

**AN ANALYSIS OF LEARNING MANAGEMENT OF ENGLISH COURSE:
A CASE STUDY AT STAR ENGLISH COURSE**



A Thesis Submitted to Fulfil the Requirements of the Result Exam as one of the
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A THESIS

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Stated declare that the best of my knowledge and belief, this thesis is the result of my own work. To the best of my knowledge, this thesis has not been previously submitted for any academic degree in any university, nor has it been written or published by others, except for those which have been ethically cited and referenced in this manuscript. The authenticity check report of this thesis is attached.

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PEDOMAN TRANSLITERASI ARAB-LATIN

1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

Huruf Arab	Nama	Huruf Latin	Nama
ا	Alif	tidak dilambangkan	tidak dilambangkan
ب	Ba	B	Be
ت	Ta	T	Te
ث	s\`a	s\`	es (dengan titik di atas)
ج	Jim	J	Je
ح	h}a	h}	ha (dengan titik di bawah)
خ	Kha	Kh	ka dan ha
د	Dal	D	De
ذ	z\`al	z\`	zet (dengan titik di atas)
ر	Ra	R	Er
ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	es dan ye
ص	s}ad	s}	es (dengan titik di bawah)
ض	d}ad	d}	de (dengan titik di bawah)
ط	t}a	t}	te (dengan titik di bawah)
ظ	z}a	z}	zet (dengan titik di bawah)
ع	‘ain	‘	apostrof terbalik
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	’	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (’)

2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	<i>fath}ah</i>	a	a
اِ	<i>kasrah</i>	i	i
اُ	<i>d}ammah</i>	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
اَيَّ	<i>fath}ah dan ya>'</i>	ai	a dan i
اَوَّ	<i>fath}ah dan wau</i>	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوْلَ : *hau-la*

3. Maddah

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
اَ... اِ... اُ...	<i>fath}ah dan alif atau</i>	a>	a dan garis di atas
اِي...	<i>kasrah dan ya>'</i>	i>	i dan garis di atas
اُو...	<i>d}ammah dan wau</i>	u>	u dan garis di atas

Contoh:

مَاتَ : *ma>ta*

رَمَى : *rama>*

قِيلَ : *qi>la*

يَمُوتُ : *yamu>tu*

4. *Ta marbu>t}ah*

Transliterasi untuk *ta>'marbu>t}ah* ada dua, yaitu: *ta>'marbu>t}ah* yang hidup atau mendapat harakat *fath}ah*, *kasrah*, dan *d}ammah*, transliterasinya adalah [t]. Sedangkan *ta>'marbu>t}ah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h]. Kalau pada kata yang berakhir dengan *ta>'marbu>t}ah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta>'marbu>t}ah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ : *raud}ah al-at}fa>l*

الْمَدِينَةُ الْفَاضِلَةُ : *al-madi>nah al-fa>d}ilah*

الْحِكْمَةُ : *al-h}ikmah*

5. *Syaddah (Tasydi>d)*

Syaddah atau *tasydi>d* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *tasydi>d* (ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا : *rabbana>*

نَجَّيْنَا : *najjaina>*

الْحَقُّ : *al-h}aqq*

نُعِم : *nu"ima*

عَدُوُّ : *'aduwwun*

Jika huruf *ي* ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ـِ), maka ia ditransliterasi seperti huruf *maddah* menjadi *i>*.

Contoh:

عَلِيٌّ : 'Ali> (bukan 'Aliyy atau 'Aly)

عَرَبِيٌّ : 'Arabi> (bukan 'Arabiyy atau 'Araby)

6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf ال (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, al-, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ : al-syamsu (bukan asy-syamsu)

الزَّلْزَلَةُ : al-zalزالah (az-zalزالah)

الفَلْسَفَةُ : al-falsafah

النَّبِيْلَادُ : al-bila>du

7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُونَ : ta'muru>na

النَّوْغُ : al-nau'

شَيْءٌ : syai'un

أُمِرْتُ : umirtu

8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'a>n*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh.

Contoh:

Fi> Z{ila>l al-Qur'a>n

Al-Sunnah qabl al-tadwi>n

9. Lafz} al-Jala>lah (الله)

Kata “Allah” yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mud{a>f ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

اللهِ di>nulla>h بِاللهِ billa>h

Adapun *ta>' marbu>t{ah* di akhir kata yang disandarkan kepada *lafz} al-jala>lah*, ditransliterasi dengan huruf [t].

Contoh:

هُمْ فِي رَحْمَةِ اللهِ hum fi> rah}matilla>h

10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf

kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR).

Contoh:

Wa ma> Muh}ammadun illa> rasu>l

Inna awwala baitin wud}i'a linna>si lallaz\i> bi Bakkata muba>rakan

Syahru Ramad}a>n al-laz\i> unzila fi>h al-Qur'a>n

Nas}i>r al-Di>n al-T{u>si>

Abu>> Nas}r al-Fara>bi>

Al-Gaza>li>

Al-Munqiz\ min al-D}ala>l

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu> (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi.

Contoh:

Abu> al-Wali>d Muh}ammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu> al-Wali>d Muh}ammad (bukan: Rusyd, Abu> al-Wali>d Muh}ammad Ibnu)

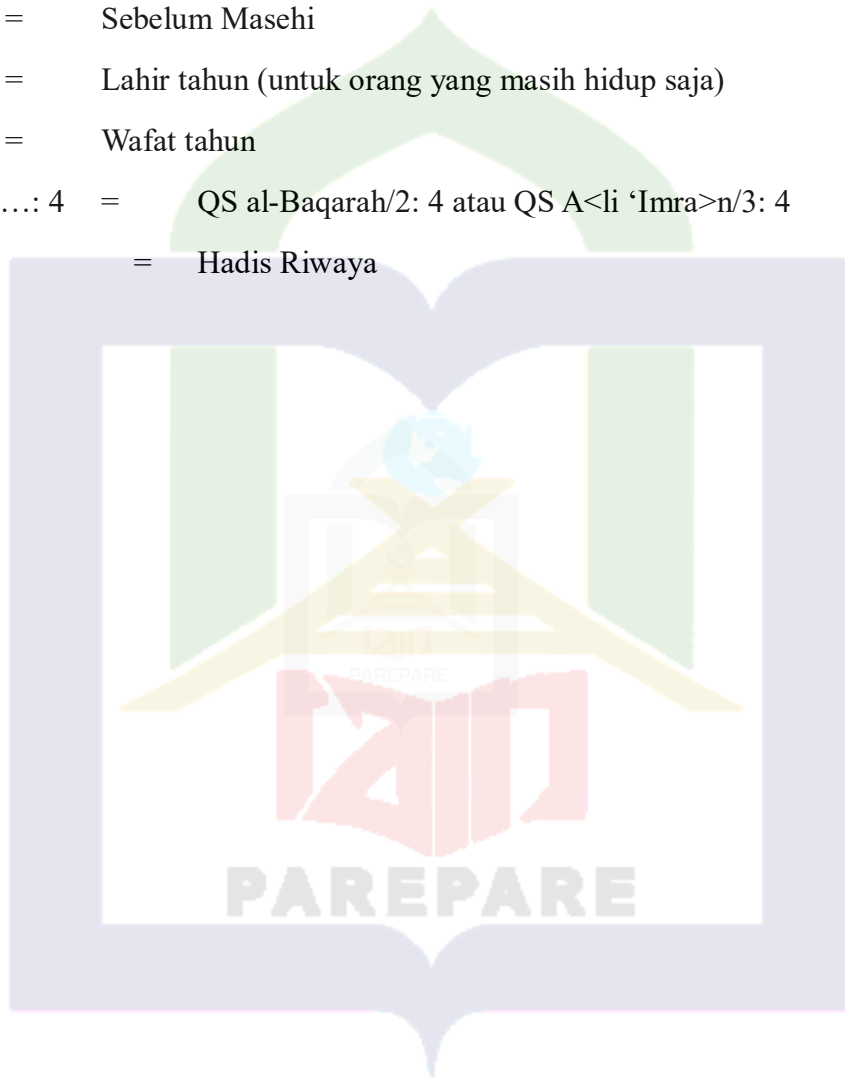
Nas}r H{a>mid Abu> Zai>d, ditulis menjadi: Abu> Zai>d, Nas}r H{a>mid (bukan: Zai>d, Nas}r H{ami>d Abu>)

11. Daftar Singkatan

Beberapa singkatan yang dibakukan adalah:

swt. = *subh}a>nahu> wa ta'a>la>*

saw.	=	<i>s}allalla>hu 'alaihi wa sallam</i>
a.s.	=	<i>'alaihi al-sala>m</i>
H	=	Hijrah
M	=	Masehi
SM	=	Sebelum Masehi
l.	=	Lahir tahun (untuk orang yang masih hidup saja)
w.	=	Wafat tahun
QS .../...: 4	=	QS al-Baqarah/2: 4 atau QS A<li 'Imra>n/3: 4
HR	=	Hadis Riwaya



ABSTRAK

Nama : Rezki Adelya

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Judul Tesis : AN ANALYSIS OF LEARNING MANAGEMENT OF
ENGLISH COURSE: A CASE STUDY

Educational management is an activity or series of activities in the form of managing the collaborative efforts of a group of people who are part of an educational organization, to achieve pre-established educational goals, by utilizing existing resources and employing management functions to achieve the goals effectively and efficiently. This research is expected to increase the knowledge about learning management in STAR ENGLISH Course Parepare. By analyzing management strategies that implemented in course, this research provides new insight into effective and efficient management practices in non-formal education.

This research employs a qualitative descriptive method. Data collection techniques include in-depth interviews with director and two senior teachers. Instruments included interview guidelines, observation checklist, and documentation records. Data were analyzed using Miles and Huberman's interactive analysis model, comprising data collection, reduction, display, and conclusion drawing.

The results show that the steps in preparing the lesson plan include determining learning objectives, determining learning materials, and determining materials. Organizing process consist of task organization between director, teachers and staffs. The lesson actuating in SEC, the class will be conducted for 90 minutes. The 1st 30 minutes teachers will deliver the material, the 2nd 30 minutes the teachers conduct the exercise for students using the material that been taught that day, and the last 30 minutes are used for playing games and conducting a final test. In lesson actuating, the teachers faced some challenges such as the students tend to lose focus, and easily distracted, and teachers have their ways to cope the challenges. Educational coaching that conducted in SEC is divided into several ways, such as the director holds regularly briefing, the second is the new teacher must be an observant teacher, moreover monitoring by the director and asking for feedback to ensure teachers' performance is stay in track in teaching and evaluate teachers' performance. Lesson evaluation for students is generally conducted through two types of tests: formative and summative. And the evaluation is also conducted for the teachers, where the director discusses the teachers' performance with the senior teachers.

Keywords: English Course: Learning Management

ABSTRAK

Nama : Rezki Adelya
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 Judul Tesis : Analisis Manajemen Pembelajaran Kursus Bahasa Inggris:
 Studi Kasus di Star English Course

Manajemen pendidikan adalah suatu kegiatan atau serangkaian kegiatan dalam bentuk pengelolaan upaya kolaboratif dari sekelompok orang yang merupakan bagian dari organisasi pendidikan, untuk mencapai tujuan pendidikan yang telah ditetapkan sebelumnya, dengan memanfaatkan sumber daya yang ada dan menggunakan fungsi-fungsi manajemen untuk mencapai tujuan secara efektif dan efisien. Penelitian ini diharapkan dapat meningkatkan pengetahuan tentang manajemen pembelajaran di STAR ENGLISH Course Parepare. Dengan menganalisis strategi manajemen yang diterapkan di kursus tersebut, penelitian ini memberikan wawasan baru tentang praktik manajemen yang efektif dan efisien dalam pendidikan non-formal.

Penelitian ini menggunakan metode deskriptif kualitatif. Teknik pengumpulan data meliputi wawancara mendalam dengan direktur dan dua guru senior. Instrumen yang digunakan mencakup pedoman wawancara, observasi, dan catatan dokumentasi. Data dianalisis menggunakan model analisis interaktif Miles dan Huberman, yang terdiri dari pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian mengungkapkan: Langkah-langkah dalam menyusun rencana pembelajaran meliputi penentuan tujuan pembelajaran, penentuan materi pembelajaran, dan penentuan bahan ajar. Proses pengorganisasian terdiri dari pengaturan tugas antara direktur, guru, dan staf. Pelaksanaan pembelajaran di SEC dilakukan selama 90 menit. Pada 30 menit pertama, guru menyampaikan materi; 30 menit kedua, guru memberikan latihan kepada siswa menggunakan materi yang telah diajarkan pada hari itu; dan 30 menit terakhir digunakan untuk bermain permainan dan melaksanakan tes akhir. Dalam pelaksanaan pembelajaran, guru menghadapi beberapa tantangan seperti siswa yang cenderung kehilangan fokus dan mudah teralih, namun guru memiliki cara untuk mengatasi tantangan tersebut. Pembinaan pendidikan yang dilakukan di SEC dibagi menjadi beberapa cara, seperti briefing rutin yang diadakan oleh direktur, guru baru harus menjadi guru pengamat terlebih dahulu, serta monitoring oleh direktur dan meminta umpan balik untuk memastikan kinerja guru tetap sesuai dengan jalurnya dalam mengajar dan mengevaluasi kinerja guru. Evaluasi pembelajaran untuk siswa umumnya dilakukan melalui dua jenis tes: formatif dan sumatif. Evaluasi juga dilakukan untuk guru, di mana direktur mendiskusikan kinerja guru dengan guru senior.

