English Reading in Indonesian Islamic Boarding Schools: Needs and Materials

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Abstract

Pesantren, Islamic boarding schools in Indonesia, have a unique educational framework. Pesantren combines religious and general subjects, including English. However, existing English reading materials are still questionable in meeting the specific needs of pesantren students. This study explores the differing perceptions of English reading materials among students, teachers, and experts at four Islamic boarding schools (Pesantren) in Indonesia. The study used a quantitative research design involving 10th-grade students from four pesantren: Al-Kautsar Al-Akbar Islamic Boarding School (North Sumatra), Darunnajah Islamic Boarding School (Jakarta), Assaadah Pamulang Islamic Boarding School (South Tangerang), and An-Nahdlah Islamic Boarding School (Depok, West Java). Data collection methods included questionnaires for students, teachers, and experts. A one-way ANOVA found significant variations across five evaluation dimensions: content relevance, comprehension support, exercise quality, instructional clarity, and motivational appeal (F = 31.648, p < 0.05). Based on the data from the Bonferroni post hoc analysis, the most positive rating for English reading materials was shown by students, followed by teachers, and the lowest by experts. Each group has a unique and different perspective. The findings of this study indicate that current reading materials are sufficient to meet basic curriculum standards and student interests. Still, based on expert observations, they do not meet the standards for teaching quality. Teachers need to find a bridge between the realities of classroom practice and pedagogical objectives. Therefore, a collaborative approach is required to develop English reading skills that align with curriculum objectives, classroom implementation, and student involvement in Islamic Boarding Schools. Development of inclusive materials, collaboration on revision communication with the government, ongoing teacher training, and integration of student feedback are highly recommended for developing practical and relevant student reading materials in Islamic boarding schools in the context and culture of the Islamic boarding school itself.

Keywords: English reading materials, Indonesian Islamic boarding school, Stakeholder perceptions.

Abstrak

Pesantren, sekolah berasrama Islam di Indonesia, memiliki kerangka pendidikan yang unik. Pesantren menggabungkan mata pelajaran agama dan umum, termasuk bahasa Inggris. Namun, bahan bacaan bahasa Inggris yang ada masih dipertanyakan dalam memenuhi kebutuhan khusus siswa pesantren. Penelitian ini mengeksplorasi perbedaan persepsi tentang bahan bacaan bahasa Inggris

di antara siswa, guru, dan pakar di empat sekolah berasrama Islam (Pesantren) di Indonesia. Penelitian ini menggunakan desain penelitian kuantitatif yang melibatkan siswa kelas 10 dari empat pesantren: Pondok Pesantren Al-Kautsar Al-Akbar (Sumatera Utara), Pondok Pesantren Darunnajah (Jakarta), Pondok Pesantren Assaadah Pamulang (Tangerang Selatan), dan Pondok Pesantren An-Nahdlah (Depok, Jawa Barat). Metode pengumpulan data meliputi kuesioner untuk siswa, guru, dan pakar. ANOVA satu arah menemukan variasi yang signifikan di lima dimensi evaluasi: relevansi konten, dukungan pemahaman, kualitas latihan, kejelasan instruksional, dan daya tarik motivasi (F = 31,648, p < 0,05). Berdasarkan data hasil analisis post hoc Bonferroni, peringkat paling positif terhadap materi membaca Bahasa Inggris ditunjukkan oleh siswa, diikuti guru, dan paling rendah menurut ahli. Masing-masing kelompok memiliki perspektif yang unik dan berbeda. Temuan penelitian ini menunjukkan bahwa materi membaca saat ini cukup memenuhi standar kurikulum dasar dan juga minat siswa, namun berdasarkan pengamatan para ahli tidak memenuhi standar untuk kualitas pengajaran. Guru perlu mencari jembatan antar realistas praktek dikelas dengan tujuan pedagogis. Oleh karena itu, perlu adanya pendekatan kolaboratif untuk mengembangkan daya bacaan bahasa Inggris yang selaras dengan tujuan kurikulum, implementasi kelas, dan keterlibatan pelajar di Pesantren. Pengembangan materi yang inklusif, kerjasama komunikasi revisi dengan pemerintah, pelatihan guru berkelanjutan, serta integrasi impan balik pada siswa sangat direkomendasikan untuk dilakukan untuk pengembangan materi membaca siswa di pesantren yang efektif dan relevan secara konteks dan budaya pesantren itu sendiri.

Kata Kunci: *Materi membaca bahasa Inggris, Pondok pesantren, Pendapat stakeholder.*

INTRODUCTION

Several critical factors drive this study. First, *Pesantren*, as an Islamic educational institution, also establishes English as one of the foreign language subjects that the students need to acquire. Whereas *Pesantren* also has its signature in learning English. This institution must fulfill three target situations of learning English: necessities, lack, and wants (Kaman, 2024). Agustina et al.'s (2023) study also conducted a needs analysis in the East Lombok area, which showed a gap between the need for contextual and modern reading materials and Islamic content in English learning in Islamic boarding schools. Second, among all English skills, reading skills are one of the most challenging skills for students. Moreover, studies show that students in boarding schools still face challenges in learning to read English because 77.4% of students are rarely involved in language practice in an authentic environment during development times (Latief, 2019; Indahsari & Sumirat, 2023; Indasari, Fajriyah, & Rosyidi, 2024).

