

Moderate Attitude of Students toward their English Teacher at Madrasah Tsanawiyah Negeri Model Makassar

Hanafi Pelu^{1*}, Sipa Pelu², Risna³, Juaria Pelu⁴, Ahmad Rossydi⁵

Balai Diklat Keagamaan Makassar, SMP Negeri 5 Laihitu Maluku Tengah, MAN PangKep, SD Inpres 44 Batu Koneng Kota Ambon, Politeknik Penerbangan Makassar

***Correspondence:**

silawanchanafi@gmail.com¹

ABSTRACT

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A moderate student attitude refers to a balanced, transparent, and non-extreme attitude in the teacher's views, approach, and behavior towards students, learning materials, and the school environment. English learning for MTS students covers various aspects designed to help students develop English language skills comprehensively. **The problem statement** of this article is, how is the students' moderate attitude toward their English teacher at Madrasah Tsanawiyah Negeri Model Makassar? This **research aims** to determine the Students' Moderate Attitude toward their English Teacher at Madrasah Tsanawiyah Negeri Model Makassar. **The method** used in this article is a qualitative research method. Meanwhile, the type of research is descriptive research. **The result** shows that; The English teacher's attitude is moderate; teachers consider modifying their approach to developing learning indicators and objectives in moderation. Moderate teachers in formulating learning indicators and goals are always fair, do not take sides with one or a group of students, and are adjusted to conditions that are suitable for students, namely; 1) Tolerance (Tasamuh), English teacher asks and allows students to answer questions during the learning process; 2) Fairness (I'tidal), in the meantime, during the learning process, a teacher must allow every student equal opportunity to share their ideas and assessments; and, 3) Balancing (Tawazun), English teachers take a reasonable approach when examining students' capacity to adopt the concept of balance in teaching and learning.

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INTRODUCTION

In the world of education that is currently, there is much confrontation, both in attitudes and words issued by both teachers and students, through government programs, especially in the Ministry of Religion, namely integrating religious moderation in teaching and learning, considering that several Madrasah have adopted radical and extreme ideas and recent anarchist demonstrations by SMP/MTs students. The concern is a problem that must be resolved, otherwise it will lead to national instability. This nation will continue to argue, fight, fight over things that lack principle. Implementing a moderate attitude in learning can be integrated not only in religious education subjects, but can also be integrated in all subjects, for example; Language subjects (especially English), science, and social, one of which is English. Extremism, radicalization, intolerance, and exclusivism are real concerns faced by the world's major religions.

For any religious community, extremism is a problem because it internally damages religious teachings and produces a negative image of the faith. Extremism is often considered one of the gravest dangers to humanity in society. The global evolution of this problem is characterized by the growth of

extremist crime and its various manifestations, (A. S. Borissova, Z. V. Kurguzenkova, V. D. Nikishin, 2017). Some researchers call the rapid rise of religious extremism a threat to the survival of established religious traditions, (K. Kaldybay, T. Abdrasilov, M. Bapayeva, A. Chaklikova, Z. Nurmatov, 2019). Extremism is comparable in viewpoint, whether religious, political, or ideological. Muslim extremism breeds reactionary extremism in the non-Muslim world. On the one hand, Muslim extremism is often a reaction to the notion that the colonial and aggressive non-Muslim world is being colonized, (D. Pratt, 2015); (Hanafi Pelu and Nurwafia Nur, 2022).

Extremism is now also present in educational institutions, especially Madrasas. Based on the results of research conducted by the Makassar Center for Religious Research and Development (BLAM) in 17 state Madrasahs spread across nine cities/districts in the Center for Religious Research and Development work area, several students support the modification of Pancasila. In addition, a study conducted by the Makassar-based Religious Research and Development Agency found that 10% of 1,100 students at secondary and vocational Madrasahs tested positive for belonging to extremist groups. As a final point, the Wahid Foundation and the Indonesian Survey Circle (LSI) found that 7.7% of 1,520 SMP/MTs, SMA/SMK/MA throughout Indonesia in 34 provinces were also capable of carrying out radical actions in 2016-2021, (Nirwana, W.S. Darmadali, 2021).