Kata kunci: Kursus Bahasa Inggris: Manajemen Pembelajaran

تجريد البحث

الإسم : رزقي أدليا
رقم التسجيل : ٢٢٢٠٢٠٣٨٧٩١٠٢٠٢٤ :
موضوع الرسالة : تحليل إدارة التعلم في دورات اللغة الإنجليزية:
دراسة حالة

إدارة التعليم نشاط يتضمن سلسلة من العمليات التي تهدف إلى تنظيم الجهود المشتركة لمجموعة من الأفراد داخل مؤسسة تعليمية لتحقيق الأهداف التعليمية المحددة مسبقاً. يتم ذلك من خلال استغلال الموارد المتاحة وتوظيف وظائف الإدارة لتحقيق الأهداف بفعالية وكفاءة. تهدف هذه الدراسة إلى تعزيز المعرفة حول إدارة التعلم في دورة "استار إنجلش" بمدينة بارباره. من خلال تحليل استراتيجيات الإدارة التي تُطبق في الدورة، تقدم هذه الدراسة رؤى جديدة حول ممارسات الإدارة الفعالة والكفاءة في التعليم غير النظامي.

اعتمدت الدراسة على منهج وصفي نوعي. تضمنت تقنيات جمع البيانات مقابلات معمقة مع المدير ومعلمين كبيرين. شملت الأدوات البحثية دليل المقابلات، قوائم الملاحظات، وسجلات التوثيق. تم تحليل البيانات باستخدام نموذج التحليل التفاعلي لمايلز وهوبيرمان، والذي يشمل جمع البيانات، تصفيتها، عرضها، واستخلاص النتائج. أظهرت النتائج ما يلي: (١) خطوات إعداد خطة الدرس تشمل تحديد الأهداف التعليمية، اختيار المواد التعليمية، وتحديد المحتوى الذي سيتم تدريسه (٢) عملية التنظيم تتضمن توزيع المهام بين المدير، المعلمين، والموظفين. (٣) خلال تنفيذ الدروس في الدورة، تُدار الحصص لمدة ٩٠ دقيقة؛ حيث تُخصص أول ٣٠ دقيقة لشرح المادة من قبل المعلم، تليها ٣٠ دقيقة لممارسة الطلاب باستخدام المادة التي تم تدريسها، وأخيراً تُستخدم آخر ٣٠ دقيقة للعب الألعاب وإجراء اختبار نهائي. يواجه المعلمون تحديات خلال تنفيذ الدروس، مثل فقدان الطلاب للتركيز بسهولة، ولديهم استراتيجيات للتغلب على هذه التحديات (٤) يتضمن الإشراف التعليمي في الدورة عدة طرق، منها عقد اجتماعات منتظمة من قبل المدير، تدريب المعلمين الجدد كمراقبين أولاً، بالإضافة إلى مراقبة المدير لأداء المعلمين وطلب الملاحظات لضمان جودة الأداء وتقييمه (٥) تقييم الدروس للطلاب يتم من خلال نوعين من الاختبارات: التكويني والختامي. كما يشمل التقييم أداء المعلمين، حيث يناقش المدير أداءهم مع المعلمين الكبار لتحسين الجودة التعليمية.

الكلمات الرئيسية: دورة اللغة الإنجليزية، إدارة التعلم



CHAPTER I

INTRODUCTION

A. Background of the research

The development of national education is an effort to educate the life of the nation and to improve the quality of Indonesian people who are faithful, master the science, technology and art in creating an advanced, fair, and prosperous society. The concept of education known in three pathways of education, education in family, education in school and education in community. According to Law Number 20 of 2003 on the National Education System, educational units refer to group that deliver educational services across formal, non-formal, and informal pathways at every level and type of education.

Indonesian and English in Indonesia are languages that hold important roles and statuses in the field of knowledge in Indonesia. Their roles include serving as the languages of instruction in education and as means for the development, utilization, and dissemination of knowledge, technology, and the arts.

English language in Indonesia does not have a position as a second language, but rather as a foreign language. A second language is a that actively used in everyday life by people in addition to their mother tongue, similar to how Indonesian functions as a second language for many Indonesians who have their own regional languages. Meanwhile, English is not widely used in daily interactions, but is taught in school and used in certain contexts such as education, internation communication, business and technology. Mastery of English in Indonesia also varies, depending on access to education and environment. However, despite its importance for career and education.

English in Indonesia does not have an official position as a second language, but its importance is increasing along with the rapid growth of globalization. Even though English is formally a foreign language, its role in various field such as education, business, technology and diplomacy makes it important to learn. In the era of globalization, English skills open access to global information, international career opportunities, and help in collaboration with the other countries. In this context, even though English is not yet a second language used daily by most people, there is an urgent need to improve English proficiency so that Indonesia can compete globally. English skills allow both individuals and the nation to connect more with outside world, expand international networks, and keep up with global developments in various sectors.

Nowadays, the need to master English in Indonesia is becoming increasingly urgent, especially due to the rapid development of globalization. English has become an important tool for international communication in various field such as education, business, technology, and diplomacy. Many academic literatures, the latest information, and technological innovations are delivered in English, making proficiency in this language essential for wider access to global knowledge. Additionally, in the job market, many national and multinational companies require English proficiency as a key qualification, especially to compete globally and establish international partnerships. Thus, English language skills are no longer just an additional competency but a fundamental necessity for growth and competitiveness on the world stage.

The need and demand to master English in Indonesia today are closely related to the growing number of non-formal education programs or English language courses. As awareness of the importance of English in facing global competition increases, many people seek alternative learning options outside of

formal education, such as through English courses. These language courses offer more flexible programs, to improve their English skills according to their needs. Additionally, this non-formal education has become a choice for those who want to improve their English proficiency in a professional or academic context. Thus, the increase in English language courses has become one of the responses to the growing public demand to be ready to compete in the era of globalization.

Formal education is a structured and tiered educational pathway consisting of basic education, secondary education and higher education. Non-formal education is an educational pathway outside the formal education that can be implemented in a structured and tiered manner, while informal education is the educational path of family and community.¹

Non-formal education is one of the alternative solutions offered to address these issues. One of the elements in non-formal education is life skills education. Based on Indonesian Law Number 20 of 2003 concerning the National Education System Article 26 Paragraph (3) states that Life Skill education is education that provides personal, social, intellectual, and vocational skills for work or independent business. The main point of life skill education is learning for students by prioritizing skills that will later become their life support and guidance. Based on this fact, non-formal education is greatly needed by students who require Life Skills Education.

Formal and non-formal education actually has completed each other. However, the output of formal education in this case is school at various levels often lack skills, therefore it must be equipped with life skills education so that graduates can compete and have the experience and abilities needed by both public and private institutions, or develop independent business (entrepreneurship). In this way, the

¹ Joko Sutarto, *Pendidikan Nonformal (Konsep Dasar, Proses Pembelajaran, Dan Pemberdayaan Masyarakat)* (Semarang: Unnes Press, 2007).

output of formal education will have a competitive edge in society. There are many non-formal education institutions in Indonesia, one of which is a life skills-based institutions known as a Training and Course Institutions or we know them as Lembaga Pelatihan dan Kursus (LPK)

English courses are a form of non-formal education aimed to help the society to improve their competence or ability in English communication. As a means of international communication, English must be mastered both actively and passively, in spoken and written forms, because in this modern era, information and technology are heavily led with the use of English. Facing this challenge, people have to prepare themselves to become potential human resources, especially in the field of communication, by using English.

The public's need for the importance of English drives people to fulfill their need to sharpen their English language skill. Same case as English course institutions competes with each other and offer programs to help the society by providing the best English language courses.

In this modern era, we are demanded to prepare the reliable competitive resources, especially in the communication field which is essential. The decision to choose an existing course institution becomes an interesting subject for English course participants to study. Being more selective in choosing a course institution will make it more effective and economical in improving communication skills. This issue is expected to encourage course institutions to exert a positive influence on the public, thereby attracting them to join the English course institutions they offer.

STAR English course is one of the English courses in Parepare. It is located in Jendral Ahmad Yani KM 3, Bukit Indah, Soreang Parepare. STAR English Course is a famous course in Parepare. Because it is not only focusing on teaching

English as a main service, but also serving and teaching students with moral values, discipline, health, and other kind of good habits that are quite difficult to find in other courses.

STAR English Course has 3859 students since 2004 until now. Most of the graduates of STAR English course are capable in English. It is because this course offers a good experience in learning by providing teachers which have lots of experiences in teaching. The teacher can build a good condition in the classroom with a unique teaching style. Although, the teachers use fun learning as a teaching style and different methods, the students still can be active in learning and enjoy the learning process without making loud and problems. It is provided that the teachers know to handle the class well by using a language. Despite from the good teachers, STAR EC also have a very consistent leaning management system that applied in there since 2004. Research on the learning management of an English course that has been running for 20 years and has produced many competent graduates is important to conduct because the institution has proven its success in developing high-quality students. Understanding the strategies used in managing the learning process will provide insights into key factors for success such as curriculum planning, teaching methods and teacher management.

This research is also relevant in context of non-formal education, where courses need to be flexible and responsive to students' needs and changing times. The results of this study can serve as guidelines for similar courses to improve their teaching effectiveness and can support the development of education policies, especially to address the challenge of English proficiency in today's global era. By studying a course that has successfully adapted and sustained itself overtime, this research hopes to identify best practices that can be replicated and further developed by other educational institutions.

Based on the explanation above, the researcher intended to conduct research under the title An Analysis of Learning Management of English Course: A Case Study at STAR English Course as the problem formulates as follows:

B. Research Question

The research problem statement is the basic principle of learning management with the following descriptions:

1. How is the lesson planning in Star English Course?
2. How is the organizing process in Star English Course?
3. How is the lesson actuating in Star English Course?
4. How is the educational coaching in Star English Course?
5. How is the lesson evaluation in Star English Course?

C. Research Objectives

1. To describe the lesson planning in Star English Course
2. To describe the organizing process in Star English Course
3. To describe the lesson actuating in Star English Course
4. To describe the educational coaching in Star English Course
5. To describe the lesson evaluation in Star English Course

D. The Significance of Research

1. Theoretical

This research is expected to increase the knowledge about learning management in STAR ENGLISH Course Parepare. By analyzing management strategies that implemented in course, this research provides new insight into effective and efficient management practices in non-formal education. This research contributes of integrated learning models that combine various management aspects such as curriculum, evaluation and resource management.

This research can provide information on development of non-formal education science, particularly in applying management functions both for every activity related to non-formal education institutions and for non-formal education units. This research is also expected to be useful for course institution especially in STAR English course programs so that they can run effectively and efficiently, and also as a suggestion for the future program development

2. Practical

a. Non-formal Education Institutions

This research can provide on the development of knowledge in non-formal education, particularly in applying management functions for every activity related to educational institutions or nonformal education units.

b. Course Institutions

This research is expected to be beneficial for STAR English Course in organizing its programs to run effectively and efficiently, as well as serving as input for the future program development.

c. Society

This research can serve as a source of information for selecting and determining an English course institution.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous research finding

The research about learning management program in informal institutions have been conducted by some researchers. In this study, the researcher has examined and reviewed existing research relevant to the study being undertaken. The previous research has been utilized by the researcher as a guide to determine certain aspects related to the theory and methodology of this research. The issue relate to learning management system are divided into some issues. The issues are: describe and analyze the learning management in English course on focusing lesson planning, actuating, and learning assessment. Describing the classroom management in English course, describe the instructor learning strategies in English course, and evaluate the English course program. The issues that related to learning management system will be discussed below.

The first issue talked about describing and analyzing the learning management in English Course, that written by some researchers, they are Annisa Hidayatun, Achmad Rifai, Sungkowo Edy Mulyono, Nadia saputri, Tri Joko Raharjo, Emmy Budiartati, Nurmei Anjar Santika, Supriyanto, Nur Afina, I luh Meiyana Aris Susanti, and Muhammad Hilman Agost Dermawan. Their research aims to describe the English language course management process in English Courses. Then the methods that they use is Qualitative method. In general, the result of the studies, can be concluded that the existing management includes five stages of planning, organizing, directing, coordinating, and controlling activities.

The second issue will discuss about describing the classroom management in English course, which are written by Romadhlon M. Faqi. The goal of this study

is to describe the classroom management in English Course, and he used Qualitative method to gather the data to finish his research. The result of this study showed that the English Course made a breakthrough by providing new programs in English and improved the service quality in all sectors, and develop the syllabus and the lesson plan.

The third issue is about describing the instructor learning strategies in English course. This study is written by Diah Maulidya Hans, by using the qualitative method. The study purpose to describe and analyze English learning strategies in one of English course. And the result of this study said that the learning strategies that used by the instructor which are broadly divided into the initial learning phase, the main learning phase, and the final learning phase. And the learning strategies in each course program are applied effectively based on the need analysis of participants in each program.

The next issue will discuss about evaluating the English course program, that written by Yuli Winiarti. The goal of her research is to evaluate English course program, by using qualitative method. And the result showed that the context aspect based on the result of the analysis the achievement was in the moderate category, as well as the input, process, and product aspects of the program which were also in the moderate category. Thus, the foreign language course program can be said to be sufficiently organized.

Based on the previous research that the writer has said before, there are some researchers that in line with my research. But the writer intended to explore further more about learning management based on the basic components of non-formal education management by Sudjana which are: planning, organization, movement, coaching, assessment, and development.

B. Some Pertinent Ideas

a. Learning

Learning is a pedagogical concept that can technically be defined as systematic effort to create potential learning environment aimed at producing a learning process focused on the development of the individual potential of students.² Learning is the process through which individuals acquire knowledge, skills, attitudes, or competencies through experience, study, or teaching. It involves a transformation in which learners actively engage with new information, integrate it with their existing knowledge, and apply it to various contexts. Learning can occur in many forms, such as formal education, informal experiences, or self-directed study, and can be influenced by various factors, including motivation, environment, and cognitive processes. Effective learning requires interaction between the learner and the content, as well as the use of appropriate methods and tools to enhance understanding and retention. It is not just about memorizing facts but about developing critical thinking, problem-solving abilities, and the capacity to adapt to new situations. Ultimately, learning is a lifelong process that enables individuals to grow intellectually, emotionally, and socially, preparing them for personal and professional challenges

1. Learning Goals

Learning goals involve two aspects, as Saifulloh and Darwis explain below.³

a) Learning goals for students

² Wahab Gusnarib and Rosnawati, *Teori-Teori Belajar Dan Pembelajaran* (Indramayu: Adanu Abimata, 2021).

