

## DEVELOPMENT OF ENGLISH MATRICULATION MODULE IN HIGHER EDUCATION INSTITUTIONS: A LITERATURE REVIEW

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### Abstract

This article reviews the development of English matriculation modules in Islamic higher education institutions in Indonesia amidst the technological advancements of the 5.0 industrial revolution. The study aims to highlight the significance of English language proficiency as a critical skill in the 21st century, particularly for students at Islamic Religious Universities (PTKIN). Employing a Systematic Literature Review (SLR) method, the research analyzes existing studies on the creation of English matriculation modules across various universities from 2015 to 2022. Key findings reveal diverse development models and thematic approaches used in module creation, including communicative, andragogical, and local wisdom-based frameworks. The reviewed studies underscore the necessity of culturally relevant and contextually appropriate materials to enhance English proficiency effectively. The article concludes with recommendations for future research to explore novel approaches in English matriculation module development, ensuring that these modules are adaptable to the evolving educational needs and technological landscape.

Keywords: English Matriculation; Module; Islamic Religious Universities

### Introduction

The global community faces the 5.0 industrial revolution, distinguished by integrating technology and human beings. Integrating advanced technology with human expertise aims to create a highly responsive and adaptable system to encourage more efficient and sustainable productivity. This enables humans to collaborate with robots or Artificial Intelligence (AI) in the future (Fukuyama, 2018). This condition also presents both risks and possibilities. It becomes a threat when humans are unable to realize their potential so that the existence and role of humans

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will be diminished by the presence of AI robots that are considerably smarter. Nevertheless, regardless of the sophistication of artificial intelligence technology, its potential to streamline many human activities can only be fully realized when humans possess the knowledge and skill to govern and regulate it effectively.

In light of the ongoing technological revolution, it is imperative for universities, particularly Islamic Religious Universities (PTKI), to ensure that their students are equipped with proficient 21st century skills. This will enable them to effectively navigate the complexities of technological advancements (Motallebzadeh & Ahmadi, 2018; Uyuni & Adnan, 2020). English language proficiency is a highly sought-after skill in higher education. There is no denying that in the current era of technological advancement, possessing English language proficiency is essential. English has evolved into a lingua franca or global language (Suzina, 2021). In fact, the proficiency in English language is intricately intertwined with the mastery of technology, much like the two sides of a coin. To clarify, English is the predominant language used in the field of technology (Ahmadi, 2018).

State Islamic Religious Universities (PTKIN) in Indonesia organize a Foreign Language Matriculation program, specifically focusing on English and Arabic, to enhance its students' proficiency in these languages. Every incoming student must adhere to this Matriculation Program for a duration of one year or two semesters. This curriculum serves as an equalization program, designed to impart fundamental knowledge pertaining to English language skills to incoming students. Typically, students must obtain a certificate of completion from this curriculum before they can take the thesis or *munaqosyah* exam. Each PTKIN has its own policies and powers regarding the implementation and mechanism of this program. Nevertheless, it is evident that the matriculation program does not offer credits similar to a regular course, and its execution occurs outside of scheduled lecture hours.

In his book "Material Developments in Language Teaching," Brian Tomlinson asserts that there are a minimum of six criteria that must be taken into account while creating foreign language teaching materials. The notion of relevance is quite significant. Tomlinson suggests that language learners can achieve mastery in the language they are learning by utilizing learning resources that closely resemble their own environment. This involves leveraging the mental resources that learners typically use when acquiring and using their first language (Tomlinson, 1998). The idea of relevance, proposed by Tomlinson, underscores the necessity of considering prevailing social and cultural elements while creating foreign language teaching materials. Language is ultimately a cultural artifact that is shaped and influenced by the society in which it is spoken.

Douglas Brown concurs with the statement made by Tomlinson. In his book *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Brown contends that language instruction inherently encompasses the intricate aspects of culture, values, cognitive processes, emotions, and behavior. According to Brown, when creating foreign language textbooks, it is important to also take into account the notion of contextuality. Consequently, the textbook under development must strive to establish a connection between the values, customs, and cognitive processes of language learners. In the process of acquiring a foreign or second language, a language learner will remain constrained by the constraints of their native language, which is known as interference. Disregarding the cultural impact of the native language can greatly diminish the effectiveness of instructional materials in enhancing proficiency in the second language (Brown, 2007).

Regarding the investigation of the creation of the English Matriculation module in the PTKIN environment, there has been limited progress thus far. One particular study, conducted by Pindha Kaptiningrum and Zaki Mubarok, titled "The Effectiveness of the Language Matriculation Program to Improve Speaking Ability of STAIBN Tegal Students", aimed to investigate the impact of the English Matriculation Program on enhancing students' speaking skills. The study's findings demonstrated that the Language Matriculation Program at STAIBN Tegal effectively enhanced students' oral communication abilities (Mubarok, 2016). The research undertaken by Hendra Eka Putra and Ridianto, titled "Development of Teaching Material Models for English II Subjects Based on Student Needs in the Sharia Accounting Study Program at STAIN Batu Sangkar," specifically

examines the student reading skills. Putra's research provides a framework for creating instructional resources that are tailored to meet the specific requirements of students (Putra, 2017). Furthermore, the majority of studies concerning the creation of English teaching materials in the PTKIN setting are primarily focused on achieving specific outcomes, such as assessing the efficacy of English learning models in enhancing particular skills (Amri, 2022; A. Arifin & Hasbi, 2021; Mahawan & Langprayoon, 2020; Nagauleng et al., 2019; Rizal, 2019; Saputra, 2022).