Therefore, students and teachers, especially all stakeholders in the Madrasah, and other educational stakeholders must devote all their attention to slowing the spread of radicalism. The lack of attention from teachers collaborating with all Madrasah stakeholders is perilous for Indonesian unity because these students' future decisions will determine the route the state government will take. However, educational institutions serve as vehicles for long-term human resource development, (N. Syam, 2014). We are all aware that language is one of the most common forms of communication for individuals all around the world. The language allows us to communicate our ideas to others. Understanding and using language is a human ability that is frequently taken for granted, much like good health, unless something goes wrong. Humans can speak with one another. We can communicate knowledge, beliefs, ideas, wants, threats, instructions, gratitude, promises, statements, and feelings; the only limitation is our imagination. We can laugh to express amusement, happiness, or disrespect, smile to express amusement, pleasure, approval, or bitter feelings, shriek to express anger, excitement, or fear, clench our fists to express determination, anger, or a threat, raise our eyebrows to express surprise or disapproval, and so on, but language is our primary mode of communication.

Language-based communication is known as linguistic communication, whereas the other methods indicated above, such as laughing, smiling, shouting, and so on, are examples of non-linguistic communication, (Brown, K. & J. Miller, 2016). The language allows us to communicate our basic wants. It offers a variety of ways for us to learn about words while also improving our social skills. So, it is not incorrect to claim that we need to study the language for whatever reason, whether it is a local, national, or worldwide language as a language of unification in this world. Language is a system that includes the creation, acquisition, maintenance, and application of sophisticated communication systems, including the human ability to do so; a language is a specific instance of such a system, (M. Tanikawa, 2017). Then, language is a collection of traditional spoken, physical, or written symbols that humans use to express themselves as members of a social group and participants in its culture. Language serves several tasks, including communication, identity expression, play, imaginative expression, and release from emotions, (David Crystal and Robert Henry Robins, 2018).

The arguments above are why English is taught in our country. The government has decided that English will be the first foreign language taught in Indonesia as a compulsory subject in schools. By the end of junior high school, children will have reading, listening, speaking, writing, and grammar abilities. In this instance, it is important to note that numerous things influence the learning process, including where it takes place. Especially in the classroom, we know environmental aspects, such as the teacher, the material, the classroom management, the students, the physical state of the classroom, and the atmosphere of the classroom. We occasionally hear repeating expressions from children concerning the setting, particularly in the classroom. They acknowledge that some classrooms are uninteresting, depressing, and even terrifying. So, we can certainly agree that a good classroom atmosphere is an important aspect of teaching performance, as Jacobofits cited in (A. Hardan, 2013), argues that one of the factors that determines the student's success in language learning is the setting. Teacher, material, classroom management, students, physical condition, and classroom climate are all examples of environmental features. English language training does more than

simply teach students a specific set of skills. The occupation of ELT is deeply rooted in complicated ideals that often lead to challenges and conflicts (Hanafi Pelu, 2021).

Based on the background above, the problem statement of this article is, *how is the students' moderate attitude toward their English teacher at Madrasah Tsanawiyah Negeri Model Makassar?* This study aims to know how the students' moderate attitude toward their English teacher at Madrasah Tsanawiyah Negeri Model Makassar.

Madrasah is a place or place for learning, or in other words, Madrasah is a place to study, both general education and religious education. Meanwhile, Madrasah itself is an Arabic term, namely; Darasah which means school. Madrasah Tsawiyah Negeri Model Makassar is one of the favorite Madrasah in Makassar City, where many students register themselves because Madrasah is a place to educate and teach morals from an early age. Not only that, in the learning process, apart from students studying religious subjects, students also study general subjects. Apart from that, Madrasah Tsawiyah Negeri Model Makassar always wins at national and international events. Moderate Attitude is the perspective or attitude of each individual, whether towards objects, people, the environment, or society.