³ Ahmad Munir Saifulloh and Mohammad Darwis, “MANAJEMEN PEMBELAJARAN DALAM MENINGKATKAN EFEKTIVITAS PROSES BELAJAR MENGAJAR DI MASA PANDEMI COVID-19,” 2017, 293.

- Educate students to be more responsible towards their self for their behavior and actions
- Making students aware that every direction and instruction from educators to behave appropriately with class rules is affection, not an expression of anger or arrogance from the educators
- Inspiring a sense of responsibility and discipline in students towards their tasks and duties

b) Learning goals for educators

- Providing understanding for the effective and accurate implementation of lessons
- Providing understanding of students' rights, emphasizing that teachers possess the competence to guide them appropriately
- Understanding the steps to deal with participants who exhibit disruptive behavior
- Having the skills and competence to remediate and correct students' deviant attitudes and behavior during the learning process

Based on the explanation above, it can be concluded that learning goals are the results you want to achieve in learning process. Learning objectives determine the direction for teacher to focus on the material presented and make an effort as much as possible so that students are able to achieve their goals.

2. Learning Aspects

Learning for students is an improvement activity of cognitive, affective and psychomotor abilities become better, and described below;

- Cognitive domain

Based on bloom as cited in Dimayati, consists of six kinds of behaviors as follow:

- a) Knowledge, achieving the ability to remember things that have been learned and saved in memory
- b) Comprehension, includes the ability to understand the meaning and significance of what is being studied
- c) Application, includes the ability to apply methods and rules for dealing with real and new problems
- d) Analysis, includes the ability to detail the unit into parts so that the overall structure can be well understood
- e) Synthesis, includes the ability to form a new pattern
- f) Evaluation, includes the ability to shape some things based on certain criteria ⁴
- Affective domain

Affective domain consists of five behaviors as follow:

- a) Receiving, This involves being aware of a specific thing and being willing to pay attention to it
- b) Participation, This includes being willing, ready to pay attention and taking part in activities
- c) Valuing, This involves accepting value, appreciating it, recognizing it, and forming attitudes
- d) Organization, This includes building a value system that serves as a guide and life principle
- e) Characterization, This includes the ability to live by the values and norms that shape personal life pattern

⁴ Dimiyati and Mudjiono, *Belajar Dan Pembelajaran* (Jakarta: Gramedia Widia Sarana, 2013).

- Psychomotor domain

The psychomotor domain encompasses the ability of learners to physically accomplish tasks and movement and skills. Based on the explanation above, it can be concluded that aspects of learning are divided into three competences: cognitive which measures understanding ability, affective measures behavioral abilities, and psychomotor measures physical movement abilities.

b. Learning Education System

The learning system is an organized combination that includes human elements, materials, facilities, equipment, and procedures that interact to achieve a specific goal. It is a series of interconnected sub-systems or educational components that are interrelated in actualize its success. These include goal, curriculum, materials, methods, educators, facilities, tools, approaches, and more⁵. A learning education system refers to the organized structure and framework through which educational activities are carried out to facilitate learning. It encompasses the various components involved in education, including curriculum design, teaching methods, learning materials, assessments, and the roles of educators, learners, and institutions. The education system also involves policies, standards, and regulations that guide the delivery of education, ensuring that it is accessible, equitable, and effective. A well-functioning learning education system is designed to meet the diverse needs of learners, support their development, and help them acquire the knowledge and skills necessary for personal and professional success. It also includes the integration of technology and innovative practices to enhance learning experiences and adapt to changing societal demands. The effectiveness of a learning education system is often measured by its ability to foster critical thinking,

⁵ Mujamil Qomar, *Epistemologi Pendidikan Islam: Dari Metode Rasional Hingga Metode Kritik* (Jakarta: Erlangga, 2005).

creativity, and lifelong learning, preparing individuals to thrive in a rapidly evolving world. A learning education system refers to an integrated framework designed to foster continuous learning and improvement within educational structures. This system prioritizes collaboration between educators, students, and policymakers to create an environment that supports effective teaching and learning.

1. Learning Components

The learning process is a system that arranged by several interconnected components. These components include object or goal, learning materials, methods or learning strategies, media, and evaluation.⁶ Learning components are the essential elements that work together to create an effective educational experience. These components include the curriculum, which outlines the content and learning objectives; teaching methods, which are the strategies and approaches used by educators to facilitate learning; learning materials, which provide the resources and tools necessary for learners to engage with the content; and assessments, which measure the progress and understanding of learners. Other important components include the learners themselves, their prior knowledge, and learning styles, as well as the learning environment, which includes both physical and virtual spaces that support the educational process. Together, these components form a cohesive system that ensures a structured, engaging, and productive learning experience. Each component must be thoughtfully designed and aligned with the overall educational goals to foster meaningful learning outcomes

Rasman said that the learning components consist of several elements that are interrelated and function to achieve learning objectives or learning goals, they

⁶ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana, 2011).

are learning goal, learning material, learning method, learning media, and learning evaluation.⁷

a.) Learning Goal

The goal in the teaching and learning is the first component that must be established in the teaching process and serves as an indicator of teaching success. The essence of the teaching objective is the expected learning outcomes⁸. The learning objectives are targets to be achieved in implementing a learning activity. learning goal is a specific, measurable objective that defines what learners are expected to achieve by the end of an educational activity, course, or program. It serves as a guide for both educators and learners, providing a clear focus for the teaching and learning process. Learning goals outline the knowledge, skills, or competencies that learners should acquire, and they help to align the content, teaching methods, and assessments. Well-defined learning goals are important because they provide direction, motivate learners, and make it easier to evaluate the success of the educational experience. These goals should be realistic, achievable, and tailored to the learners' needs and abilities, ensuring that they can be effectively measured through assessments or other evaluation methods. Ultimately, learning goals help create a structured and purposeful learning environment, driving both individual and collective progress. Thus, the objective is a crucial component in the learning system. Where the students are guided and what they are expected to acquire all depend on the goals that are to be achieved.⁹

⁷ Rusman, *Model-Model Pembelajaran: Mengembangkan Profesionalisme Guru* (Jakarta: Rajawali, 11).

⁸ Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung: PT Remaja Rosdakarya, 2014).

⁹ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana, 2011) p. 59

Based on the explanation above it can be concluded that the objects, or the learning goal is the first component in learning process as one of design that has been determined to measure the achievement of student learning outcomes.

b.) Learning material

Learning material is the second component in the learning system. Learning materials are the information, tools and texts needed to learning planning and to assist in teaching activities in class. Learning materials usually taken from any resources¹⁰. Learning material refers to the content or resources used in the teaching and learning process to facilitate the acquisition of knowledge, skills, or competencies. It includes textbooks, articles, videos, slides, software, worksheets, and other educational tools that support the delivery of the curriculum. The selection of learning materials is essential to ensure that they are relevant, accurate, and appropriate for the learners' level and needs. These materials should align with the learning objectives and provide various ways to present information, making it easier for learners to understand and apply the content. Effective learning materials not only enhance the learning experience but also cater to different learning styles, helping to engage and motivate learners. They play a critical role in helping both educators and learners achieve educational goals and improve learning outcomes. Learning material is everything that is discussed in order to achieve the set goals. The choice of material must be truly appropriate provide skills in solving everyday life problems.¹¹

Based on the explanation above, it can be concluded that the learning material is a component of learning required by the teachers, for learning and teaching activities in class to achieve the learning objectives that have been set.

¹⁰ *Ibid*, p. 60

¹¹ Hamzah B Uno, *Model Pembelajaran: Menciptakan Proses Belajar Mengajar Yang Kreatif Dan Efektif* (Jakarta: Bumi Aksara, 2011) p.213.

c.) Learning Method

Teacher must be able to choose a teaching method that aligns with the objectives, material, students, and other components of the learning process so that teaching and learning activities run affectively¹². Learning method refers to the approach or strategy used by educators to deliver instructional content to learners in a way that helps them understand and master the knowledge or skills being taught. Choosing the right learning method is crucial to achieving learning objectives, as the method used must align with the characteristics of the learners, the material being taught, and the desired outcomes. Some common learning methods include lectures, discussions, demonstrations, case studies, role-playing, and project-based learning. Each method has its advantages and disadvantages, and educators often combine several methods to create a more varied and engaging learning experience. Effective learning methods not only help learners grasp the material well but also enhance their engagement, motivation, and critical thinking skills. Learning method is also known as a way that used to implement a plan that has been design in the form of real or practical activities to achieve learning objectives¹³

d.) Learning Media

Learning media are tools, methods and techniques used to enhance communication and interaction between teachers and students in the learning and teaching processes at school. Instructional media are tools that facilitate the teaching and learning process. Through the use of media in learning, learning activity becomes more interesting. The word “media” comes from the Latin word *medius* which means intermediary or transmitter. Learning media refers to media

¹² Muhammad Zaini, *Strategi Pembelajaran Aktif* (Yogyakarta: Pustaka Insan Madani, 2009) p.88.

¹³ Endang Mulyatiningsih, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2011). p.211

that deliver messages or information with instructional purposes or certain teaching goals¹⁴. Learning media can be designed in such a way that it encourages students to study by themselves the material provided within the media. A learning media can be interactive and contain a wide variety of materials, including theoretical content, practical exercises, and real objects in both text and visual formats, which can provide students direct experiences¹⁵.

So, we can say that learning media is the tool or intermediary in the form of material provided within the media, enabling learners to study independently, or study with themselves. The advantage of learning media is a tool that used in learning process contains learning material presented in a varied and interesting way thus providing real experience to overcome students' passive attitudes as well increase student activity and reduce the boredom in the learning activity. It is hoped that the presence of this instructional media, the main learning goal can be achieved efficiently and optimally.

e.) Learning Evaluation

Evaluation become the last component in learning process. Evaluation is not only to assess students' success in the learning process but also as the feedback for teachers or their performance in managing the learning environment. Learning evaluation is the process of assessing the extent to which the learning objectives set for learners have been achieved. This evaluation involves the collection and analysis of data regarding the progress and outcomes of learners through various methods, such as exams, assignments, observations, and self-assessments. The goal of learning evaluation is to provide a clear picture of the effectiveness of the learning process, including the success of the teaching methods used, learners'

¹⁴ Azhar Arsyad, *Media Pembelajaran* (Jakarta: Rajawali Pers, 2016). p. 102

¹⁵ Suyitno, *Pembelajaran Interaktif* (Yogyakarta: Pustaka Pelajar, 2016). p. 102

understanding of the material taught, and the achievement of the desired competencies. Additionally, learning evaluation serves to provide constructive feedback to both educators and learners, which can be used to improve and enhance the quality of future learning. This process is essential to ensure that learning is aligned with the established objectives and provides a basis for decision-making in planning and developing better educational programs. Through the evaluation we can see the lack in the use of various components of the learning system¹⁶. The conclusion from various studies on learning that have been presented by experts can be summarized as follows:

From the explanation above we can conclude that the learning method is learning approach used to establish interaction or communication between students and the teacher during the learning process.

- 1) Learning activity is a way to study that built up by teacher to develop the creativity in thinking which can enhance the students' thinking ability, and it can enhance the ability to construct new knowledge as an effort to improve mastery of the subject. Learning activity refers to any task or action designed to engage learners in the process of acquiring knowledge, skills, or competencies. These activities can take various forms, including lectures, discussions, group projects, hands-on experiments, case studies, or interactive exercises. The primary goal of learning activities is to facilitate active participation and help learners apply what they have learned in real-world contexts. They can be structured to suit different learning styles and needs, ensuring that all learners are actively involved in the learning process. Effective learning activities are aligned with the learning objectives and are designed to stimulate critical thinking, problem-solving, and

¹⁶ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana, 2011) p. 59

collaboration among learners. By promoting engagement and interaction, learning activities not only enhance understanding but also foster a deeper connection to the material being studied

- 2) Learning is also a transactional communication process that is mutual between students and teachers, student with other students, or students with other learning resources in a specific learning environment, that aimed at achieving certain goals
- 3) As a system in order for the learning process to succeed, a teacher needs to analyze various components of the learning system. Those components are objectives, or goal, learning material, method or learning strategy, learning media, and learning evaluation.

Determining and analyzing the five components of learning effectively will help the teacher to predict the success of achieving the established learning process goals.

c. Learning management

In an organization or educational institution, management is needed, because this can help the process of activities that will be carried out by the instructors. Imagine if there is no management in one if institution, it will be chaotic, and things will not run as well as we hope it be. So therefor it is necessary to know more about management in learning that can be used for references in learning institutions. The goal of learning management is to create an effective and supportive environment where both teachers and students can succeed. It includes managing available resources, monitoring student progress, and offering feedback to improve learning. Additionally, learning management helps align teaching practices with educational objectives, creating a learning atmosphere that fosters the desired outcomes. Effective management of learning ensures the smooth

operation of educational activities and contributes to ongoing improvements in the teaching and learning process.

1. Definition of learning management

In the context of learning, management can be defined as the process of planning, organizing, coordinating, and controlling resources (such as time, materials, personnel) to achieve effective teaching learning results. In the context of education, management is the systematic coordination of teaching and learning strategies, curriculum design, assessment methods, and students' assistance services to optimize learning outcomes for learners and meet educational goals¹⁷. Management of educational personnel is an activity in order to manage personal education personnel in order to be able to carry out tasks in accordance with their functions so that they run effectively. G.Z Roring as cited by Ngalim Purwanto in the book by Ara Hidayat and Imam Machali stated that educational management in the way of working with people within the framework of efforts to achieve educational goals, which means producing good, appropriate, and correct results according to the determined educational goals.¹⁸

Educational management is an activity or series of activities in the form of managing the collaborative efforts of a group of people who are part of an educational organization, to achieve pre-established educational goals, by utilizing existing resources and employing management functions to achieve the goals effectively and efficiently¹⁹. Management is the integrated process of planning, organizing, staffing, directing, controlling and coordinating between all the activities or we can say from small scale activities to large scale activities, we can

¹⁷ Stephen P Robbins and Mary Coulter, *Management* (Pearson, 2009).