This subject also necessitates further scholarly attention due to various contributing factors. Teachers in Islamic boarding schools must know the process and methods of developing English reading materials (Pravita & Kuswandono, 2022; Shi & and Shi, 2023; Yudhiantara, Kurniawan, & Farisi, 2024). These reading materials must be prepared before starting the teaching and learning process (Egiyantinah et al., 2018). However, English teachers in Islamic boarding schools still have difficulty preparing English reading materials that are suitable for Islamic boarding school children. Most English reading materials from the government or existing books are still general and rarely refer to Islamic values. In addition, most of the reading materials only focus on structure, more dominant language components, and less appropriate content. Islamic boarding school textbooks rarely contain activities that are truly contextual to their daily lives. To meet the needs of students regarding their English reading materials, teachers try to find materials on the internet or look for relevant books in bookstores (Munir & Putra, 2024). However, finding the right English reading materials for Islamic boarding school students is still challenging. Teachers must spend more time selecting

and adapting materials than preparing targeted teaching plans. It is certainly not effective and inefficient for teachers and students (Aniroh, 2019; Azizah & Mardiana, 2024).

On the other hand, teachers must provide for students' needs when choosing materials. A needs analysis study is one way to determine all aspects students need in the learning process, including teaching materials. Through the needs analysis process, teachers can be facilitated in selecting the right materials, and students are also expected to be able to achieve learning objectives.

Previous studies that examine reading materials in the context of teaching materials to meet the needs of students in Islamic boarding schools are as follows. First, Cahyo et al. (2019) studied the reading material of pesantren or Islamic boarding schools. The results of interviews and questionnaires conducted on teachers found the need for reading materials on content related to Islam, using original discourse texts on Islamic studies, integrated language skills, materials that increase awareness of local culture and Islamic culture, and the use of student-centered teaching. Second, Efrizal (2024) conducted research with participatory action to develop reading materials for students in Islamic boarding schools. This study found that the materials produced stimulated students to identify problems in the learning process. In addition, students can also share the experiences they have gained from previous reading activities, solve problems with strategic solutions, realize the need for self-empowerment, and understand the need for communication, which depends on the desire to hone skills and improve abilities. Third, Efrizal (2022) also conducted an R&D study of reading materials using Islamic values based on contextual learning. The product of this research is four units of additional teaching materials for reading English for class XI at the Modern Islamic Boarding School Darussalam Kepahiang, Bengkulu, Indonesia.

Related to previous research, this study attempts to fill the gap by identifying the lack of teaching materials for students with English reading skills in Islamic boarding schools, especially in Indonesia. Two important things must be raised as the novelty of this study. First, there is a need for a more in-depth investigation of students and different backgrounds of Islamic boarding schools, both in urban and rural areas, as well as the experience of establishing Islamic boarding schools. In this case, the researcher obtained data from four Islamic boarding schools, namely the Al-Kautsar Al-Akbar Modern Islamic Boarding School in Medan, North Sumatra, the Darunnajah Islamic Boarding School in DKI Jakarta, the Assaadah Pamulang Islamic Boarding School in South Tangerang, and the An-Nahdlah Islamic Boarding School in Depok, West Java. Second, there is a need to involve experts' opinions in English reading learning materials to determine the suitability of the requests and needs of students. This study aims to present more comprehensive data to find the needs of the characteristics and opinions of students, teachers, and experts on the current material as a guide for developing English reading materials in the future.

Given the above context, three main issues related to English reading materials in Indonesian Islamic boarding schools are the focus of this study. This study examines students' and teachers' perspectives on the English reading materials currently used in Islamic boarding schools in Indonesia. Second, this study compares the students' and teachers' perspectives with the expert perspectives on the reading materials to determine the gap between the implementation, the curriculum requirement, and the student's needs at Islamic boarding schools or *pesantren.*

METHOD

Research Design

The design of this study refers to the quantitative design method initiated by Creswell. Specifically, the study results will reveal students' preferences, challenges, and expectations in developing their reading skills. Six teachers and around 200 students from four Islamic boarding schools in Java became the subjects of this study. The data collection technique was carried out using a questionnaire. The thematic analysis discovered recurring patterns and themes in students' learning experiences. Researchers can explore how contextual and cultural factors in Islamic boarding schools affect students' engagement in understanding English texts while reading. Participants were selected using purposive sampling techniques, as explained by Creswell (2014). In this present study, the main criteria were teachers who taught English at Islamic boarding schools and grade X students who had experience learning with reading materials.

Data collection procedures

The following are data collection procedures. First, sample selection was conducted using purposive sampling methods. The aim is to ensure the relevance and completeness of the data. Participants in this study, students, teachers, and experts, were selected based on criteria that were in line with the research objectives. The first criterion is that the teachers selected are English teachers in Islamic boarding schools actively involved in teaching reading. They must have experience and insight in disseminating materials and alignment with the curriculum. Second, the students selected are grade X students who have experience using English reading materials so that they can answer the questionnaire meaningfully. This group of students was chosen because they represent the target population and are suitable for disseminating the level of difficulty and engagement in the material. Third, the experts selected are academic or curriculum experts familiar with English language learning and have experience in Islamic education to ensure cultural and pedagogical alignment with the dynamics of the Islamic boarding school. Furthermore, the Islamic boarding schools selected are institutions with different backgrounds across locations, including those in urban and non-urban areas, to ensure participant representation.