The reconstruction of the theory of moderation in learning is new. In the framework of this study, reconstruction theory is derived from moderation theory, which has been used mostly for political and social segments. The moderate theory, on the other hand, is more likely to apply to individual or group attitude statements on two options. This theory is also the result of a collision between two concepts, which can be used to form a position on the idea. The moderation theory was employed as a valuable factor that must be possessed by the principal, educators, and educational professionals when making judgments in the planning, implementation, and evaluation of learning. In English, the word moderate is often used in the sense of average, core, standard, or non-aligned. In general, moderation means prioritizing balance in terms of beliefs, morals, and character, both when treating other people as individuals and when dealing with state institutions. Thus, moderation is a statement of a person's attitude towards a choice or action they will take. Moderate Attitude is simply interpreted as the middle path chosen by a person in behaving or acting towards two opposing or different events, (Ridwan and Hanafi Pelu, 2021).

In Indonesia, moderation is known as the Islamic concept and Islamic ideology. At the education level, especially in Madrasah (Islamic school), (Ministry of Religion of the Republic of Indonesia, 2019), issued decree number 184, 2019 states that every Madrasah Ibtidaiyyah, Madrasah Tsanawiyah, and Madrasah Aliyah must implement moderation in Madrasah curriculum to give the differences with general school in 2020/2021 years, they are; character development, corruption education, and religious moderation development. Furthermore, the Ministry of Religion of the Republic of Indonesia (2019) Decree number 184, 2019 concerning Guidelines for Implementing Curriculum in Madrasah in Chapter III Development of Curriculum Implementation in Madrasah Section D concerning the Implementation of Religious Moderation Development, Character Education, and Corruption Education, they are: Every subject teacher is required to instill the value of religious moderation, strengthening character education, and anti-corruption education for students; Inculcating the value of religious moderation, strengthening character education, and anti-corruption education for students is a hidden curriculum in the form of habituation, culture, and empowerment in everyday life; and, The implementation of religious moderation values, strengthening character education, and corruption education for students are not contained in the lesson plan (RPP), but teachers are required to condition the classroom atmosphere and carry out habituation that allows the formation of moderate thinking in religious culture, character building, and anti-corruption culture, as well as conveying moral to students (Hanafi Pelu, Murni Mahmud, Sahril Nur&Kisman Salija, 2022).

Students are enrolled in an educational institution, either formal or informal. The Big Indonesian Dictionary defines a student as a person or child learning or attending school. Students play an important role in the teaching and learning process because they have goals and want to accomplish them optimally. Students are also a deciding factor that can affect everything required to reach their learning goals. A student is a person who is studying at a school, college, or university. This can include children, teenagers, or adults who are pursuing formal education. Students are individuals who are engaged in learning and are typically enrolled in a degree-granting program at an institution of higher learning. They play a central role in the education system and are actively involved in the learning process. The word student comes from Arabic and implies someone who wants (the willer). According to (Abudin Nata, 2014) the term student refers to a person who wishes to obtain information, skills, experience, and a positive attitude to be happy in this world

and the next by studying sincerely. Aside from the word pupil, there is another phrase that is widely used in Arabic, namely *tilmidz*, which signifies student or learner. The plural is *talamidz*.

Students are learners who are in the process of development or growth according to their nature and require continual guidance and direction toward the ideal point, which is their inherent abilities, (Lai, G., Wong, O., & X. Feng, 2015). Students are those who are formally registered to take classes in the field of education, (March, E. Z., & J. S. Gaffney, 2010). A student is somebody who studies. Someone who studies, rather than someone who is taught or drinks a cappuccino and plays computer games. This understanding of what it means to be a student requires an active component of learning. After completing secondary education in the United Kingdom, it is natural to assume that being a student entails 'being taught'; yet, the passivity inherent in this model is completely incorrect. A student is not someone who takes teaching and simply vomits it back; rather, a student is someone accountable for her learning and study, (Mustafa Sever, A. Fulya Soğuksu, and Ersin Türe, 2016).