¹⁸ Ara Hidayat and Imam Machali, *Pengelolaan Pendidikan* (Yogyakarta: Kaukaba, 2012).

¹⁹ Muhammad Kristiawan, Dian Safitri, and Rena Lestari, *Manajemen Pendidikan* (Yogyakarta: deepublish, 2017).

also say it as success desired, result oriented pool of activities followed by day by day work to, year to year and decade to decade as so on. Usman stated that educational management is the art and science of managing educational resources to create a learning environment and learning processes so that learners actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, as well as the skills needed for themselves, society, nation, and state²⁰

Learning management refers to the process of planning, organizing, directing, and controlling educational activities to ensure that learning objectives are effectively achieved. It involves the systematic coordination of various components such as curriculum design, teaching methods, resources, assessments, and learner support to create an environment that fosters effective learning. Learning management is typically guided by the goals and needs of both the learners and the educational institution, ensuring that teaching and learning processes are aligned with the desired outcomes. It also includes the use of tools, strategies, and technologies to facilitate and enhance learning experiences, monitor progress, and provide feedback. In essence, learning management is about creating a structured, supportive, and efficient framework that helps both educators and learners achieve educational success.

2. Objective of Learning Management

An educational institution is an organization consisting of individuals who work together and to facilitate this work, everyone must support each other, understand their respective duties, and assist in learning activities for mutual purposes. Through management, these activities will naturally be carried out because the effectiveness of management lies in the compliance of all personnel

²⁰ Husaini Usman, *Manajemen Pendidikan* (Yogyakarta: Universitas Negeri Yogyakarta Press, 2004).

with leadership and the rules that apply within the educational institution. The objective of Learning Management is to achieve structured and effective educational outcomes through organized management processes involving educators, learners, and other educational resources. The main goals of learning management include improving learning outcomes, ensuring that learners acquire knowledge, skills, and competencies in line with the established curriculum. Additionally, learning management aims to enhance teaching effectiveness by providing educators with the necessary tools and resources to improve their teaching quality. Another goal is to promote active learner engagement, creating an environment that encourages participation, critical thinking, and increased motivation in learning. Learning management also focuses on aligning educational goals with the learning process, from curriculum planning to assessment methods. Furthermore, it is essential to have monitoring and evaluation systems to measure learner progress and provide feedback for improvement. Overall, the objective of learning management is to create an efficient learning environment that supports the achievement of better educational goals and prepares learners for lifelong learning.

3. Stages of Learning Management

a) Learning planning

Learning planning is an important thing in starting activities learning and influencing the successful of the process of learning²¹. Learning planning is the process of organizing lesson materials, utilizing teaching

²¹ Majid, *Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru* (Bandung: Remaja Rosdakarya Offset, 2009).

media, applying approaches and methods, and conducting assessments with a specific time allocation to achieve determined objectives. As Ambarita explained that learning planning is an important task for teacher to consider about who does what, when it will be carried out, and how it will be implemented. It also involves determining the sequences of learning activities, where they take place, the estimated time needed, and the resources and material required.²² Learning planning is the process of designing effective, structured, and goal-oriented learning activities to achieve the established educational objectives. In the context of education, learning planning involves several steps, starting with identifying learning goals, selecting the materials or content to be taught, and developing appropriate teaching methods and strategies that align with the characteristics of the learners. Additionally, learning planning includes determining the media and tools to be used in the learning process, as well as planning assessments to measure the extent to which learning objectives have been achieved. In this planning, it is important to consider the needs and backgrounds of the learners, ensuring that the learning activities are tailored to their abilities and learning styles. With well-thought-out learning planning, the learning process can be more effective and efficient, creating meaningful learning experiences for the learners and helping them achieve the expected competencies. Good learning planning also enables educators to manage time and resources more optimally and adjust the teaching materials to the latest developments in the field being studied.

²² Alben Ambarita, *Manajemen Pembelajaran* (Jakarta: Departemen Pendidikan Nasional, 2006).

She also stated that the components of learning is a main thing on teacher's interaction between students on delivering concept or ability in order to be mastered by the students. The learning components are described below:

- The organization of syllabus, annual program, semester program, and middle semester
- The organization of learning design for students
- Mastery and implementation of learning methods
- Assessment as a competency test
- Control in achieving participant success indicators

So, as explained above, learning planning can be concluded as a process of formulating components in learning that are arranged systematically before learning is carried out as a reference for the teacher carry out the learning process.

b) Learning implementation

The implementation of learning is an educational activity that shapers interaction between teachers and students. The implementation of learning is a comprehensive activity that reflects the interaction between dynamic inputs and static input, managed by managerial input. Dynamic inputs include the principal, teachers, staff, students, and parents. Static inputs consist of the school environment and learning facilities and infrastructure. Managerial inputs refer to a set of rules that govern the interaction between dynamic and static inputs within a process, including at school's vision and mission, job descriptions for teachers and staff and school regulations²³. The implementation of learning is a process that organized in such a way, following specific steps to achieve the desired outcomes.

Based on the explanation above it can be concluded that learning implementation is a process of learning that there is interaction between teachers

²³ *Ibid*, p. 80

and students, good mutual communication that takes place in educational situations to achieve learning goals.

c) Learning Assessment

In relation to the learning process and outcomes, assessment can be defined as a systematic and continuous process or activity to collect information about students' learning process and results in order to make decisions based on specific criteria and considerations. In wider context, that decision can be about the students, the decision about the curriculum, and program, and also about the decision of learning policy. Decisions regarding students' assessment include management, learning, placement of students according to their educational level or type of program, guidance and counseling, and selection for further education²⁴. Learning assessment is the process of evaluating and measuring the progress, understanding, and skills of learners to determine whether they have achieved the learning objectives. It involves gathering data through various methods, such as tests, quizzes, assignments, projects, observations, and self-assessments, to assess how well learners have grasped the material. Learning assessments can be formative, occurring throughout the learning process to provide ongoing feedback, or summative, taking place at the end of a learning period to evaluate overall achievement. The results of assessments help educators adjust their teaching strategies, provide additional support where needed, and identify areas where learners may need improvement. Effective learning assessments not only measure the extent of learning but also encourage deeper engagement, reflection, and self-awareness among learners, contributing to their overall development.

Based on this definition, it can be concluded that assessment of learning outcomes is a systematic, continuous, and comprehensive process aimed at

²⁴ Zainal Arifin, *Evaluasi Pembelajaran (Prinsip-Teknik-Prosedur)* (Bandung: PT Remaja Rosdakarya, 2009).

collecting and processing information to evaluate the achievement of students' learning processes and results over a specific period of time.

The assessment purpose including keeping track, checking up, finding-out, and summing-up as cited Chittenden on Arifin²⁵, as follows

- Keeping track,

This is to trace and monitor the learning process of students according to the established learning implementation plan. Teachers must collect data and information over a specific period through various types and techniques of assessment to obtain a picture of students' learning process

- Checking up

This is to check the extent of students' abilities achieved during the learning process and to identify any shortcomings they may while participating in the learning activities. In other words, teachers need to conduct assessments to determine which material students have mastered and which parts they haven't mastered.

- Finding out

This is to seek, identify, and detect students' errors or weakness during the learning process, allowing teachers to find the solutions quickly

- Summing up.

Is to conclude the level mastery of students in determined competency. The result of this conclusion, can be used by the teachers to make a report of students' learning progress to the various stakeholders.

Meanwhile, the assessment of the learning process and outcomes can be divided into four types: formative assessment, summative assessment, diagnostic assessment, and placement test.

²⁵ *Ibid*, p. 24

d. Nonformal Education Management

1. Definition of Nonformal Education Management

Management is the activity carried out together with and through people and groups with the aim of achieving organizational goals²⁶ According to the National Education System Law no. 20 of 2003 concerning Systems

National Education article 13 paragraph (1), The education pathways consist of formal, non-formal, and informal education, which can complement and enrich each other. The first subsystem, formal education, is a structured and tiered pathway that includes primary education, secondary education, and higher education. The second subsystem is non-formal education, which is education outside of formal education that can be carried out in a structured and tiered manner. The third subsystem is informal education, which is education provided by the family and the surroundings.

Non-formal education is education that is held outside a school education system that is oriented towards providing services education of groups of people who for some reason cannot following formal education at school²⁷. Non-formal education is any organized and systematic educational activity outside the established school system, conducted independently or as an important part of broader activities, intentionally aimed at serving specific learners in achieving their learning goals.²⁸ Every education program, whether formal, informal, or non-formal, requires good management to support the implementation of the program in achieving its established goals. Similarly, non-formal education units need

²⁶ Sudjana, *Manajemen Program Pendidikan Untuk Pendidikan Luar Sekolah Dan Pengembangan Sumber Daya Manusia* (Bandung: Falah Production, 2000) p. 17.

²⁷ Joko Sutarto, *Pendidikan Nonformal (Konsep Dasar, Proses Pembelajaran, Dan Pemberdayaan Masyarakat* (Semarang: Unnes Press, 2007). p. 9

²⁸ Sudjana, *manajemen program Pendidikan Untuk Pendidikan Luar Sekolah Dan Pengembangan Sumber Daya Manusia*. Bandung: Falah Production, 2000.

effective management to ensure their goals are achieved. A non-formal education leader must establish good management because good management is the key to the success of the program.

The management of non-formal education essentially has the same meaning as educational management, and the scope and study of non-formal educational management are also within the scope and study of educational management. However, the scope of non-formal educational management is narrower than that of educational management. Non-formal education management is an effort to apply management functions effectively to every activity related to non-formal educational institutions as well as non-formal education units. These activities involve bureaucratic efforts to establish, support, and grow non-formal educational institutions.²⁹

Based on the definitions above, it can be concluded that non-formal education management is a series of activities carried out by leaders of non-formal educational institutions, in relation to achieving non-formal educational activities through processes and stages of organizing, utilizing, and empowering non-formal educational organizational resources (both human and non-human resources) to achieve established goals.

2. Functions of Non-formal Education

According to article 26 of the National Educational System Law of 2023, the function of non-formal education institutions is to serve as a substitute, supplement, and/or complement to formal education in order to support lifelong education³⁰. As it explained by Mustangin that the basic concept of non-formal education as mentioned below:

²⁹ *Ibid* p.2

³⁰ Republic of Indonesia, *Indonesian Constitution 1945*, Number 20, 2003, About non-formal education

- a) Non-formal education is organized as additional, where anyone who wants to improve their knowledge or skills regarding life skills can participate in additional programs in non-formal education by joining the programs that offered, such as courses and training programs.
- b) Non-formal education is held as additional, which means, it will complete in fulfilling the formal education. For example, someone is just graduated from elementary school, and then they want to go to a higher level, then they can join the equality program that organized by non-formal education
- c) Non-formal education is conducted as a replacement, when someone doesn't have chance for following the formal education, then they can take, or they can follow the non-formal education, as a replacement³¹

3. Basic Components of Nonformal Education Management

Sudjana (2000) specifically states that, basic components of non-formal education management include planning, organizing, actuating, coaching, assessment and development.

a) Planning

Is a process of systematically preparing activities that will be carried out to achieve specific goals. Planning serves as a systematic effort that outlines the arrangement of actions to be taken to achieve the institution's goals by considering available resources or resources that can be provided. These resources include human resources and non-human resources. Human resources include learning guides, facilitators, tutors, learners, institution leaders, and the community. Meanwhile, non-human resources include facilities, tools, time, costs, artificial resources, and socio-cultural environments.

³¹ Mustangin, Muhammad A Fauzan, and wahyu novita Sari, "Analisis Pelaksanaan Program Pendidikan Nonformal Bagi Anak Jalanan," *International Journal of Community Service Learning* 5 no.3 (n.d.): 237.

Planning is the activity of mobilizing or using resources efficiently and effectively to achieve predetermined goals. Planning can help prevent deviations in resource utilization. From the explanation above we can conclude that planning is an activity that conducted for organizing the stages of an activity will be implemented to achieve the goal that has been set. Planning in non-formal education management is a crucial initial stage in designing and preparing all the aspects necessary to achieve the desired educational goals. This planning process includes determining the vision, mission, and both long-term and short-term objectives of the non-formal education program to be implemented. Additionally, planning involves identifying the needs of learners, selecting appropriate teaching methods, organizing the curriculum, and allocating resources such as educators, facilities, and budgets. In non-formal education management, thorough planning ensures that every activity is directed and aligned with the intended goals, while minimizing potential obstacles or failures. This process also involves situational analysis, projections of potential developments, and strategies to address existing challenges. With good planning, non-formal education institutions can create relevant, high-quality programs that are responsive to the needs of the community and the changing times.

Planning is one of the main functions of teacher to consider about someone's job, when it is carried out, and how to implement it, the sequence of instruction that occurs, where it happens the estimated time used for learning, and the resources and the materials needed³². The components of learning are essential in the interaction between teachers and learners to convey concepts of skills that learners need to master. These learning components include the following:

³² Alben Ambarita, *Manajemen Pembelajaran* (Jakarta: Departemen Pendidikan Nasional, 2006). P.73

- The arrangements of syllabus, annually program, semester program, and middle of semester
- The arrangements of design of students learning
- Mastery and implementation of learning method
- Evaluation as a competence test
- Control in achieving student success indicators

b) Organizing

Organizing is the activity of integrating human resources with non-human resources needed to run the plans that have been prepared and established previously³³. Organization is the process of dividing work into smaller tasks, assigning those tasks to individuals according to their abilities, allocating resources, and coordinating them to effectively achieve the organization's goals³⁴. Organizing in non-formal education management is the process of arranging resources, structures, and tasks within a non-formal education institution to achieve the established educational goals. This process involves dividing work, assigning responsibilities, and structuring relationships among the elements involved, such as educators, learners, administrative staff, and other resources. Organizing aims to create an efficient and effective workflow so that each component of the non-formal education institution can function optimally. In this context, organizing also includes planning activity schedules, developing curricula, managing facilities, and maximizing the use of resources. With effective organizing, a non-formal education institution can run smoothly, ensuring that every element knows their roles and responsibilities, and supporting the achievement of the desired learning outcomes.