The following procedure is the homogeneity and validity test on the instrument used to validate empirically by using similar keywords and student targets in the trial. The questionnaires are the main instruments used to evaluate the suitability of the materials currently used or developed by teachers: a needs analysis questionnaire and a suitability assessment questionnaire. The needs analysis questionnaire is a tool to collect necessary information regarding students' backgrounds, preferences, learning challenges, and expectations. The questionnaire in this study aims to ensure that the content developed is aligned with the needs and interests of the target audience. In addition, the instrument is used to assess the relevance of the material to the content, organization, clarity, presentation, and overall effectiveness to see whether the material meets the standards required for educational use. The instrument for teachers and experts is more detailed to get a picture of the development guided by a data-driven approach, which allows for informed decision-making and meaningful revision, integrating student input, teachers, and expert evaluations. Several important points are included in the questionnaire grid according to the theory used, which assesses the suitability of reading teaching materials in Islamic boarding schools. The aspects of learner background, topic preferences, reading challenges, expectations of the material, content appropriateness, presentation, organization, visual performance, and learner engagement are essential points in this questionnaire. After that, the questionnaire was created using a Likert scale to facilitate quantitative analysis. The validation process involved testing the material by experts to assess the clarity of the question items and the relevance of the content. In addition, empirical validation was carried out through

a trial on respondents with the same characteristics as the target participants, whose validity and reliability were tested using Cronbach's Alpha. The following are the details of the questionnaire guidelines. After the outline was made, the draft questionnaire was prepared and distributed to the subjects, and it was expected to find instructional materials that met the needs of students and were at an appropriate level of difficulty. There were fourteen multiple-choice items written and directed to obtain (a) the suitability of the content to the course, (b) the explanations presented in the developed materials, (c) examples, (d) exercises, (e) setting books, and (f) language use (Table 1). The questionnaire was open-ended so respondents could provide comments or suggestions as needed. Therefore, space was provided for each question.

Tabel 1. Content Outline of Questionnaire B

No	Questions Topics	Items
1	Content suitability with the course	1 item; 1
2	Explanations presented in the material developed	3 items; 2, 3, 4
3	Examples	4 items; 5, 6, 7, 8
4	Exercises	3 items; 9, 10, 11
5	Organizing books	1 item; 12
6	The use of language	2 items; 13, 14

The third stage is the evaluation stage. There are three stages of formative evaluation (Dick & Carrey, 2000). This questionnaire involves grade X students in modern Islamic boarding schools in Indonesia to assess the brightness, effectiveness, and availability of reading materials prepared and used by teachers. The evaluation process goes through the following stages. First, distributing questionnaires to target schools. Second, feedback from teachers and students will be collected using quantitative data. Third, questionnaires and reading materials that each school uses will be provided to experts. Fourth, the results must be analyzed and categorized according to criteria, and the strengths and weaknesses of the materials in terms of content suitability, language level, cultural relevance, and student engagement must be identified.

Data analysis
The data analysis process is carried out separately for each group of students, teachers, and experts. The data will be calculated for descriptive statistics: mean to show the general tendency, standard deviation to measure the distribution of answers, and frequency and percentage to see how many respondents see each point. Furthermore, the data obtained will be compared with existing groups. Finally, the data will be interpreted to answer the formulation of the research problem. Making final recommendations based on the evaluation findings, which also convey experts' opinions with a focus on how the materials can be used or adapted more effectively in the context of Islamic boarding school education, can be the primary input for developing further materials.

RESULTS AND FINDING
The following are the questionnaire results given to 20-40 students in each Islamic boarding school. This questionnaire was distributed to see the habits and opinions of students regarding reading teaching materials. The following are the results of research in each Islamic boarding school.

Students' perspectives on English reading materials at Al-Kautsar Al-Akbar Modern Islamic Boarding School, North Sumatra

A total of 50 students were given a needs assessment sheet at Al-Kautsar Al-Akbar Modern Islamic Boarding School, North Sumatra. The perspective assessment sheet consists of 14 items to determine the needs of students and teachers for English reading teaching materials. In addition, the researcher also examined the design components, content components, and relevance of questions to the elements of the learning curriculum by providing 14 Likert scale questions with strongly agree answer = 4, less agree = 3, and 2 = disagree. Regarding the questionnaire results, here are the reports.

Table 2. Al-Kautsar Al-Akbar Modern Islamic Boarding School, North Sumatra students respond descriptive statistics report

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Students	48	30.00	42.00	37.0833	2.42183
Valid N (listwise)	48				

Based on the results shown in Table 2, it can be seen that the mean score is 37.08, with a maximum score of 42 for the answer strongly agree. It indicates that the general tendency of students which is 83.3% from 48 students are to strongly agree with the use of English reading materials they are currently using. The standard deviation is 2.42 which means the data is normally distributed.

Table 3. Al-Kautsar Al-Akbar Modern Islamic Boarding School, North Sumatra students general respond toward the reading materials

Questions Theme	Number of the questions	1	2	3	4
Content & Topic Relevance	1, 2 ,3 ,5	8	15	35	25
Comprehension & Expression	4, 7, 8	0	2	40	19
Exercises Quality	9, 10, 11	0	12	26	25
Clarity & Instructional Design	6, 14	0	9	9	8
Motivation & Attitude	12, 13	0	18	22	6
Percentage		**2.9%**	**20.1%**	**47.3%**	**29.8%**

From Table 3 above, it can be seen that the students' responses showed that the percentage of answers that strongly agreed was 29.8% and agreed was 47.3%. While the answers that less agree were only 20.1%, and only 2.1% answered disagree. Students' perspectives on English reading materials in their Islamic boarding schools are generally very positive.