The teachers themselves are one of the most significant components of the learning process. Their talent and charisma play an important role in fostering learning environments. The classroom setting should be perceived positively rather than adversely. This means that it must only be an instructional component of the lesson plan. Planning allows a teacher to foresee and avoid problems. As (Abdo, M., & T. Semela, 2010), says the teaching responsibilities are associated with several issues: Teachers at Madrasah want students to perform specific functions, such as practice director, counselor, or model; the level of control the teacher has over how learning occurs; and, the relationship arrangement that forms between a teacher and students. The person who serves as a teacher is only required when the class is attempting to resolve a linguistic difficulty because the teacher is automatically considered to possess greater knowledge than the students.

A teacher is required to be competent and well-qualified to successfully instruct. As Hamacheck in (Y. N. Ekawati, 2017), identifies several traits that good teachers possess, namely: They see teaching as the primary and final human process. Such teachers have a sense of humor, can connect with students, and are fair, adaptable, and more democratic than their peers. Their classroom demonstrates transparency and a sense of reciprocated regard; they are self-confident and maintain a pleasant attitude toward others. As a result, they identify with individuals rather than avoid them. They seem valued for what they perceive as a substantial contribution to humanity; they are educated and knowledgeable about a wide variety of topics. They possess an elevated regard for information, and they feel that their students must likewise learn to value it as an essential force in an enjoyable and productive existence; and, they have good communication skills. They recognize that their communication process encompasses more than just presentations; it also allows for discovery and engagement with others, as well as the formation of individual meaning. They use a comprehensive repertoire of teaching methods that promote emotive and cognitive advances in their students.

Educational professionals have long debated the importance of the teacher's role in any situational activity. As (E. Ade, 2013), Finocchiar's opinion was quoted as follows: the character of the teacher, together with his attitude toward his students, his colleagues, his supervisor, and his work, will define the amount to which any program, no matter how carefully prepared, will be implemented. inevitably the general teaching skills of educators, their special training in the field of language education, and linguistics competence will all influence the learning scenario. Not only that the teachers do, as the teacher has to know how to control the class. The phrase "control" is frequently used as a catch-all for what is more properly known as classroom management. A problematic component of the control notion is the implication that the instructor is solely responsible for maintaining an orderly classroom atmosphere. This leads to the concept that children must develop responsible habits of self-direction. They must learn to conduct themselves properly, not to satisfy the teacher, but to gain greater maturity and independence. Learning to care for oneself should be a key outcome of school. It is unlikely to be attained if the teacher controls the learner's behavior at all times.

Furthermore, the teacher must be on time, which means they must be disciplined. "She or he has good discipline" typically refers to the teacher's ability to keep the classroom orderly, however strict. Discipline can also mean punishment. "Strong discipline" refers to severe, unyielding teaching behavior. When the instructor says, "Anyone who leaves the room without permission will be disciplined," she indicates that the offender will be punished to learn not to do it again. In this context, discipline encompasses both punishment and corrective intervention.

The idea of (Levin, J., & J. F. Nolan, 2014), the characteristics of classroom discipline are: a) learning occurs in position b) it is quiet c) the teacher is in influence d) the teacher and students work together effortlessly e) the teacher has inspiration f) the lesson is going on concerning plan g) the teacher and students are striving for the same objective h) the teacher has genuine charming. Attitudes are personal experiences, society, culture, upbringing, and education all help to shape attitudes. They have a tremendous impact on how an individual thinks, acts, and responds to various stimuli. Attitudes can appear in a variety of ways, including vocal statements, nonverbal clues, and observable behaviors. They can also be implicit or explicit, which means that a person may hold them consciously or unconsciously. Understanding attitudes is critical in disciplines such as psychology, sociology, marketing, and management because they influence behavior, decision-making, and relationships in a variety of circumstances. Furthermore, views can shift over time due to learning, persuasion, or exposure to new information.