³³ Mustangin, Muhammad Fauzan A, Wahyu Novita Sari, "Analisis Pelaksanaan Program Pendidikan Nonformal Bagi Anak Jalanan", *international Journal of Community Service Learning*, Vol.5 No.3, August 2021 p. 115

³⁴ Nanang Fattah, *Landasan Manajemen Pendidikan* (Bandung: Remaja Rosdakarya, 2004). p.71

Organizing is also important for creating a harmonious and collaborative working environment among all parties involved.

Organization is the process of organizing, allocating, and distributing work, authority, and resources among organizational members to achieve goals organization. In the management system, organizing is an extension of the planning function. For an institution or organization, organizing is essential. Therefore, the sustainability of the organization or institution is highly influenced by organizing.

c) Actuating

Actuating in non-formal learning management refers to the process of motivating, guiding, and leading to achieve the educational goals and objectives set forth in the planning and organizing stages. Actuating is a process of implementing programs so that they can be carried out by all parties within the organization, as well as the process of motivating everyone to take responsibility with full awareness and high productivity³⁵.

Actuating in non-formal education management refers to the implementation or action stage where efforts are made to motivate and move all elements involved in the non-formal education institution, including educators, learners, and support staff, to work in alignment with the established goals. This process involves effective communication, providing guidance, and utilizing available resources to achieve optimal results. In the context of non-formal education, actuating focuses on the direct implementation of planned learning programs, managing activities in real-time, and ensuring that each individual is actively engaged and contributing toward shared objectives. Additionally, actuating includes motivating and empowering both learners and educators to remain enthusiastic and committed to the learning process. With the right approach,

³⁵ Ernie Sule Tisnawati and Saefullah, *Pengantar Manajemen* (Jakarta: Kencana, 2010). p.

actuating can create a productive environment, enhance the effectiveness of educational activities, and drive better outcomes in non-formal education.

Actuating is an action that carried out with effort to implement the plans by involving appropriate resources available which is done with various directions and motivations so that everyone those involved can perform their tasks well according to their duties and responsibilities³⁶. Meanwhile Apriani and Suminar stated that actuating or implementation is the whole effort, way, techniques, methods to encourage the member of the organization to be willing to work as best as possible to achieve the organizational goals effectively and efficiently³⁷. Actuating according to Fadilah and Fakhruddin is the activity of delivering material by the facilitator to the learners³⁸.

d) Coaching

As Sudjana stated on Fadilah & Fakhruddin that coaching is an effort to maintain what happen, or an effort to keep something as it should be³⁹. Coaching that conducted in non-formal education aims to ensure that the implementation of the ongoing program does not deviate from the established plan. Next, Sudjana also said on Alif Alwan that the function of coaching is the activity of maintaining and sustaining the actions that done by the implementers of the program so that they stick with the plan that has been set of the institution or organization. The function of coaching includes supervision of target institutions, implementing the program, supervision of the program implementers, and monitoring program activities.

³⁶ Sulfemi, *Modul Manajemen Pendidikan Non-Formal*, (In modul: 2018), p. 86

³⁷ Apriani F and Suminar T, "Manajemen Penyelenggaraan Bina Keluarga Remaja Melalui Kegiatan Keterampilan Merajut Di Rw 06 Kelurahan Badarjo Ungaran Barat," *Journal of Non Formal Education and Community Empowerment* Vol 1 (1) (n.d.): 1–6.

³⁸ Fadilah A A and Fakhruddin, "Manajemen Pembelajaran Pelatihan Persiapan Program Magang," *Journal of Nonformal Education and Community Empowerment* Vol 3 (2) (2019): 148–59.

³⁹ *Ibid* p. 155

Coaching in non-formal education management is a developmental process aimed at enhancing the potential of individuals, including learners, educators, and support staff, to achieve the goals of learning and institutional management optimally. In the context of non-formal education, coaching serves as a collaborative approach between the coach and the individual being coached, where the coach acts as a facilitator to help individuals better understand their roles, tasks, and responsibilities. This process involves effective communication, identifying needs and goals, and providing constructive feedback to improve performance. Coaching may also include skill development, motivation, and solutions to challenges encountered in both learning processes and institutional management. Through effective coaching, non-formal education can become more adaptive to societal needs, produce more competent learners, and foster a supportive and innovative learning environment.

e) Monitoring

Monitoring is a systematic and continuous way to follow the implementation and components of a program through the collection and presentation of objective data or information, and the result are used as a report to be presented to the parties involved in the implementation of the non-formal education program. Monitoring is a process to determine whether the implementation of activities or work, are in accordance with plans, guidelines, provisions, predetermined policies, goals and targets. Monitoring in non-formal education management is a systematic and continuous process of supervision to ensure that every program, activity, and policy implemented is in line with the plan and achieves the established goals. Monitoring serves to identify progress, obstacles, and the quality of program implementation in non-formal education. This process involves data collection, information analysis, and evaluation of various

aspects, such as the effectiveness of teaching methods, educator performance, learner engagement, and the efficiency of resource utilization. In non-formal education, monitoring is an essential step to maintain accountability and transparency, while also providing relevant feedback for decision-making and program improvement. With effective monitoring, educational managers can detect issues early, adjust strategies, and ensure that non-formal education services remain relevant, high-quality, and aligned with the needs of the community.

The main purpose of monitoring is to provide information about the implementation of the program as feedback to the program managers and the program implementers. Furthermore, the main steps for conducting monitoring are to develop a monitoring plan and to carry out monitoring activities using the methods, techniques, and instruments that have been established in the monitoring plan⁴⁰.

f) Evaluation

Assessment or evaluation is defined as a systematic activity to collect, analyze, and present data or information to be used as input for decision-making. The targets of the evaluation are the planning, implementation, results, and impact of the program on non-formal education. As Kamil stated on Fadilah & Fakhruddin, that evaluation is a very important activity to determine the results of the achievements that have been carried out according to the planned objectives. In this evaluation process, goals are set, and data is collected during the implementation

⁴⁰ Sudjana, *Manajemen Program Pendidikan Untuk Pendidikan Luar Sekolah Dan Pengembangan Sumber Daya Manusia*. Bandung: Falah Production, 2000 p. 254

process.⁴¹ Evaluation is an essential tool in achieving teaching and learning objectives. Teachers/tutors, as managers of teaching and learning activities, can assess their students' abilities, the effectiveness of the teaching methods used, and the students' success in achieving the established learning objectives through evaluation activities. Evaluation is a systematic and continuous process aimed at determining the quality (value and meaning) of something based on specific considerations and criteria to make informed decisions. Then the purpose of evaluation is to identify problems that occur during the implementation of the program, so that it can be used as a basis for improving the lacks in activity that has been done, also as a consideration for planning the next activity.

g) Development

In this development function, the activity is to continue the program based on the evaluation results of the program implementation, which results in the decision that the program must be followed up. The follow-up to the program can be done by reviewing the evaluation results so that the previously conducted program can be improved, modified, enhanced, or adjusted to reduce the deficiencies of the previous program, ensuring that the upcoming program implementation can be better. Development in non-formal education management refers to the process of enhancing the capacity, quality, and effectiveness of non-formal education programs on a continuous basis. This process includes the development of human resources, such as educators, institutional managers, and learners, to ensure they possess the skills, knowledge, and attitudes needed to meet the demands of the times and the needs of the community. Additionally, development in non-formal education management involves innovations in teaching methods and materials, the use of technology, as well as more efficient and

⁴¹ Fadilah, A. A., & Fakhruddin. (2019). "Manajemen Pembelajaran Pelatihan Persiapan Program Magang" *Journal of Nonformal Education and Community Empowerment*, 3(2), p.157.

transparent administration and financial management. This development is crucial to maintain the relevance and sustainability of non-formal education institutions in the face of social and economic changes. With planned and structured development, non-formal education can make a greater contribution to creating a more educated, competent society that is prepared to face global challenges.

4. Characteristic of Non-formal Education

A non-formal education plays the main role in reducing the number of individuals who don't continue to the higher level of education, decreasing dropout rates, reducing unemployment, and preparing the workforce for the informal sector.

Below are the characteristics of non-formal education based on Thoif's idea:

- a. First, we discuss about the goal. The goal of non-formal education is to provide short-term functional skills that are useful for current needs or future requirements, with a great emphasize on competence rather than diplomas
- b. Secondly, time. The duration in conducting the non-formal education is relatively short. Typically start from a few days, few weeks, and generally less than one year
- c. Next is the requirements for participating in non-formal education programs are adjusted according to the needs, interests, and opportunities of the learners
- d. The contain of the curriculum is focus on the concerns, or the needs of the students
- e. Next, is the learning program tends to flexible and the order of the program is variety.

- f. The process of learning in non-formal education is focus on students, focused in society environment, institution and it is related to the life of the learners and the community
- g. The learning result, or the outcomes after participating in non-formal education can be directly applied to life and the work environment in the community
- h. In non-formal education, supervision is carried out by program implementers, learners, and program development, conducted in a democratic manner⁴²

e. Course

a. Definition of Course

Non-formal education is a place for implementing learning programs in an effort to create an environment that supports the development of learners in relation to the expansion of knowledge, skills, and family prosperity. Non-formal education has function for fulfilling specific needs that are functional for present and future life, and to provide outcomes in skills, or services⁴³

Course and training as one of the non-formal education units, the functions such as addition, complements, or substitutes for formal education, as well as a form of continuing education for community members who need it. Course serves as a bridge between formal education and working environment. Furthermore, courses and training are provided for those who need to acquire knowledge, skills, life

⁴² Thoif, *Tujuan Yuridis Pendidikan Nonformal Dalam Sistem Pendidikan Nasional Di Indonesia* (Surabaya: Scopindo Media Pustaka, 2021). p.24

⁴³ Mustofa Kamil, *Model Pendidikan Dan Pelatihan (Konsep Dan Aplikasi)* (Bandung: Alfabeta, 2012). p. 30

competencies, and attitudes to develop themselves, their professions, work and independent enterprises⁴⁴

A course is a structured educational program designed to provide learners with specific knowledge, skills, or competencies in a particular subject or field. It typically consists of a series of lessons, lectures, assignments, and assessments that guide participants through the learning process. Courses can vary in length, ranging from a few hours to several months, and may be offered in various formats, including in-person, online, or through blended learning. The content of a course is usually organized in a curriculum that outlines the objectives, materials, and activities to be covered, with the goal of helping students achieve a clear learning outcome. Courses can be part of formal education programs, such as those in schools or universities, or non-formal education, like workshops or professional development programs. The main purpose of a course is to facilitate the acquisition of knowledge and skills, enabling learners to apply them in real-life situations or advance in their personal or professional development.

Courses and are forms of continuing education aimed at developing learners' abilities with abilities with an emphasis on the mastery of skills, competency standards, entrepreneurial attitude development, and the enhancement of professional personality⁴⁵

Based on the definitions that mentioned above, we can conclude that courses are systematic development activities aimed to improving attitudes, knowledge skills, and behavioral patterns necessary for individuals to perform a task or a better job in order to face the present time, and future challenges.

⁴⁴ Siswanto, *Pengembangan Kurikulum (Pelatihan Pendidikan Nonformal)* (Semarang: Unnes Press, 2011). p.4

⁴⁵ Republic of Indonesia, *Indonesian Constitution 1945*, Number 20, 2003, article 26, paragraph 5

b. Types of course

Based on the functions, the types of the course are divided into 3 main points, as stated by Nurianti

- a) A type of test preparation aimed to improve learning abilities through additional lessons in specific subjects, such as, natural science, mathematics, English, with target of students from elementary school, until senior high school
- b) The second is skill courses, that intended to providing or enhancing skills, such as computer operating skill, beauty skill, foreign language skill, mechanic skill, and more. The target of students for this type of course is junior high school, and senior high school graduates who need skills certificate to seek, or applying a job or an employment
- c) Professional development courses. Such as those for secretaries or corporate public relations, public accountants, personality development, and others. The target of students in this type of courses ranges from high school graduates to those with higher education, including both those who are unemployed and those who already employed but they are willing to enhance their professionalism⁴⁶

c. Elements of Course

Elements in course learning have some characteristics and specificities according to the objectives of its organization, as Soetomo said in Sukmana and Dwilestari, these elements include learning resources, learners, organizers, non-

⁴⁶ Erin Nurianti, "Konsep Dasar Kursus (Online)," accessed May 26, 2024, available: <http://erinnurianti.blogspot.com/2011/03/konsep-dasar-kursus.html>.

educational staff, infrastructure, facilities, learning funds, learning program, teaching methods, and learning outcomes⁴⁷

a.) Learning Resources

Learning resources are instructors who understand or have a specific expertise and are authorized to perform their duties as learning resources, without placing too much emphasis on their formal educational background. In course program, the main functions, or job for the learning sources or known as teacher are, deliver the knowledge, skills. And independent attitudes needed by course participants in systematic manner. Moreover, the instructors also have role to enhance the interest or the ability skill the course participants with the intention of learning that wanted to be achieved.

b.) Learners

Course learners are members of the community, regardless of age who require one or more specific types of education and have the desire and ability to learn, as well as being willing to pay part or all of their learning needs. The member of community who became the students have goal to obtain the knowledge and the skill and also the independent attitudes in daily life.⁴⁸ Learners actively interact with the content being taught, and their engagement and participation are crucial for effective learning. They are responsible for absorbing new information, applying it to real-world situations, and reflecting on their progress. A learner's development is shaped by the tools, resources, and feedback available to them, and their success depends on their ability to adapt, problem-solve, and critically think. Ultimately, learners are at the center of the educational process, and their growth and achievements are the primary goals of any learning experience.