If we look at each criterion in more detail, the percentage of student answers is as follows.

Tabel 4. Al-Kautsar Al-Akbar Modern Islamic Boarding School, North Sumatra students respond to each criterion

Questions Theme	Number of the questions	1	2	3	4
Content & Topic Relevance	1, 2 ,3 ,5	9.6%	18.1%	42.2%	30.1%
Comprehension & Expression	4, 7, 8	0%	3.3%	65.6%	31.1%
Exercises Quality	9, 10, 11	0%	19.1%	41.3%	39.7%
Clarity & Instructional Design	6, 14	0%	34.6%	34.6%	30.7%
Motivation & Attitude	12, 13	0%	39.1%	47.8%	13%

From Table 4. the most dominant criteria for agree and strongly agree answers are in the comprehension and expression criteria, with 65.6% agree and 31.1% strongly agree, with a total of 96.7%. Then, the exercise quality criteria reached a combined percentage of agreement and strong agreement of 81%. The third position fell on the content and topic relevance criteria, which showed a combined agreement and strong agreement of 72.3%. However, this section is also the section with the highest number of less agree and disagree, reaching 27.7%. In the fourth position, clarity and instructional design reached a combined number of agree and strongly agree of 65.3%. The last position of positive responses fell on the motivation and attitude criteria of 60.8%.

Students' perspectives on English reading materials at Darunnajah Islamic Boarding School, DKI Jakarta

There were 20 students given the same set of questionnaires in Darunnajah Islamic Boarding School, DKI Jakarta. The result shows as follows.

Table 5. Darunnajah Islamic Boarding School, DKI Jakarta students respond descriptive statistics report

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Darunnajah	20	32.00	42.00	36.0000	2.86540
Valid N (listwise)	20				

Table 5. Shows a mean value of 36.0 and a standard deviation of 2.86. It indicates that, generally, the response from students of the Darunnajah Islamic Boarding School, DKI Jakarta is also positive. The detailed report on each theme or questionnaire criterion can be seen in Table 6 below.

Table 6. Darunnajah Islamic Boarding School, DKI Jakarta students general respond toward the reading materials

Questions Theme	Number of the questions	1	2	3	4
Content & Topic Relevance	1, 2 ,3 ,5	8	15	35	25

Comprehension & Expression	4, 7, 8	0	4	40	19
Exercises Quality	9, 10, 11	0	12	24	25
Clarity & Instructional Design	6, 14	0	8	21	10
Motivation & Attitude	12, 13	0	21	3	6
Percentage		**2.9%**	**21.7%**	**44.6%**	**30.8%**

From Table 6 above, it can be seen that the students' responses showed that the percentage of answers that strongly agreed was 30.8% and agreed was 44.6%. While the answers that less agreed were only 21.7%, and only 2.9% answered disagree. Students' perspectives on English reading materials in their Islamic boarding schools are generally very positive with the total strongly agree and agreed were 75.4%. For the total percentage of students' respond per each theme can be seen in the Table 7.

Table 7. Darunnajah Islamic Boarding School, DKI Jakarta students respond to each criterion

Questions Theme	Number of the questions	1	2	3	4
Content & Topic Relevance	1, 2 ,3 ,5	9.6%	18.1%	42.2%	30.1%
Comprehension & Expression	4, 7, 8	0%	6.3%	63.5%	30.2%
Exercises Quality	9, 10, 11	0%	19.7%	39.3%	41%
Clarity & Instructional Design	6, 14	0%	20.5%	20.5%	53.8%
Motivation & Attitude	12, 13	0%	70%	10%	20%

From Table 7, the most dominant criteria for agree and strongly agree answers are in the comprehension and expression criteria, with 63.5% agree and 30.2% strongly agree, with a total of 93.7%. Then, the exercise quality criteria reached a combined percentage of agreement and strong agreement of 80.3%. The third position fell on the clarity and instructional design, which showed a combined agreement and strong agreement of 79.4%. In the fourth position, content and topic relevance criteria reached a combined number of agree and strongly agree of 72.3%. This criterion also received 27% responses that were less agreed and disagreed. The last position of positive responses fell on the motivation and attitude criteria at 30%. The percentage of less agree responses is the highest among other criteria, at 70%.

Students' perspectives on English reading materials at Assa'adah Islamic Boarding School, South Tangerang

There were 36 students given a set of the questionnaires in Assa'adah Islamic Boarding School, South Tangerang.. The results of the descriptive statistics calculations can be seen in the following report.

Tabel 8. Assa'adah Islamic Boarding School, South Tangerang students respond descriptive statistics report

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
SantriAssaadah	36	28.00	43.00	32.8611	4.25711
Valid N (listwise)	36				

Table 8. shows that the mean value is 32.86 with a standard deviation of 4.25. Compared to the two previous Islamic boarding schools, the average level at the Assa'adah Islamic Boarding School, South Tangerang is lower, with a difference of approximately 4-5 points below the average of the Al-Kautsar Al-Akbar Modern Islamic Boarding School, North Sumatra and Darunnajah Islamic Boarding Schools, DKI Jakarta. However, this value still shows a positive response from the students. However, the detailed report on each theme or questionnaire criterion is described in the following table.

