Region of Yogyakarta, which has junior and high school levels and uses the national curriculum and the Islamic boarding school curriculum. The initial survey revealed that this Islamic boarding school requires learning English for Specific Purposes (ESP), specifically English based on Islamic Religious Education (locally abbreviated as PAI) in the Islamic boarding school context. The main problem was the difficulty in obtaining teaching materials to support the General English (GE) textbooks currently used. The aim of this PKM was to assist the *ustadz* 'teachers' and *musyrif* 'boarding supervisors' at PPM MBS Pleret in developing ESP teaching materials for the students. Availability of ESP teaching materials that are appropriate to religious and Islamic boarding school contexts will increase the students' competence in communicating with the international community, for example to convey their religious knowledge through online or face to face modes.

The activity stages in this PKM included training and workshops, mentoring, independent development of the PAI-based textbooks, and evaluation. Training and workshops were conducted by sharing and direct practice regarding the use of the internet, AI-based technology such as ChatGPT and Google Translate with human post-editing, and Canva digital application for designing and composing textbooks, as well as Heyzine for making them into flipbooks. Mentoring activities were done periodically through zoom meetings as a means to discuss developments in writing the textbooks and the obstacles experienced by participants in compiling these books. Furthermore, PKM evaluation activities were implemented using two approaches. Process/formative evaluation was used to overcome difficulties when the development of the teaching materials was in progress and monitor the implementation of development activities. Results/summative evaluation was used to provide feedback on the results of the developed teaching materials and to assess the entire program.

This PKM program resulted in mandatory outputs in the form of increasing participants' knowledge and skills in developing teaching materials, shown by the results of surveys to the participants, publication in a national journal with ISSN and accredited Sinta 4, publications of nine reports summarizing the implementation of the workshops in five online mass media and two printed mass media, and a video of the PKM implementation. Other outputs included two textbooks with ISBN and videos supporting the textbooks, obtaining an Intellectual Property Rights certificate, recognition of 3 credits for undergraduate students who were members of the PKM team, and Implementation Arrangement between Universitas Negeri Yogyakarta as the team's affiliation and PPM MBS Pleret.

Kata Kunci: English teaching material; PAI; MBS Pleret; digital technology; e-flipbook