⁴⁷ Cucu Sukmana and Dian Dwilestari, *Analisis Mutu Kursus* (Jakarta: Kemendikbud Pusat Data dan Statistik Pendidikan, 2013). p.10

⁴⁸ Ibid, p.11

Based on the explanation above, learners in course are all the community who require one or more specific types of educational units and have the desire, willingness, and ability to learn, as well as willing to pay the part of their learning needs.

c.) Organizer

Organizer can also be referred to as owners, as they are the ones who have the fund, including the necessary infrastructure and facilities, to provide education. Although it is relatively easy to become the organizer, it is still essential to consider the skills that the organizer must possess. There are three fundamental skills that required for implementing management practices in the field of education:

1) Managerial skill

Which is a skill in management. The organizer or the owner must have a skill to manage the course, encompassing the functions of planning, organizing, directing, and supervising

2) Human skill

Is a skill in human field. Each organizers need to understand and capable in choosing, developing, and utilize human factor in the course

3) Technical skill

Is the skill that have knowledge in technical field in line with every course's activity that will ease the organizer, as the manager of the learning activity

d.) Non-educational staff

In a course program, there are educational staff known as non-educational personnel. These non-educational personnel cannot be categorized as organizers or learning resources, but their presence in the course is necessary to support or facilitate the learning and teaching program running well. The non-educational staff can be divided into two parts:

1) Administrative staff

These are the staffs that involved in administrative activities, which include gathering information, recording information, processing information, duplicating information, sending, and storing information.

2) Supporting staff

They are responsible for maintaining the cleanliness of course facilities, infrastructure, and providing learning resources.

e.) Infrastructure

Infrastructure in a course refers to the building and spaces for conducting course activities. The presence of this element in the course environment aims to ensure that the learning process will run smoothly.

f.) Learning fund

Learning funds refer to the money, stuff, and services needed to ensure the sustainability of learning activities in a course. The sources of course fund come from the owner, learners, and the third parties, (such as private entities, government, bank, etc) and self-generated income.

g.) Learning program

Learning program in a course is always in line with the need of the society, in order to improve the quality of life and face the real-world challenges. A learning program is a structured educational plan designed to guide learners through a series of learning experiences, activities, and assessments aimed at achieving specific educational objectives. It typically includes a curriculum that outlines the content to be taught, the methods and strategies to be used, and the resources needed for successful learning. A learning program may be part of a formal educational system, such as a school or university course, or it can be part of informal or non-formal education, such as workshops or training sessions. The program is designed to meet

the needs of the learners, taking into account their prior knowledge, learning styles, and the desired outcomes. It may also include various learning activities, such as lectures, discussions, practical exercises, and assessments, which are aligned with the learning goals. By providing a clear structure and pathway for learning, a learning program ensures that learners progress systematically, acquiring the necessary knowledge and skills to achieve their educational or professional goals. Classroom learning in the course should be interactive and have a pleasant learning environment, that allow the learners to achieve the learning program's objectives effectively and efficiently. The good class management will support the elements of the course learning program in achieving the previously set objectives. The course learning program consist of six elements: objectives, materials, teaching process, learning resources, evaluation, and follow-up on learning outcomes as Sutomo stated on Sukmana and Dwilestari. Those elements will be explained below

1) Goal

Goal is a statement about the level of mastery or what learners will be able to do upon completing the course. These statements are written clearly to avoid ambiguity, providing learners with a clear understanding of what needs to be achieved by the end of the learning process.

2) Materials

Materials are the content or items to be presented to learners. The material prepared must be relevant to the learning/course objectives

3) Teaching process

Teaching process is steps to train and guide learners to understand the course material, that allow them to know, master, and apply the knowledge in their lives.

4) Learning resources

Learning resources are tools directly to teaching and learning process. These resources consist of classroom furniture, teaching tools, and learning media

5) Evaluation

Learning evaluation aims to measure or assess changes in the knowledge, attitudes, and skills of learners that are expected as outcomes of the course.

6) Follow-up

Follow-up on learning outcomes involves steps or foundations for decision-making to make improvements and develop the learning program⁴⁹

h.) Learning method

Learning methods aim to ensure the learning outcomes can achieve what has been determined or expected, while participants' learning activities in the course proceed efficiently. In course learning, various methods such as lectures, discussions, group work, and practical exercises are combined. The integration of various methods in the learning process is a specific task for learning resources. With the combination of these various methods, a variety learning activity by participants in the teaching and learning process should be encountered which are visual activities for example reading, observing images, demonstration, experiments, oral activities this includes, formulating, asking question, giving suggestions, voicing opinions, conducting interviews, discussing, and interrupting, next is listening activities, writing activities, drawing activities, includes drawing pattern, make a graphic, diagram, and so on. motor activities such as conducting experiments, creating models, repairing, and so on, mental activities this includes considering, remembering, solving problem, analyzing identifying correlations, and making decision, and emotional activities for example,

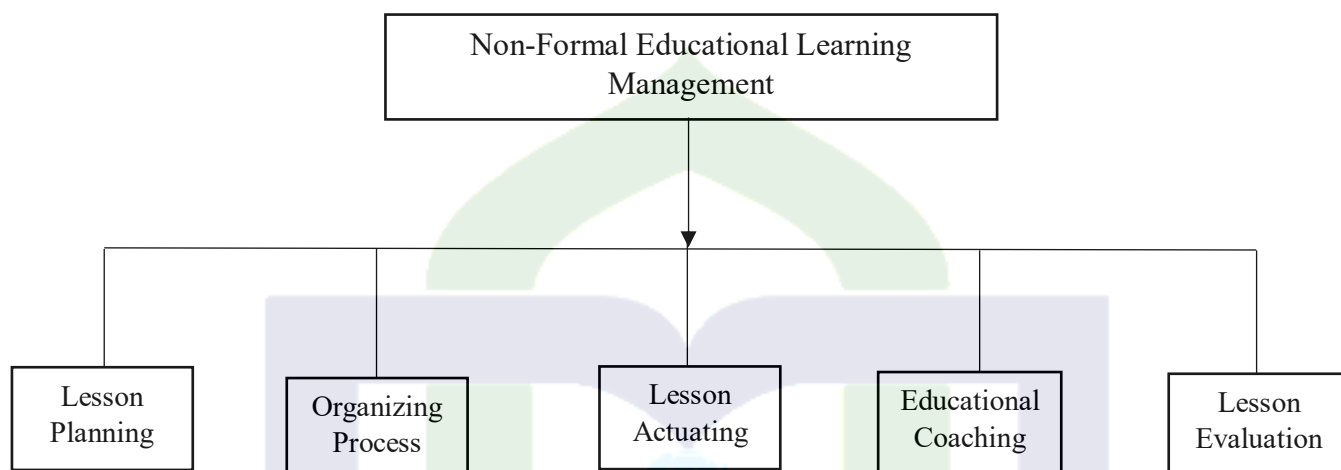
⁴⁹ *Ibid* p.13

include showing interest in something, feeling bored, happy, excited, brave, calm, nervous, and so on.

i.) Learning outcomes

Learning outcomes are formative elements that indicate the extent to which learners have completed the learning process and also demonstrate the result of course completion. Learning outcomes refer to the specific knowledge, skills, attitudes, or competencies that learners are expected to achieve by the end of an educational activity, course, or program. These outcomes are typically clearly defined and measurable, serving as a guide for both educators and learners to understand what is expected in terms of learning achievements. Learning outcomes help to align teaching methods, learning activities, and assessments with the desired goals, ensuring that the educational experience is focused and purposeful. They are often used to evaluate the effectiveness of the learning process and to measure the extent to which learners have mastered the material. By clearly outlining the expectations, learning outcomes also provide learners with a sense of direction and motivation, helping them understand the purpose of their studies and track their progress. Ultimately, learning outcomes are essential for assessing the success of education and ensuring that learners acquire the necessary competencies for their personal, academic, or professional development.

C. Conceptual Framework



The conceptual framework for this study aims to conduct a comprehensive review of the learning system at STAR English Course, involving five main components. The process begins with Lesson Planning, which includes planning learning activities by identifying objectives, materials, methods, and strategies tailored to the learners' needs. Next is the Organizing Process, which involves managing resources, schedules, and task allocation to ensure the learning process is well-structured. Following this, the Lesson Actuating stage is carried out, where the planned learning activities are implemented through material delivery, teaching-learning interactions, and the use of effective methods. The next component is Educational Coaching, focusing on guiding learners by providing motivation, support, and skill development to help achieve learning objectives. Finally, there is Lesson Evaluation, which assesses the effectiveness of the learning process and

outcomes, identifies strengths and weaknesses, and provides feedback for future improvements.



CHAPTER III

RESEARCH METHOD

A. Research Design

This research uses a qualitative research approach, which can be defined as a problem -solving procedure investigated by describing and illustrating the current state of the research subject based on the facts. Qualitative research is the type of research that finds out about people's experience. It helps us to understand what is important for people⁵⁰. This kind of research does not involve statistic formula in its data analysis and the data are gathered from interview, and observations are poured into field notes containing verbal description of phenomena under the study. The qualitative research is essentially a research procedure for describing what happened to the research target, including observable actions and behaviors. Qualitative research aims to reveal incident that occurs in the field and it is not require measurements and statistical procedures to explain the result of the research.

The reason why the writer uses the qualitative approach because the issues discussed in this study are not related to numbers, but rather involve describing, detailing and illustrating a problem that is occur. The aim of this descriptive research is for the researcher to clearly and comprehensively describe and obtain in-depth data on the research problem, which is to understand the management of learning, including the planning, implementation, development, and evaluation of English language course instruction.

⁵⁰ David Silverman, *Qualitative Reserach 5th Edition* (United Kingdom: Sage Publishing, 2021). p.3

B. Research Subject

The subjects of the research are the people who know, directly related to and directly related to the activity that is expected to provide information clearly and precisely. The selection of research subject is based on the objectives of the research, by obtaining as much information as possible.

The subject of this research is one from the coordinator or the owner of the course, two from the teachers, and one of the students of STAR English Course. The writer takes four as main subject of the research, which are one from the organizer, two from the teachers, and one from the students. The students will be picked randomly. The data from this research is not only obtained from the informants but the data also from the written sources, from archives and data base from the course and related documents.

C. Focus of the Research

The focus of research in qualitative studies is often referred to as the problem limitation. In qualitative research, the problem limitation is more based on the level of importance, urgency, flexibility of the problem to be solved.⁵¹

The problem limitation or focus in qualitative research are tentative. Means that refinement of the focus or issue continues while the researcher is already in the field. This study focuses on:

1. The planning of learning implementation, which includes the basis of learning, educators, academic calendar, and participants of the STAR English course
2. The process of learning implementation which includes the beginning or learning, the core of learning, learning methods, classroom management, and closing activities in STAR English course

⁵¹ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2013). p.286

3. Coaching or development, which includes observation, or control, supervision, monitoring, and reporting that conducted in STAR English course
4. Learning evaluation which includes formative and summative assessments to the students and the educators or the teacher in STAR English course

D. Research Data Sources

The main data sources in qualitative research are words and actions, the rest is additional data such as documents and others⁵². Data obtained in this research collected from:

1. *Primary Data Sources*, this data source was obtained from director, tutor or the teachers, documents printed and non-printed. and the students of STAR English course

To support this research activity, data collection is conducted through interviews with subject and informants. The sources of data for this research are: one from the course organizer, two from the tutors/teachers, and one from the students, where the roles of the organizer, teachers, and student in the management and learning processes of the English course will be asked questions. They will be asked for information regarding to the management and learning processes of the English course.

E. Procedure of Collecting Data

The technique of data collection that used in this research are observation, interview, and documentation

1. Observation

⁵² Moleong, *Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2010). p.157

The researcher collects data by using observation. Observation is a complex process and psychological process⁵³. The objects of observation include the environment, facilities, and the learning process of the STAR English course. Through this observation the researcher could observe directly on what she is going to investigate. The researcher also provides filed notes to help the researcher codes every kind of phenomena which happened while the observation if held. Field notes are done whenever the researcher doing the observation.

Observation plays an important role in revealing the reality of the subjects. The intensity of the subjects. Interactions and their behavior when socializing with other or with the researcher during and outside of the interviews serves as a good comparison with the interview results in identifying the dynamic occurring within the subjects. The reason that the writer use observation method is because in this research, the writer has to know directly the situation in the field in order to obtain the data using observation technique to strengthen the data.

2. Interview

Interview is conversation between two or more people, in which one person is asked a question to get the required responses or answer. The data that taken in interview comes from the teachers which are there are two teachers, organizer, and the student regarding management and learning process which include planning, implementation process, training, and evaluation of STAR English course.

3. Documentation

Documentation is intended to uncover the data that might be lacking from interviews and observation as the evidence for the research. Documentation can

⁵³ Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kualitatif, dan R&D* (Bandung: Afabeta 2012), p.203

include photos that related to the research, written records such as archives from the English course itself, or other agendas related to the activities being studied.

The researcher uses documentation techniques because they can complement data that has not been obtained through interviews or observations. The consideration for using documentation techniques is that documentation is a stable data source, shows fact that have occurred, and it is easily to obtain

F. Data Validity

In order to obtain valid data, the researcher does some techniques that can examine the validity of data. Validity of the data was intended to obtain the level of confidence associated with how much truth of the research. To establish the validity of the data, the researcher examined the persistence of data observation and triangulation techniques. Examination of the validity of data was done in several ways, namely, triangulation, member checking, and the adequacy of reference.

1. Triangulation

There are three kinds of triangulation for qualitative research that mentioned by Sugiono. They are source triangulation, technique triangulation and time triangulation⁵⁴. Moleong emphasizes four kinds of triangulation methods that may be used in qualitative research namely, source triangulation, methods triangulation, researcher triangulation, and theory triangulation.⁵⁵

Based on the triangulation methods that have been mentioned above in this process the researcher only does two kinds of triangulation methods. The first method is the triangulation of data sources. The results of the data compare from one respondent to another, especially the result of interviews. The researcher evaluates the results by checking out the perception or statement that is come from

⁵⁴ *Ibid*, p.369

⁵⁵ Moleong and Lexy J, *Metode Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2009). p. 330

the respondent, if there are some unclear statements or opinion the researcher asks the respondent feedback again in order to obtain a valid data.

The second triangulation method is the triangulation of techniques. In this process the researcher compares the results obtained from each kind of procedure of collecting data such as interview, observation, and document examination. The comparing is needed in order to obtain a valid data as the findings of the research.