Table 9. Assa'adah Islamic Boarding School, South Tangerang students general respond toward the reading materials

Questions Theme	Number of the questions	1	2	3	4
Content & Topic Relevance	1, 2 ,3 ,5	4	38	73	39
Comprehension & Expression	4, 7, 8	4	21	63	20
Exercises Quality	9, 10, 11	4	14	68	25
Clarity & Instructional Design	6, 14	0	20	44	13
Motivation & Attitude	12, 13	28	28	24	6
Percentage		**7.5%**	**22.6%**	**50.7%**	**19.2%**

It can be seen from Table 9, that the most dominant criteria are the answers that agree and strongly agree, with a percentage of 18.8%, and 51.16% agree, with a total of 69.7%. While the answers less agree, they are high, with a rate of 22.6%. In addition, the answers that disagree also reached 7.5%. Although it can still be categorized that the student response is positive, the total who disagree, which reached 33.1%, is relatively high. Moreover, For the total percentage of students' respond per each theme can be seen in the following table.

Table 10. Assa'adah Islamic Boarding School, South Tangerang students respond to each criterion

Questions Theme	Number of the questions	1	2	3	4
Content & Topic Relevance	1, 2 ,3 ,5	2.6%	24.7%	47.4%	25.3%
Comprehension & Expression	4, 7, 8	3.7%	12.9%	58.3%	18.5%
Exercises Quality	9, 10, 11	3.6%	12.6%	61.3%	22.5%
Clarity & Instructional Design	6, 14	0%	0%	25.9%	57.1%

Motivation & Attitude	12, 13	32.5%	32.5%	27.9%	7%

From Table 10, the most dominant criteria for agree and strongly agree answers are in the exercise quality, with 58.3% agree and 18.5% strongly agree, with a total of 83.8%. Then, the clarity & instructional design criteria reached a combined percentage of agreement and strong agreement of 83%. The third position fell on the comprehension & expression, which showed a combined and strong agreement of 76.8%. In the fourth position, content and topic relevance criteria reached a combined number of agree and strongly agree of 72.7%. The last position was on motivation and attitude, with only 34.9% agreeing and strongly agreeing. This theme also showed significantly less agree and disagree responses, which reached 65%.

Students' perspectives on English reading materials at An-Nahdlah Islamic Boarding School, Depok, West Java

In An-Nahdlah Islamic Boarding School Depok, West Java, 41 students were involved in the questionnaire. Similar to the three Islamic boarding schools above, the following is a report of descriptive statistical data on students' responses at the An-Nahdlah Islamic boarding school in Depok, West Java.

Table 11. An-Nahdlah Islamic Boarding School, Depok, West Java students respond descriptive statistics report

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Santri_Annahdlah	41	29.00	42.00	35.0732	2.91024
Valid N (listwise)	41				

Table 11. shows that the mean value is 35.1 with a standard deviation of 2.9. The average level at the An-Nahdlah shows a positive response from the students. However, the detailed report on each theme or questionnaire criterion is described in the following table.

Table 12. Pesantren An-Nahdlah students general respond toward the reading materials

Questions Theme	Number of the questions	1	2	3	4
Content & Topic Relevance	1, 2 ,3 ,5	0	14	30	30
Comprehension & Expression	4, 7, 8	0	30	88	88
Exercises Quality	9, 10, 11	0	13	107	3
Clarity & Instructional Design	6, 14	0	8	65	6
Motivation & Attitude	12, 13	0	5	3	3
Percentage		**0%**	**14.2%**	**26.4%**	**59.4%**

The table above shows that the students' responses to the English reading material at the An-Nahdlah boarding school are also very positive. There are 59.4% of total respondents who answered strongly agree and 26.4% who answered agree. In other words, 85.8% of the respondents' answers showed a positive response. Next, we see the percentage report of answers on each theme, as shown in Table below.

Table 13. An-Nahdlah Islamic Boarding School Depok, West Java students respond to each criterion

Questions Theme	Number of the questions	1	2	3	4
Content & Topic Relevance	1, 2 ,3 ,5	0%	18.9%	40.5%	40.5%
Comprehension & Expression	4, 7, 8	0%	14.7%	42.7%	42.7%
Exercises Quality	9, 10, 11	0%	10.7%	86.7%	4.9%
Clarity & Instructional Design	6, 14	0%	10.1%	82.3%	7.6%
Motivation & Attitude	12, 13	0%	45.5%	27.3%	27.3%

From Table 13. The exercise quality criteria occupy the most significant percentage of agree answers, 86.7%, and strongly agree, 4.9%. If totaled, the number is 91.6. Almost all students consider that the quality of the exercises in their reading materials is excellent and according to their needs. Furthermore, the clarity and instructional design criteria occupy the second position, with the number of those who agree at 82.3% and strongly agree at 7.6%, with a total of 89.9% giving a positive assessment. The comprehension and expression criteria occupy the third position, with a total percentage of agree and strongly agree 85.4%. The first criterion, content and topic relevance, 81% of the total answers agreed and strongly agreed. The fifth criterion is still the same as the three previous Islamic boarding schools, occupying the lowest position, with a total percentage of agree and strongly agree of only 54.6%. No students answered that they disagreed with each criterion at the An-Nahdlah Islamic boarding school, Depok, West Java.