When it comes to learning, students who have a favorable attitude toward a lesson are more likely to study it. They will attend class regularly. The level of success that learners can anticipate achieving in their learning activities depends on a large proportion of their perspectives, Hornby (Akyol, Oyku Gurses & Yolbulan, Elif Okan, 2014), explains that attitude is a style of thinking or acting toward someone or something. Morgan in (E. Adewole-odeshi, 2014). pointed highlighted that attitude is the inclination to react positively or negatively to a specific thing, person, or situation. This definition indicates that attitudes are aimed toward certain objects. If the object in question is valued or appealing, an attitude will arise. On the contrary, if the objects involved are invaluable, negative sentiments seem to arise.

These explanations imply that attitudes are directed at specific objects. Attitudes toward a thing, person, or circumstance can either be favorable or negative. Positive views will form if the objects in question are useful or pleasant. In contrast, whether the object in question is desirable or unsatisfactory, a negative attitude appears. The description above also emphasizes that attitude refers to behavior and preparedness to respond to people and objects, whether individuals like or detest them. The procedure has the potential to impact someone's conduct. In other words, attitudes are dispositions to respond to specific items through behavior or in other ways. Responses are governed by how the individual evaluates the current object. Behavior has a significant impact on one's attitudes. Furthermore, attitudes reflect one's personality. Someone who has a positive attitude toward things will show. Similarly, if someone has a bad attitude toward something, he or she prefers to demonstrate negative conduct or respond to the items

Concerning the explanations above about students and teachers. So, in the teaching-learning process, the English Subject is a central topic to make the mix with teachers' moderate attitude. Learning a language, like learning any other skill, is primarily an individual achievement that takes advantage of the mind's ability to make sense of its surroundings. However, this private activity is often carried out in a public setting, such as the classroom. Typically, this private process occurs in the public setting of the classroom. Typically, this private process occurs in class, and the teacher determines the activities that will initiate the process. There is little question that expertise in classroom management or control is a significant component contributing to the effectiveness of the teacher, it means teachers give simple questions to the students based on the students' ability to answer that question.

In the 2013 Curriculum, it is explained that English language learning in SMP/MTs is targeted so that students can reach the functional level, namely being able to function well in their lives, both through oral and written communication to solve everyday problems. Thus, teachers need in the process of learning English to determine the essential themes that students must master at this functional level. The essential themes that students must master should be prepared or developed in the learning process based on students' needs to be able to communicate following the basic competencies set out in the 2013 Curriculum. These essential themes, among others, are based on the minimum vocabulary required for students to master in the environment, with grammar or sentence patterns that are acceptable and appropriate to the level and level of SMP/MTs education. English is a tool for communicating verbally and in writing.

METHOD

Research methods are a way to obtain data and information. According to (John Creswell, 2016), a research method is a procedure of steps used to collect and analyze information to increase understanding of a topic or issue. The method that will be used in this research is qualitative research. Where the researcher will convey the data by describing it in the form of sentences. According to Bogdan and Taylor quoted by (Hanafi Pelu & Muh. Zainal, 2022), states that qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. Meanwhile, the type of research used by researchers is descriptive. Where the descriptive approach only describes phenomena, symptoms, events, and occurrences that occur. According to (Moleong, 2013), Descriptive aims to accurately describe the traits or characteristics of an individual, situation, symptom, or certain group, at a certain time or to see the existence of a certain relationship between a symptom and other symptoms in society.

The instrument used by researchers in this research is the researcher himself as the key instrument. Researchers have the freedom to choose whatever form of data is needed (Suharsimi Arikunto, 2017). Data collection is an important activity for research activities because data collection determines the success or failure of research. The ideas conveyed by (Emzir, 2014), are that data collection techniques consist of observation, interviews, and documentation. In this research, researchers only focused on observations and interviews. The observation, data collection technique by making direct observations on the object of study. Observation is the selection, modification, recording, and coding of a series of behaviors and situations relating to an organization, by empirical objectives, (Suharsimi Arikunto, 2017); furthermore, an interview, a data collection technique by asking questions directly by the interviewer to the respondent, and the respondent's answers are recorded or recorded, (Emzir, 2014).