2. Member Checking and Negative Case Analysis

In this research, the main data sources were the subject. All of the data that have been collected should be checked not only by the researcher but also another potential people around the subject. The process is conducted in the natural setting where the researcher just makes some easy conversation and asked them about the research data without knowing that the researcher doing the negative case analysis

3. The adequacy of Reference

To prove that the data has been obtained is valid or not of course it can be seen from the experience of the subject in the form of authentic photographs, documents, and recordings. In this research, the researcher provided a format of personal data of the subjects.

G. Data Process

Data process in qualitative research refers to a series of steps taken to manage, analyze and present the data collected from the field. Since qualitative research often involves rich and complex data, such as interview, transcripts, observations, or documents, this data processing is crucial for simplifying, organizing, and understanding the information. Data analysis is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that accumulate to increase your own understanding of them and to

enable you to present what you have discovered to others⁵⁶. In data processing commonly cover some important parts:

a.) Data reduction

Data reduction is the process of simplifying and organizing data by selecting relevant information and reducing what is not important. Data reduction is the process of selecting, focusing on simplification, abstraction and transformation of raw data that appear from written field notes.⁵⁷

b.) Data interpretation

Data interpretation in qualitative research is the process of understanding and making meaning of data that has been collected and organized. After the data has been reduced and presented, the researcher analyzes the information to find deep patterns, themes or relationship. The interpretation process involves linking the data with existing theories or conceptual frameworks, as well as relating the findings to a broader context.

c.) Data display

Data display refers to the process of presenting reduced data in an organized and systematic way to make analysis and conclusions easier. The main purpose of data display is to show information visually or in a simpler form, so that the researchers can easily identify patterns, relationship between variables or find answer to the research question.

⁵⁶ Sugiono, *Metode Penelitian Bisnis* (Bandung: Alfabeta, 2007). p. 427

⁵⁷ Ahmad Rijali, "Analisis Data Kualitatif," *Alhadharah: Jurnal Ilmu Dakwah* 17, no. 33 (2019): 81, <https://doi.org/10.18592/alhadharah.v17i33.2374>.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This section presents the data which have been collected from interviews. Here will be explained the result from the recording and data reduction. This part consists of two parts such as Findings and Discussion. The findings show the result of the collected data analysis. In the discussion section, arguments and further interpretation of the findings are given. This research was conducted in STAR ENGLISH COURSE in Parepare. It is located in Jend. Ahmad Yani Km 3, Parepare, South Sulawesi. The subjects of the research were taken from the teachers, and the director of SEC.

1. The Lesson Planning In STAR English Course

Planning is very important because it influences the actions to be carried out in relation to the next step. Based on the interview, the lesson planning in STAR EC is arranged by the director himself and the senior teachers. The steps in preparing lesson plan at STAR EC include determining the learning objectives, learning strategies, and the materials. Those will be explained below

a) Determining Learning Objectives

The lesson plan is arranged based on the curriculum that applied in school combined with existing needs in STAR EC so that the students can feel the impact of what they learn in STAR EC in line with that they learn at school.

In designing teaching materials, STAR EC uses standardized materials that have been implemented for years, with adjustments that made only when necessary to meet students' needs based on their learning progress. For examples materials are adapted from topics close to students, such as online games, social media, and similar themes.

As the goal of establishing STAR English Course institution is to provide English learning programs that oriented toward speaking skills, the learning objectives of each program guide participants to directly practice every teaching material they have learned. As the director SEC stated on interview:

“Tujuan pembelajaran di star itu secara holistik itu adalah tujuannya bagaimana siswa mampu berbahasa inggris jadi ee tujuan di star itu ada tujuannya hanya 1, bagaimana siswa bisa mencapai kemampuan berbahasa inggris dalam aspek berbicara” (interview H 8th of dec 2024)

The first step in designing the learning process is to determine the learning objectives. Based on the document analysis and interviews with H as the director of SEC and R a senior teacher, they explained that the general learning objective of SEC is for participants to master the four basic competences: writing competence, reading competence, speaking competence, speaking competence, and listening competence. These general learning objectives are then standardized across each SEC programs or level, integrated and adjusted to the levels offered at SEC to ensure that the learning process is conducted effectively and efficiently. The information obtained is supported by the same opinion in interview with R:

“Dalam hal perencanaan, saya tidak banyak melakukan perencanaan materi ajar karena materi yg digunakan di star bersifat baku telah disesuaikan. Materi yg digunakan sudah diterapkan selama bertahun-tahun dan hanya dilakukan penyesuaian apabila diperlukan (kebutuhan siswa).” (interview R, 6th of dec 2024)

Based on document analysis and interviews that conducted, it can be concluded that the general learning objective of SEC is for participants to master the four basic competence: writing, reading, speaking, and listening competence. However, the greater emphasis is placed on mastering speaking competence. This is in line with the primary goal of each program, which focuses more on practicing English speaking skills, these learning objectives are then applied to every teaching material. As STAR EC is divided into 6 levels there are: Elementary with the objective of this level is to be able to master basic grammar use, then the second level is called Intermediate with the objective of the level is the students able to

master focused grammar (tenses), the third level called Post Intermediate, and the 4th level called Advanced with the objectives of these level is to be able master general grammar for communication.

Next level is Conversation and it has objective as to be able master active transactional speaking, and the last is TOEFL Preparation which is to equip students with the basic toefl test. The material that taught in level 1 or named elementary is material for grade 7 or 1st grade in junior high school. For level 2 the material is for the 2nd grade of junior high school. Next level is level 3 or namely post intermediate will be taught material for 3rd grade for junior high school. Material for level 4 namely advanced is for 1st grade of junior high school, level 5 named conversation and level 6 TOEFL Preparation the materials are for 2nd and 3rd grade for senior high school. It takes 3,5 months to finish each level.

b) Determining Learning Method

At STAR EC the learning method that applied is learning while playing and with grammar translation combines with fun learning. SEC offers six levels of learning. At level 1, the method used is fun learning to build students' motivation to learn English. This aligns with the result of the interview with the director of SEC

“Jadi metode pembelajaran yg di terapkan di star itu dengan system bermain sambil belajar. Atau belajar sambil bermain aa jadi ini konsep level 1 sampai level 6 kita konsisten menggunakan tekhnik ini kenapa, karena pembelajaran Bahasa inggris itu pada umumnya aa dari pendapat siswa itu aa sedikit membosankan aa sulit, tidak menarik, sehingga bagaimana kita bisa ee membuat siswa itu tertarik ee dan interest itu dgn cara kita harus selalu memberikan ee sejenis permainan namun dalam permainan itu mengandung ee materi pembelajaran yg akan dia pelajari, seperti itu”(interview H 8th of dec 2024)

From the interview above it can be concluded that the learning method that used at STAR EC focus on learning while playing. And another interview with the senior teacher, she added that the method used in class combines with the grammar

translation method with a fun learning approach. The grammar translation method is applied from level 3 and above, as she stated below

“Untuk metode, pendekatan yg saya gunakan adalah fun learning dg metode grammar translation. Alasannya krn pendekatan ini membuat siswa senang belajar dan enjoy dlm proses nya. Grammar translation digunakan krn sejauh ini, metode ini yg sangat cocok utk diintegrasikan dlm pengajaran 4 skill.” (interview R, 6th of dec 2024)

To make the learning process and classroom atmosphere more interesting and interactive, the tutors or the teachers often include ice-breaking activities to help students regain focus. Every 30 minutes, tutors in each class provide ice-breaking activities that they develop individually based on guidance from the director. These ice-breaking sessions are intended to help restore students’ focus and mood, enabling them to better absorb the lesson. This statement aligns with the interview with another senior teacher as she stated below

“Menciptakan suasana belajar dan interaktif untuk saat ini yg sering di lakukan di tempat kursus kami adalah lebih sering memberikan siswa aaa ice breaking. Jadi dengan memberikan siswa ice breaking, itu bsa Kembali mengajak mereka untuk, yg tadi nya mereka kehilangan focus, bisa Kembali mengembalikan focus mereka. Kemudian menggunakan suasana belajarnya supaya menarik dan interaktif kita menggunakan game. Jadi setelah materi di jelaskan sekita paling lama 30 menit, aa selebihnya sering kita gunakan untuk aa memberikan kepada siswa game, terkait dgn materi yg sudah di jelaskan tadi. Jadi kt memberikan game, aa agar mood siswa untuk belajar itu lebih tertarik, kmudian kelasnya lebih menarik, dan ada bagian interaktif mereka bermain game dan mereka berinteraksi satu sama lain.” (interview M, 5th of dec 2024)

c) Determining Material

The main consideration in designing the material is the adjustment to the students’ proficiency levels and their needs which are essential for learning. Materials at SEC are systematically arranged and presented according to the class or level of the students. The materials at SEC are systematically arranged and customized to the class or level of each student. The teaching materials implemented at SEC are standardized, and adopted from the curriculum that

implemented in school. And the learning material in SEC have been adapted and have been used for years, with adjustments made only to meet students' needs. Thus, SEC tutors simply just implement what has already been prepared. as the senior teacher and the director stated below

Ya jadi, kami Menyusun materi ajar itu Kembali seperti tadi, ee berdasarkan ee materi yang ada di smp dan sma. Nah jadi siswa yg belajar di star merasakan dampak ee apa yang di pelajari di star. Ketika ia juga mempelajari bhs inggris di sekolah ya. Namun mungkin kalua di star itu aa materinya lebih dalam, lebih luas, ya di banding ee pembelajaran di sekolah (interview H 8th of dec 2024)

Pertimbangan utama dalam penyusunan materi adalah penyesuaian dg tingkatan (level) kemampuan siswa dan kebutuhan siswa (students' need) yg dianggap esensial utk dipelajari siswa

Penyesuaikan kebutuhan ini didasarkan pada perkembangan pembelajaran hari ini terutama materi yg diajarkan di sekolah (interview R, 6th of dec 2024)

2. The Organizing Process In STAR ENGLISH COURSE

This section will discuss about the organizing in SEC, which are the division of tasks between the director, teachers, assistant teacher and staff. Additionally, it will also discuss the organization of students in the classroom by teacher during the learning process. It will be explained further below

a. Task Organization

SEC has a simple organizational structure. The director is responsible for ensuring the effectiveness of learning, providing adequate facilities and infrastructure, and fulfilling all the needs of the students. Meanwhile, teachers are tasked with ensuring that the materials are prepared for each level and delivered effectively. As for the staff, they are responsible for inputting all necessary data and requirements. As the director stated below:

“Ya jelas, kalau pimpinan star itu memastikan proses pembelajaran berjalan dgn baik, ya sarana dan prasarana tercukupi, sesuai yg di butuhkan oleh siswa, ya, Adapun guru, memastikan materi sudah di persiapan, di setiap level. dan Adapun staff bertugas untuk menginput semua hal yg dibutuhkan di dalam proses administrasi termasuk nilai, dan kehadiran guru.” (interview H 8th of dec 2024)

Each teacher has their own specific duties, which are determined based on discussions between the director and senior instructors, taking into abilities and capacities of each instructor. Based on the interview with R, she stated that “Pembagian jobdesk ditentukan berdasarkan diskusi antara direktur dan instruktur senior dg mempertimbangan kemampuan dan kapasitas setiap instruktur, serta sumber daya yg ada.” (Interview R, 6th of dec 2024)

In the division of tasks within a class, each class has a main teacher and an assistant teacher or an observant teacher. The main teacher is responsible for delivering the material to the students. The assistant teacher is tasked with monitoring students, especially during practice sessions with their peers. The assistant teacher’s role is to support the main teacher in guiding individual students who haven’t fully understood the material presented or correcting students who make mistakes during practice. This information is aligned as the senior teacher stated below:

“Itu di bagi berdasarkan materi atau topik. Jadi Ketika bagian penjelasan, saya lebih banyak terlibat dalam proses penjelasan. Tapi Ketika ada bagian dalam pembelajaran yg mengharuskan siswa praktik dengan sesama temannya, jadi sering saya meminta bantuan pada instruktur lainnya untuk memantau. Karena saya sendiri tidak bisa memantau seluruh siswa. Jadi untuk bagian praktek atau Kerjasama antar siswa itu sering saya meminta bantuan kepada instruktur lainnya untuk memantau perkembangan siswa perindividu.” (interview M, 5th of dec 2024)

b. Students Organization In Classroom

In the learning process, especially during practice sessions, tutors use a strategy of grouping students based on their abilities. This is done by forming groups and assigning students who have good ability to each group, with the aim that these students can help their peers who have not yet understood the material, with aim there will be a collaboration within the group. However, when they are given non-assessed tasks such as games or quizzes, the students are not grouped. Grouping is only implemented during practice sessions. As the senior teachers stated that in line with this information:

“Dalam hal pekerjaan yg bersifat kolektif/kelompok, saya jarang mengelompokkan siswa berdasarkan kemampuannya utk task yg bersifat non-assessed (seperti game, atau quiz). Tapi utk task yg bersifat assessed/dinilai (seperti group discussion, group homework) maka siswa yg memiliki kemampuan yg cukup baik akan disebar disetiap grup.” (interview R, 6th of dec 2024)

“Strategi mengelompokkan siswa berdasarkan kemampuan mereka itu contoh misalnya dalam satu grup itu mengharuskan ada 3 siswa, jadi tidak semua 3 tsb adalah siswa dgn kecerdasan yg tinggi tapi kita bagi. Contoh misalnya satu siswa yg cepat tanggap. Cepat paham, dan sudah paham materi. Dan siswa kedua siswa yg sedikit medium, dan satunya lagi siswa yg sedikit low dalam menangkap Pelajaran. Jadi ketika mereka praktik, ada part di mana bagian yg sudah mengerti materi bisa membantu temannya . jadi kesinambungan, kerjasamanya berjalan dan tidak saling, tidak vakum karena tdk ada yg mengerti.” (interview M, 5th of dec 2024)

3. The Lesson Actuating In STAR ENGLISH COURSE

This point will be discussed further about how the lesson actuating in SEC. start from the admission of new students, the implementation of classroom learning, the challenges faced by the teachers, and how teachers cope with the challenges. The further explanation will be explained below

a. Lesson Activity

Lesson actuating activities are carried out as follow-up to the well-prepared planning activities and the established organization. After conducting a series of interviews and observations with the institution, it was found that the implementation of the course program begins after the new student enrollment process is completed and the new course period has started. The new student enrollment process at SEC is conducted at the beginning of each academic year. Moreover, the schedule aligns directly with the school calendar. This idea aligns with the interview with the director below:

“Jadi, itu tergantung nnti dari levelnya juga. Jadi pengaturan pembelajaran di star itu, yg menarik di star itu, yg perlu saya sampaikan. Di tahun ajaran baru, yaitu di bulan juli, kami menerima siswa baru, Dimana yg akan belajar di bulan juli itu yaitu level ganjil. Sementara di sekolah, siswa akan belajar di semester ganjil juga “
(interview H 8th of dec 2024)

Before the class begins, students are required to memorize their vocabulary memorization that given last meeting before entering the classroom, and this is

mandatory. Students who don't memorize their memorization, they will be given punishment in classroom for such as standing for 15-30 minutes.