Teachers' and experts' perspectives on English reading materials at Al-Kautsar Al-Akbar Modern Islamic Boarding School

At the Al-Kautsar Al-Akbar Modern Islamic Boarding School North Sumatera, Assa'adah Islamic Boarding School South Tangerang, and An-Nahdlah Islamic Boarding School Depok West Java, two teachers filled out the questionnaire. However, at Darunnajah Islamic Boarding School DKI Jakarta, there are five teachers involved as respondents. This selection was based on previously established criteria, where teachers must have experience compiling and using English reading materials in their respective classes. The number of questions in the questionnaire for teachers and experts differed in the number of questions given to students. It was to collect the opinions of teachers and experts in more detail and precision. The number of questions was thirty, but it covered the same five themes as those asked to students. The details are as follows.

Table 14. Distribution of teacher and expert questionnaire themes

Questions Theme	Number of the questions
Content & Topic Relevance	1, 2 , 3 , 4, 5, 6
Comprehension & Expression	7, 8, 9, 10, 11, 12
Exercises Quality	13, 14, 15, 16, 17, 18
Clarity & Instructional Design	19, 20, 21, 22, 23, 24
Motivation & Attitude	25, 26, 27, 28, 29, 30

From the table, it can be seen that the teacher and expert questionnaire question themes are evenly distributed, with a total of six questions for each theme. It allows teachers and experts to provide their opinions in more detail and a focused manner. In the analysis process, the percentage of answers that use the Likert scale is still strongly agree = 4, agree = 3, less agree 2, and disagree = 1.

Comparative result of teachers', experts and students' perspective English reading materials at four Islamic Boarding School (Pesantren)

To evaluate the differences in perception of English reading materials among three groups—students, teachers, and experts—a One-Way ANOVA test was conducted. This analysis compared the average scores assigned by each group based on five key dimensions: content relevance, comprehension support, exercise quality, clarity of instructional design, and motivational appeal.

Table 15. The result of One-way Anova

ANOVA

Score

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.846	2	1.423	31.648	.000
Within Groups	.539	12	.045		
Total	3.385	14			

The F-value of 31.648 and a significance value of .000 (p < 0.05) indicate that there is a statistically significant difference in how students, teachers, and experts evaluate the English reading materials used in the four Islamic Boarding School (Pesantren). This means that perceptions across the three groups are not homogeneous and reflect varying degrees of satisfaction or critique based on their role, experience, and expectations in the learning process. Multiple comparison results are shown to avoid false positives and ensure statistically valid conclusions when testing multiple hypotheses simultaneously. The results are shown as follows.

Table 16. The result of multiple comparison

Multiple Comparisons

Dependent Variable: Score

Bonferroni

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Teachers	Experts	.648[*]	.134	.001	.28	1.02
	Students	-.410[*]	.134	.030	-.78	-.04
Experts	Teachers	-.648[*]	.134	.001	-1.02	-.28
	Students	-1.058[*]	.134	.000	-1.43	-.69
Students	Teachers	.410[*]	.134	.030	.04	.78
	Experts	1.058[*]	.134	.000	.69	1.43
*. The mean difference is significant at the 0.05 level.						

The Bonferroni multiple comparisons test results of these three groups of teachers, Experts, and Students indicate significant differences in mean scores. Students achieved the highest scores overall, significantly outperforming Teachers (mean difference = 0.410, p = 0.030) and Experts (mean difference = 1.058, p = 0.000). Teachers scored substantially higher than Experts (mean difference = 0.648, p = 0.001). All differences were significant at the 0.05 level, as confirmed by the adjusted p-values and non-overlapping 95% confidence intervals, suggesting meaningful distinctions in performance across the groups.

DISCUSSION

The findings show that in the ever-evolving global education landscape, evaluation involving various parties is needed in developing reading materials that keep up with the times but still maintain quality. In Indonesia, Islamic boarding schools, or *Pesantren*, represent a distinctive form of education that combines Islamic teachings with general academic subjects. As English becomes increasingly vital in modern curricula, *Pesantren* has incorporated English reading instruction within their program. Drawing on contemporary educational theories such as *Culturally Sustaining Pedagogy* (Paris & Alim, 2017), *Motivation in Second Language Acquisition* (Ushioda, 2020), and *Principles of Materials Development* (Tomlinson, 2013). The Bonferroni post hoc test result confirmed that students viewed the reading materials most positively, followed by teachers, while experts expressed the most critical views. This difference suggests that each group brings unique expectations and evaluative criteria shaped by their roles and experiences in the educational environment. In addition, teaching methods that are appropriate to students' needs must be supported by content, experience and approaches to developing teaching materials. Teachers and students often have very different opinions regarding their roles in the reading process, where teachers tend to focus more on the curriculum, while students focus more on their involvement in activities and their relevance to their daily lives (Suseno & Wijaya, 2021). In addition, teachers are also often influenced by their teaching methods and strategies, which usually ignore students' preferences and levels of understanding (Holzer et al., 2022).