RESULTS AND DISCUSSION

Based on the research findings above, English teachers have a moderate attitude toward learning English. Thus, the moderate attitude of English teachers, namely: English teacher integration of moderate attitudes in the Lesson Plan, how the teacher prepares the device process. The first preparation is to prepare a lesson plan for the teacher before use. English teachers take the following steps to ensure that lesson plans meet the requirements for implementation. Media use is to implement a moderate attitude and basic competencies in a curriculum. The typical media provided is visual media which usually presents images and audiolingual forms, which generally listen to stories with Islamic nuances in English. Based on the English teacher's lesson plan, the lesson plan is assessed based on basic English skills for junior secondary Madrasah. Teachers use the curriculum developed by the Minister of Education to create lesson plans. A lesson plan's components are core competencies, basic competencies, indicators, educational objectives, educational resources, teaching activities, material and media sources, methods, and evaluation procedures. English teachers design lesson plans that are integrated with moderate value attitudes. Teachers implement a moderate attitude into lesson plans in the educational resources and educational activities sections. The Islamic principles contained in the RPP are quoted from verses from the Koran and/or Al-Hadith according to the topics discussed in learning activities. Surah Al-Baqarah (2): 143, for example, is combined with the topic "describing someone". This verse of the Qur'an explains the importance of being an example for the people of Muhammad SAW as a Muslim who believes, does good deeds and acts, and thinks naturally and moderately. As Annisa & Hadijah as cited in (S. Hadijah, 2017), argue one strategy for integrating Islamic values into English education is to do so in the lesson plan or instructional objectives section. Teachers use predetermined instructional objectives, which are based on basic curriculum indications and capabilities, to write key aspects in the paper section of the course. Basic teaching materials for instructors include a variety of texts, and languages relevant to the topic being taught; next, the English teacher integration of moderate attitudes in learning materials, where English language subject teachers compile teaching materials and outlined in the Learning Implementation Plan (Rossydi, A., & Masita, M. (2021). English language teachers adapt to the curriculum determined by the Ministry of Education and the Ministry of Religion, English language teachers update and select sources, that reflect the principles of Muslim politeness in teaching English based on the findings of this observation. They should choose good books and other materials based on the curriculum objectives and syllabus. Teachers should be wise in selecting content, taking into account the student's level, interests, and English course objectives. They must be innovative in integrating moderate values-attitudes into their English language teaching to develop students' Islamic moderate character and

reduce the harmful effects of extremism, radicalism, intolerance, and exclusivism. Teachers draw on books and actual materials that emphasize the value of moderate attitudes. Authentic materials that were not originally intended for the teaching and learning process are now available and used every day. Utilization of actual material content in language Madrasas has the same advantages (Hanafi Pelu, 2021).

The Ideas from Martinez, (Martinez, 2002) discuss several advantages of using authentic materials, including the following: (1) exposing students to authentic discourse, such as videos or interviews with famous people in which intermediate students hear general ideas; (2) keeping students informed about current events in the world, which have intrinsic educational value; and (3) as a language learning tool. There are many authentic materials available and easily accessible in today's global society. However, the following are arguably the most widely used: newspapers, television programs, magazines, the internet, films, songs, pamphlets, comic books, and literature (novels, poetry, and short stories), among others.