The research on English matriculation modules development as the sources for this study were selected from several Islamic higher education institutions in Indonesia. These Universities were selected as representatives of Islamic religious universities overseen by the Ministry of Religious Affairs. They are geographically diverse and also differ in terms of scientific paradigms. This allows for an objective comparison of the English Matriculation module implemented in each of these Islamic universities.

## Methods

This qualitative research employs a literature review, specifically a Systematic Literature Review (SLR), to analyze existing material on the creation of a learning module for matriculation programs. The literature utilized comprises of research findings or studies provided in scholarly articles, specifically journals, with the exclusion of theses and dissertations. The scope of literature considered for this research encompasses research findings from the period of 2015 to 2022, spanning a duration of 8 years. The publications utilized were obtained from the electronic data retrieval system Google Scholar, employing the phrase "matriculation module." The literature utilized adheres to a qualitative methodology, specifically a literature review technique. The rationale behind undertaking qualitative research lies in its inherent exploratory nature. Subsequently, it is thoroughly examined with the use of pertinent literature or a literature review. This serves as the foundation for developing hypotheses that are subsequently compared to the outcomes of prior research. The objective of this study is to explore ways to redefine instructional leadership for implementation in the school environment.

## Findings and Discussion

Matriculation is a compulsory program that must be taken by newly-enrolled students in a university. The program is also applied in Islamic higher education institution. The module is one of the requirements for the program to effectively deliver the learning material. thus, the author analyzed the research on the development of matriculation module in four higher education institution in Indonesia.

### Findings

The author analyzed four research on the development of matriculation modules for university students.

Table 1. The Identity of the Analyzed Documents

No.	Author	University	Development Model	Theme
1	(Suhandra, 2015)	IAIN Mataram	Borg and Gall Development Model	Communicative Approach
2	(Lestari, 2021)	Universitas Muhammadiyah Palembang	Rowntree development model	Andragogy
3	(Sari & Yuliana, 2022)	STKIP Muhammadiyah Pagaram	Borg and Gall Development Model	Local Wisdom

The analyzed documents are research on the development of matriculation module on three Islamic higher education institutions. Two of the research employed the Borg and Gall development model, while the other one employed the Rowntree development model. The research is also distinguishable based on the theme: communicative, andragogy, and local wisdom.

### **Discussion**

The development research was conducted by Lestari (Lestari, 2021). The objective of this study is to develop an English module for semester 2 at Muhammadiyah University of Palembang, which is grounded in andragogy principles, and is both valid and practical. The module is expected to have a significant impact on student learning outcomes. The research methodology employed the Rowntree model, consisting of three distinct stages: planning, development, and assessment. In the evaluation stage, Tessmer's formative evaluation methodology is employed which consists of 5 stages, namely: self-evaluation, expert review, one-to-one evaluation, small group evaluation, and field test. The outcome of this investigation is an English module that is grounded in andragogy principles. Modules are deemed genuine if they have undergone validation by experts in materials, language, and module design. The outcomes of the individual assessment of three students indicated that the students, who were the participants in the study, provided highly favorable feedback on the module that was based on andragogy. The module's practicality is determined by individual assessments and evaluations conducted in small groups. The small group evaluation of 8 students yielded an average score of 82.47 in the practical area, encompassing all aspects tested. The module is believed to have a significant impact on student learning outcomes. During the field test stage, 31 students participated and achieved an N-gain of 0.58, which falls within the moderate category. This andragogy-based module can be utilized by lecturers, students, and universities for learning English. Additionally, other researchers can use this module as a point of reference when conducting comparable studies.

The next development research was done by Sari and Yuliana (Sari & Yuliana, 2022). The objective of this study is to create an English module that incorporates indigenous knowledge and aligns with the results of the needs analysis conducted for students. This module aims to enhance the teaching of English to students enrolled in non-English study programs at STKIP Muhammadiyah. It is designed to improve learning outcomes by following the Borg & Gall development scheme, which involves several stages: (1) needs analysis, (2) module planning, (3) module development, (4) module validation, (5) module revision I, (6) module trial, (7) module revision II, and (8) final module. The methodology employed in this study is Research and Development. This research and development study includes test subjects consisting of 2 learning specialists, 2 peers, and 40 randomly selected 1st semester students who have taken English courses. These individuals are used to validate the module exam. Data were gathered via observations, interviews, and questionnaires administered to the test subjects. These data served as a basis for developing the module, following the stages outlined in the Borg&Gall development plan. The outcome of the construction of this module consists of instructional materials that can serve as the primary resource for teaching English in the Mathematics study program at STKIP Muhammadiyah. Pagaralam.

### **Conclusion**

The reviewed materials pertain to research conducted on the establishment of a matriculation module in three Islamic higher education institutions. Two of the studies utilized the Borg and Gall development model, while the third study applied the Rowntree development model. The research can be differentiated based on three distinct themes: communication, andragogy, and local wisdom. It is recommended for other researchers to develop English matriculation module that are different than the previously developed modules.

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