The results of the different perspectives of students, teachers, and experts can strengthen the opinion of the schema theory proposed by Anderson (1984) and Fahriany (2014). This theory explains that reading comprehension and assessment of reading materials involve cognitive processes resulting from pre-existing knowledge structures in each individual. This scheme interprets every information that enters the human mind (Anderson, 1984). Previous experiences and knowledge are among the factors that influence the high level of differences of opinion between these three groups. Teachers also tend to integrate various schemes with their teaching methods. Experts will focus on the curriculum that must improve students' cultural and contextual knowledge to improve their understanding (Jiang, 2024).

The theory of distance and practice can also explain the gap in opinion between these three groups. Donald Schon initiated this concept, showing that reflective practice in each group, both students, teachers, and experts, needs to be carried out to find the common thread of theoretical knowledge and the application of theory in the real world. Students have a positive tendency towards their reading material because they experience the reading process directly. Teachers are more realistic because they act as implementers in the teaching and learning process. Meanwhile, experts tend to have more negative responses because they refer to a highly theoretical and normative framework, which allows them to see gaps and deficiencies in more detail (Asfeldt & Stonehouse, 2021; Aken, 2010).

Discussing further related to experts' opinions, which are much lower than the teacher and student groups. It can be explained by an analysis based on actual vs. perceived needs theory. Although the results show that students' interest and perception are outstanding in the English reading material that they currently use or can be said to be by their desired needs

(perceived needs), it does not necessarily meet the actual needs of students from the perspective of experts (Holi & Salih, 2013; Silva, 2016). Experts usually consider various conditions, including analyzing current market needs and predicting future needs. This difference is evidence that the essence of the implications of this study is that involving multiple parties in the process of developing teaching materials is very important. Teachers and curriculum policymakers should not focus too much on student comfort without considering the crucial elements of depth and academic structure that maintain the quality of education. Involving students is also important because it will impact their ability to be heard, which is important when selecting teaching materials (Pushpanathan, 2013). An integrative approach in compiling and developing reading materials by accommodating all aspects of the opinions of all parties, including teachers, students, language experts, and curriculum experts.

In addition, the differences in opinion between these three groups can also be caused by considerations of pedagogical effectiveness and insight into literacy practices. In practice, teachers have evaluation strategies based on their experiences in using teaching materials and methods (Bol et al., 1998). Students also have personal responses to their reading assignments. Each student has different preferences and tendencies and can also tend to be the same. Therefore, students' responses to their reading material can be influenced by personal preferences or the preferences of the environment, especially their classmates. If most students like the reading material, it will influence other students to like it. It is also clearly stated in the reader-response theory presented by Rosenblatt, which states that as readers, students are open to various forms of interpretation of their reading (Chadwick, 2012).

Differences in opinions of students, teachers, and experts can also be studied further with the Content, Input, Process, and Product (CIPP Model) developed by Stufflebeam. High student assessments of reading materials in Islamic boarding schools indicate the dimensions of content and product (Kozan, 2024). Students who are directly in and experience learning situations are elements of context representation and experience the direct impact of the material given as a representation of the product dimension (Suri & Hariyati, 2024). Therefore, student assessment is essential to see the relevance and real results of learning by using the material in terms of motivation, interest, and understanding (Irene, 2023; Babadi et al., 2024). Meanwhile, teacher opinions represent the input and process dimensions. Teachers, as implementers, consider the availability of resources, suitability to the curriculum, and effective teaching methods in the classroom as input dimensions (Ghafara et al., 2023). On the other hand, the opinions of experts who focus on theoretical and academic approaches will represent a more comprehensive process and structure of material from the cognitive, linguistic, and pedagogical sides as process dimensions. Therefore, student opinions are quite significantly different from the opinions of teachers and experts.

Furthermore, the urgency of the results of this study also proves that constructivism theory also has a vital role in the development of teaching materials for reading that involve students and all parties who actively participate in the learning process. It provides space for interaction between theoretical and academic experience to create effective reading materials. Furthermore, this process also supports the ADDIE model (analysis, design, development, implementation, and evaluation), which states commonly used to ensure that the materials designed are by national education goals (Nadu et al., 2024). This procedure follows the principles of active learning adopted by this constructivism theory. Research and review of opinions encourage exploration, explanation, and collaboration so that all groups can hold the final results of teaching materials in ownership. Students and teachers are also stimulated to build critical thinking skills and increase curiosity about reading materials, which fosters enthusiasm, motivation, and more profound understanding (Chen, 2024).

The benefits obtained by comparing the opinions of students, teachers, and experts on reading materials can provide accurate assessments and multifaceted perspectives on the curriculum and English reading materials. It is one of the applications of the English Language Arts (ELA) model that has been proven to successfully combine cognitive and metacognitive theories in selecting reading materials (Elliot et al., 2018). In this process, studying the opinions of experts, educators, and students can identify the most effective reading strategies to be integrated into the instructional model to guide students in understanding reading so that it can improve students' reading skills. In addition, this comparison of results can also be used to see further the challenges and difficulties of students in understanding reading materials and the alignment of reading materials with their abilities (Ali & Razali, 2019; Iobidze, 2019; Shahnazari & Dabaghi, 2014). This comparative insight can bridge the theoretical framework and practical application in teaching and improve the quality of choice and preparation of reading materials by curriculum policymakers and teachers.