Based on the findings of interviews with several students in English language learning, teaching classes in English learning to students that emphasize moderate values-attitudes can result in student disappointment or conflict with the culture embedded in the learning materials offered. This is by (A. Hasyim & S. Suhono, 2017). revealed that teaching English can place English, as a symbol of Western culture, in conflict with the moderate values understood by students in learning English. An alternative answer to this problem is to incorporate Islamic concepts of moderation into the teaching and learning process. These findings imply that educational materials must integrate Islamic values, especially those related to moderate Islam. As a moderate attitude, students learning English are instilled with the concept of inclusion when receiving new information; and, the English teacher integration of Moderate Attitudes in Teaching and Learning Activities, The English teacher runs the teaching and learning process consisting of activities on both the teacher's and student's part so that students gain knowledge and experience. This technique requires building a classroom environment that is conducive to student interaction and interaction with the teacher, (F. Hoveyda, 2001). This state can be accessed through the use of appropriate tactics and strategies by English teachers. A teacher may be very good at implementing procedures in the teaching and learning process in the classroom. This is determined by the teaching and learning objectives of the lesson plan. Pak Am strives to adopt teaching and learning strategies and methods that enable students and teachers to communicate with each other. The teacher uses a collaborative English teaching approach based on observations and interviews. The cooperative approach to teaching English is a classroom activity in which all students participate in the educational and educational process. To reveal their problems, they must work together, (N. W. F. Astrini N.M. Ratminingsih & I.G.A.L.P. Utami, 2020). This approach encourages student attention and respect. They must also be ready to accept changes in thoughts, attitudes, or expressions. The results of observations and interviews show that many moderate values can be drawn in the teaching and learning process using a cooperative approach. The specifics are as follows: a) Shura (Discussion) is the process of talking about something and telling each other. The students discussed many aspects of the topic. They seek to integrate their ideas to reach a common conclusion; b) Musawah (egalitarian) is a mindset that everyone has the same freedom and opportunity to achieve anything. Because all students in the class have the same opportunities and rights to take part in group work activities, all students are immediately invited to participate; c) Tathawur wa Ibtikar (Dynamic, creative, and innovative) is when we are always energetic and have several ideas to build something new to overcome several difficulties with different methods. Cooperative approach activities encourage students to develop new ideas and produce new solutions to the problems being discussed; d) Tasamuh (Tolerant) is when we let individuals do what they want even though we don't agree and hate it. They accept any differences that occur in class actions when completing group work, but they respect each other. These values, which emerge in teaching English through cooperative approach activities, can then be implemented by students when they connect and communicate with people in social life wherever they are. They are expected to behave moderately so that they can easily adapt to new environments, (Hanafi Pelu & Murni Mahmud, 2021).

The explanation above, by research conducted by (Huda, Mualimul, 2022) reveals, that there are five moderate attitudes, namely: objectivity, tolerance, inclusiveness, rationality, flexibility, and creativity. As a result, this research and previous research have similarities in instilling moderate values such as tolerance and creativity. In the process of moderate value-attitude integration, teachers play two main responsibilities. First, the teacher provides an excellent example of incorporating moderate Islamic values, such as respecting differences without prejudice, dividing students in English subjects into groups, understanding students' different responses, and wanting to help students. This finding is in line with Ninlawan's claim. (Ninlawan, 2019) reveals that teachers and tutors have an important role in encouraging and motivating students. To

manage a classroom effectively, teachers need to have five characteristics: teacher enthusiasm, the ability to develop integrated training, innovative skills, teaching techniques, technology-based lessons, enthusiasm for teacher support based on psychological education, and the ability to communicate in English.

English teachers provide opportunities for students in English subjects to develop their moral standards both individually and in groups. This is in line with research conducted by (Kamal, 2017), which said that values education is intended to provide opportunities for students to practice moral behavior individually and in groups and enable them to reflect both as individuals and as social beings. The study conducted by (Ongardwanich, S. Kanjanawasee, and C. Tuipae, 2015) is also in line with research that promotes life and career as social and cross-cultural factors and qualifications as markers of talent in the 21st century. This study shows that incorporating moderate Islamic values is projected to produce social people with good lives and professional qualifications in students, especially in classes in English subjects; furthermore, English teacher integrating a Moderate Attitude Assessment, after the learning process, the English teacher assesses to measure the abilities and success of students individually and in groups in the form of project assignments. The teacher usually gives quizzes and questions as well as assignments to students, (D. A. Astuti E. Fauziati & S. Marmanto, 2019). The purpose of this assessment is to measure the extent to which students are responsible and independent in mastering previously studied material. Meanwhile, group assessments are designed to determine whether students can collaborate and exchange ideas or not. The English teacher moves around the classroom as he checks the students' progress. English teachers also note both individuals who participate fully in the learning process and those who do not, (N. W. W. Agustini L. P. Artini, & N. N. Padmadewi, 2019). Those who did not take part were asked to talk about their efforts to the class. When all students take part in the same course and complete their work, the teacher collects it later. It can be concluded that teachers are committed to assessing their students' work. In addition, the assessment focuses on moderating behavior in the learning process of verbal communication and English both inside and outside the classroom, such as shura (discussion), musawah (egalitarian), tathawur wa ibtikar (dynamic, creative, and innovative), and tasamuh (tolerant), (Y. Aminifard & S. Mehrpour, 2019).