Furthermore, in developing English reading materials, the characteristics of each student must be considered. In this case, teachers and experts also often do not have valid instruments to determine students' motivation and prior knowledge (Dhakal, 2024). Regarding reading material content, the complexity and authenticity of reading materials can also cause differences in perception. When teachers and experts assess reading material as authentic and positive, students may see it as challenging or complex (Sayı, 2024). Furthermore, environmental and contextual factors also cause differences in views between students, teachers, and experts. An environment with good literacy can shape reading attitudes and skills, leading to different perspectives in assessing reading material (Dhakal, 2024; Hariadi, Sumardjoko, & Maryadi, 2024; Maimunah, Huda, Haque, & Zubaidah, 2021). In addition, the different socio-demographic backgrounds of teachers, students, and experts also provide the possibility of different views according to their experiences (Holzer et al., 2022). However, all these differences must be found in harmony with educational practice to provide opportunities for teachers and curriculum makers to adjust their choice of materials and approaches to cover the diverse needs of students.

In addition, considering the role of reading as a way for students to gain global knowledge and basic skills to master the language and find its relevance in the application of Islamic preaching, effective reading instruction is needed, and the reading must be meaningful to students. So, texts, tasks, and teaching strategies must consider linguistic and cognitive demands and students' cultural, religious, and emotional identities. When English reading materials fail to align with these values, dissonance can hinder engagement and learning outcomes. Paris and Alim (2017) argue that education should acknowledge students' culture and actively seek to maintain and affirm it.

The materials needed by students at *pesantren* are as follows. First, reading materials that reflect the worldview of Islam. The texts should discuss Islamic leaders, stories with moral and ethical dilemmas based on Islamic teachings, and topics that allow students to connect English with the Islamic knowledge base as the foundation of the students' knowledge. These types of reading materials will increase students' understanding, encourage critical thinking, and foster deeper investment in learning. Ushioda (2020) emphasizes the importance of the learner's context in shaping motivation. According to his person-in-context relational model, students are more motivated when the material reflects their identities and lived realities. In the context of Islamic boarding schools, students are more engaged when English reading assignments involve religious narratives, Islamic ethical principles, or culturally familiar situations.

The next thing that must be considered when developing reading materials in Islamic boarding schools is curriculum standardization. Textbooks and reading resources commonly used in Islamic boarding schools are often standardized and designed for urban and secular

students. These materials may contain unfamiliar or inappropriate themes for Islamic boarding school students. As a result, students have difficulty finding relevance and meaning in what they read. Reading comprehension exercises often focus on vocabulary and grammar exercises, which are essential but not enough. The lack of moral, spiritual, or contextual depth in many texts means that students miss opportunities to develop higher-order thinking and cross-cultural literacy skills. It is problematic, especially when the goal is to teach language and build character and global awareness. According to Tomlinson (2013), effective language materials must address three main domains: cognitive, affective, and linguistic. In the context of Islamic boarding schools, this could mean designing materials that explore Islamic ethics through English, introducing stories of global Muslim figures, or examining social issues from a faith-based perspective.

Policymakers and curriculum designers should consider the above divergent viewpoints in developing more effective reading materials in the future. Tomlinson (2013) also advocates materials that promote meaningful interaction, authenticity, and learner autonomy. Instead of general comprehension questions, assignments should encourage students to think critically about issues, reflect on their beliefs, and use English to express their perspectives. Incorporating Islamic values into reading materials does not compromise language objectives. It enhances them (Nuriman, Mahmoud, Hamzah, & Yusnaini, 2024). Texts grounded in Islamic beliefs that students learn in other subjects will improve reading fluency and comprehension because students are already familiar with these concepts. Furthermore, such integration promotes identity affirmation, a critical component of student success, especially in faith-based educational settings.

CONCLUSION

The findings reveal significant differences in the perceptions of English reading materials among students, teachers, and experts at four Islamic boarding schools (*Pesantren*) in Indonesia. The one-way ANOVA test determined a statistically significant variation in how each group evaluated the materials across five key dimensions: content relevance, comprehension support, exercise quality, clarity of instructional design, and motivational appeal ($F = 31.648$, $p < 0.05$). The subsequent Bonferroni post hoc test further refined those students viewed the reading materials most favourably, followed by teachers, while experts expressed the most critical views. These differences suggest that each group brings unique expectations and evaluative criteria shaped by their roles and experiences within the educational environment.

The findings also show that English reading resources are currently implemented as curriculum requirements and students' learning demands. Although most students thought the resources were helpful and interesting, the lower ratings from experts suggest that they might not align with the best instructional design practices or educational standards. This finding emphasizes deeper collaboration among each stakeholder and ensures that English reading resources align with curriculum requirements and are sensitive to the reality of classroom teaching. It becomes more specific and detailed regarding the conditions of Islamic boarding schools and their characteristics and demands. In addition, student participation in choosing and providing opinions on reading materials is still needed because it includes adaptation and absorption to their reading motivation. Based on these findings, this study recommends that curriculum developers, educators, and policymakers collaborate to address the gap between classroom practical experiences and experts' expectations regarding English reading materials in Islamic boarding schools. The material must be studied and delivered pedagogically and be relevant to culture, background, and students' opinions. It is inseparable from regular training and workshops that help teachers align their teaching strategies with curriculum objectives. All of these components must be run simultaneously while still meeting students' learning needs so

that, at the same time, involving students in the feedback system can also produce in-depth information about the efficacy of the material from the student's perspective. Materials developed with a Collaborative framework like this will create a more effective and cohesive curriculum that better supports learning objectives in the *Pesantren* environment will result from this effort.

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