Assessing ELLs in their original languages is an example of testing accommodations. There are numerous advantages to administering assessments in the student's native language. For English Language Learners, future academic achievement is dependent on their ability to master English while also learning curriculum areas appropriate to their grade. However, unless an assessment of their level of understanding of content knowledge is undertaken using narrative languages. Assessments are quite likely to underestimate the level of previous learning (Alexis A. Lopez, 2019). ELLs' limited English proficiency may prevent them from expressing what they already know and are capable of attaining. Students may feel indifferent or bored if placed in classes that are below their ability level. Similarly, if they are placed in classes that are too advanced for them without any assistance, they will struggle and grow irritated. Thus, using pauses in their original languages could provide useful information about their subject knowledge, (L. P. Artini, 2017).

Then, (S, N. Abunawas, 2012), argues that communication is understanding and expressing information, thoughts, and feelings, developing science, technology, and culture. Meanwhile, (N. W. Agustini, L. P. Artini & N. N. Padmadewi, 2019), also explained that recently, English language learning has grown to generally use communicative teaching. This means that in English lessons the ability to communicate verbally and in writing is the main basis for learning. (N. W. Agustini, L. P. Artini & N. N. Padmadewi, 2019) added that if the target of language teaching is oriented towards communication skills, language learning, and curriculum include the ability to communicate in the target language, and the approach needs to be able to reflect and facilitate the target. In other words, the classroom atmosphere in teaching the syllabus, exercises, teaching equipment and facilities, and activities must be matched towards full communication or interaction following the achievement of target results. A different opinion from Schultz and Bartz as cited in (Y. Aminifard & S. Mehrpour, 2019), explains that three conditions seem important for communicative abilities, namely: First, students need authentic meaning from real situations in which to practice the language; secondly, they need the motivation to express themselves, and third, they need the freedom to use language to create and experiment with language in a supportive classroom environment without fear of ridicule, he is rewarded for the content and what he says, the teacher's expectation is that in foreign language classes today and tomorrow students will be able to communicate freely.

CONCLUSION

The English teacher's attitude is moderate; teachers might consider modifying their approach to developing learning indicators and objectives in moderation. Moderate teachers in formulating learning indicators and objectives are always fair, do not take sides with one or a group of students, are adjusted to conditions that are suitable for students and the school environment and facilities, are not excessive, and stay away from goals that can lead to violence, namely; Tolerance (*Tasamuh*) English teacher asks and allows students to answer questions during the learning process, the teacher tries to understand and correct these answers, but before doing so, the teacher also provides opportunities for other students to answer and improve what his friend said earlier; the Fairness (*I'tidal*) In the meantime, during the learning process, a teacher must allow every student equal opportunity to share their ideas and assessments. Because most teachers in the field only support active and clever students, while assessments include components of proximity and kinship. Furthermore, Balancing (*Tawazun*) English teachers take a reasonable approach when examining students' capacity to adopt the concept of balance in teaching and learning. Because there are two extremes in the concept of moderation: the left extreme and the right extreme. The left extreme and right extreme are students who are obsessive about the material offered, while the right extreme is students who believe the learning material is poor.

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