The first part of learning session begins with checking student attendance, followed by a 5-minute review of the material presented in the last meeting. After that, the session focuses on the material to be delivered during the material that meeting. The class be held for 90 minutes. For the 1st 30 minutes, the teachers will deliver the material. For the 2nd 30 minutes, the teachers will conduct practice with students to students by using the material that presented that day. And for the last 30 minutes, the tutors used it for playing games, and do the final test, or test, for measuring whether the students have understood the material. The delivery is conducted interactively, for instance through presentations and games.

Teachers are expected to have a good sense of humor, allowing the students to learn in a relaxed and comfortable atmosphere. When it is on the classroom, the teacher delivers the material to the students (one-way communication), followed by the students responding to the teacher. In every session or every meeting, the material includes practical activities where students interact with each other. The practice time also including with games, allowing them to learn while playing. This practice time is divided into two types: interaction between students and students, and interactions between students and teacher, ensuring the learning process is active and communicative. At the end of the session, a test is conduct to assess whether students understood the material provided.

Besides that, based on researcher's observation, students at SEC are required to speak English both inside and outside the classroom, whether with teachers or students to students. This stimulates and habituates the students in using

English, aligning with SEC's primary goal of focusing on speaking skills. This approach ensures the learning objectives are achieved effectively and efficiently.

b. Teacher's way to cope the teaching challenges

The parties that most involved in the learning implementation are the tutor and the course participants or students. Tutors act as facilitators who deliver the material, while the course participants are the ones receiving the material. Based on the interviews conducted, senior teachers stated that their biggest challenge in dealing with the students of his generation is that they are very easily distracted because students today are overly exposed to social and gadgets. This statement in line with the interview with the teachers

“Tantangan terbesar dalam menghadapi dan melaksanakan proses pembelajaran itu adalah mengembalikan fokus siswa, jadi siswa jaman sekarang itu jujur secara pribadi, mereka sering kehilangan fokus, entah itu karena pengaruh gadget atau game” (interview M, 5th of dec 2024)

In addition, besides they lose focus easily, they also tend to lose motivation to learn, get bored easily, and feel tired during the learning process. As R stated below

“Tantangan terbesar saya adalah fokus dan motivasi belajar siswa. Di era disruptif seperti hari ini, cukup sulit membuat siswa fokus dlm proses pembelajaran krn mereka telah terpapar cukup ekstrem oleh sosial media sehingga kemampuan siswa utk fokus dikelas pun jg cukup turun. Motivasi belajar siswa pun juga kadang menjadi tantangan tersendiri krn tak jarang siswa menjadi gampang bosan dan lelah belajar terutama ketika diberikan tugas.” (interview R, 6th of dec 2024)

As the teachers said that their biggest challenges are the students tend to lose focus and motivation easily, so they have to had the perfect solution. To cope the challenges that they face, based on the interview, they have several strategies to capture students' focus and create an interactive classroom atmosphere. Tutors use various methods to attract students' attention such as playing games, classroom karaoke, and quizzes. This statement supported by interview with the teacher:

“Banyak cara kami gunakan utk membuat suasana belajar menarik seperti game, classroom karoke, quiz, dll.” (interview R, 6th of dec 2024)

Beside those ways, the other teacher use ice breaking to capture students' focus. She assumed that with the ice breaking, the students will have a break for a minute, and get back their focuses. As she stated below

“Jadi sekitar per 10 menit itu siswa terkadang kehilangan fokus. Meskipun sbnrnya mereka ingin belajar tapi mereka terlihat seperti kehilangan fokus. Namun begitulah fungsi dr ice breaking agar kembali mengembalikan fokus mereka.” (interview M, 5th of dec 2024)

In addition, to rebuild students' motivation to learn, which tends to diminish nowadays, tutors at SEC use storytelling by sharing success stories of their seniors who have achieved their dreams. Secondly, they provide rewards in the form of additional scores, and appreciation through verbal praise. This thing is in line with the senior teacher stated

“Pertama, storytelling kisah senior mereka yg telah berhasil meraih mimpi. Kedua, memberikan reward berupa tambahan nilai maupun candy. Ketiga, memberikan apresiasi berupa apraisasi/pujian” (interview R, 6th of dec 2024)

4. The Educational Coaching STAR ENGLISH COURSE

Based on interviews, educational coaching in SEC is divided into several parts, the first is director holds briefing regularly. This briefing serves to ensure that teachers stay on track in teaching. And when holding a briefing, the leader also corrects what needs to be correct from the teacher's performance in the classroom which aims to improve teacher's performance in the next meeting. The second step is before directly involved in teaching, teachers must be an observant teacher, the third is way in educational coaching is monitoring by the director, and the last is asking for feedback. A more explanation will be provided below.

a. Regularly Briefing

Coaching is a series of activities carried out by the director for tutors to ensure that everything runs as it should or in accordance with the procedures that have been previously established.

“kita biasa memberikan pelatihan, dan di sini di pelatihan ini kita berkomunikasi dgn guru tsb, kita selalu mengadakan briefing mksdnya ya, setiap 2x dalam sebulan, ya kita memastikan apakah materi ini di pahami, materi mana yg mau di tanyakan, di situ kita selalu adakan briefing atau pertemuan 2x sebulan.” (interview H 8th of dec 2024)

Based on the interview of the sources that been conducted, it can be concluded that the coaching or in this case is briefing that carried out at SEC is conducted regularly, twice a month by the director and is based on the needs of teachers and staff. The coaching is conducted to ensure that the elements within SEC operate in accordance with the established procedures. This is also supported by the statements provided by “R”

“Utk pelatihan khusus sendiri tidak ada. Tapi pembinaan berupa evaluasi berkala untuk mengontrol kualitas setiap guru rutin dilakukan oleh direktur.” (interview R, 6th of dec 2024)

b. **Becoming An Observant Teacher**

When instructors recruit new teachers, those teachers can't immediately start teaching in the classroom. Instead, they must serve as observant teachers for 1 or 2 years or we call it observant teacher. Observant teacher is tasked with observing the real teacher in the classroom. This includes everything, from movements, expression, until how they interact with the students, how the material is delivered, and even how to make jokes for the students. Or we can say that the observant teacher's role is to imitate what the senior, or the real teacher does from the beginning to the end of the class. After the class ends, the observant teacher prepares a teaching report that they wrote in details what they observed during the learning session.

This teaching report is then submitted to the director to be reviewed. Additionally, the teaching report can be as a guide for the observant teacher later when they eventually become a real teacher. This is also one of the ways to ensure that the material delivered is aligned and to ensure that the teachers can manage the classroom effectively this aligns with what the director and the teacher said

“Proses pembinaan bagi instruktur itu juga cukup menarik karena ee guru yg di rekrut itu tidak bisa otomatis lgsg menjadi guru di star. Tetapi dia menjadi asisten guru senior. Jadi itu bisa berlangsung selama satu atau dua tahun dengan mereka itu di supervise oleh guru mentor mereka” (interview H 8th of dec 2024)

“Kemudian sebelum terjun sebagai instruktur pengajar pelatihannya itu dengan cara setiap instruktur harus menjadi observant teacher sekitar satu tahun ee bahkan lebih untuk menguasai bagian dari kelas entah itu pengajaran atau bagian kesiswaan jadi instruktur harus menguasai suasana kelas dlu lalu bisa terjun langsung menjadi instruktur pengajar , itu yg saya sebut tadi tidak secara formal di bina, tetapi secara tidak langsung Ketika terjun sebagai observant teacher, itu adalah sebuah pelatihan atau pembinaan” (interview M, 5th of dec 2024)

It can be concluded that the coaching process at SEC is carried out directly by the director on a regular basis. Based on the interview results, it can be concluded that one of the coaching methods at SEC is that newly recruited teachers don't instantly become real tutors. Instead, they must serve as observant teachers for 1 or 2 years to ensure that they have learned and understood the material, and also capable of managing the classroom effectively in the future. And they have to make a teaching report start from in the beginning of the class until the end of the class, and it will be sent to the director by the observant teacher.

c. Monitoring by the director

The director of SEC also ensures that the teachers' performance runs effectively by monitoring each teacher and class using CCTV equipped with visual and audio features. The director then conducts evaluations through internal meetings attended by all the instructors.

“untuk memastikan proses pembelajaran sesuai dengan rencana ee kita juga memonitor. Kita memonitor guru lewat ee visual dan audio. Kita melengkapi setiap kelas itu denga nee cctv yg di lengkapi dengan audio. jadi tidak hanya

visualisasi yg hanya bsa kta lihat, tapi juga bisa langsung mendengar apa yang guru sampaikan kepada siswa” (interview H 8th of dec 2024)

This aims to ensure what is delivered to the students aligns with what has been planned. Through the CCTV, the director can also monitor the students’ learning conditions in the classroom to ensure everything stays on track.

d. Asking For Feedback

The director also asks the students to provide their opinions about the teachers at SEC by giving them a sheet of paper where they can write down the strengths and weakness of the teachers. This allows the teachers to understand what aspects they need to improve or maintain

“kita memberikan polling atau selebaran kepada siswa untuk meminta pendapat ee terkait dengan bagaimana perasaan atau pengalaman belajar siswa dengan guru tertentu. Aa di situ kita bisa mendapatkan informasi” (interview H 8th of dec 2024)

The purpose of students providing feedback to the teachers about their experience that being taught by them is to foster a more effective and engaging learning environment. Feedback also helps teachers identify their strengths and what should they improve, enabling them to adjust their teaching strategies to better meet the students’ needs. It also encourages a collaborative relationship between teachers and students, where students feel valued and involved in their educational process. ultimately this practice promotes continuous professional development for teachers and enhances the overall quality education.

Based on the interviews and observations conducted, there are various methods of coaching that implemented in SEC. These include the director hold meetings or briefings aimed at discussing what needs to be improved or evaluated. And the new recruited teachers serving as an observant teacher for 1 or 2 years before becoming real tutors, monitoring teachers using CCTV, and asking students to write about their experiences with the teachers at SEC.

5. The Lesson Evaluation in STAR ENGLISH COURSE

The lesson evaluation in SEC is divided into two which are teacher evaluation to student, and student evaluation to teacher. Lesson evaluation is the process of assessing the effectiveness of a lesson to determine whether the learning objectives were achieved and to identify areas for improvement. It involves reviewing the teaching strategies, materials, and student engagement, as well as collecting feedback from students and observing their performance. The goal of lesson evaluation is to enhance the quality of teaching and learning and what needs to be adjusted for the future lesson.

a. Students Evaluation

The researcher will provide an explanation of teacher evaluation and student evaluation at SEC. first, we will discuss teacher evaluation to student. At SEC, teachers evaluate students' learning progress by conducting formative and summative assessments. These tests can be in the form of written or oral test. This information is supported by informants R and M during the interviews

“Evaluasi dilakukan dg asesmen formatif maupun sumatif.” (interview R, 6th of dec 2024)

Then M also add some statements:

“Jadi penilaian yg di gunakan itu bisa menggunakan test tertulis. Dan kita juga bisa menggunakan test secara orally “(interview M, 5th of dec 2024)

In conclusion, lesson evaluation is conducted through assessments steps using formative and summative tests. Summative and formative tests have different but yet important purposes for students. Summative tests are given at the end of a topic of course, or learning period to check how well students have understood the material. They show whether the learning goals have been reached. Formative tests on the other hand, are given during the learning process to see how students are doing. They give students timely feedback on their strengths and areas for

improvement, allowing them to adjust their learning strategies accordingly. Together, these tests help ensure that students not only achieve their academic goals but also continuously grow and improve in their learning journey.

b. Teacher Evaluation

Not only students that being evaluated. SEC also evaluates its tutors. At the end of each semester, students at SEC provide evaluations for their teachers. This serves as quality control for the teaching staff at SEC. it is conducted at the end of each level, or every three and a half months. The director of SEC evaluates the teachers by interviewing two senior teachers regarding the performance of other teachers.

“Jadi proses evaluasi untuk instruktur itu dilakukan ee kita ee kadang kita lewat dari satu level, dari satu level itu aa durasinya 3,5 bulan, nah biasanya di pertengahan level dan di ujung level kita selalu adakan evaluasi. Cara evaluasinya terkadang kita interview guru2 yg senior terkait dengan aa performa dari guru2 yg baru bergabung” (interview H 8th of dec 2024)

In addition, teachers also receive evaluations from students, where students will write down their concerns or suggestions for improvement regarding the teachers. They provide feedback on the teachers’ strengths and highlight that need to maintained or improved on their teaching skill.

“kami menggunakan umpan balik dari siswa menggunakan itu tadi, siswa menuliskan kesan pesannya lewat kertas, setelah kita kumpulkan kertas itu, kita baca, lalu kita meminta guru2 juga membaca hasil polling itu, dan masing2 di minta untuk mencatat kelemahan ee dari masing2 guru, tentunya dari pendapat siswa yang ee sudah di kumpulkan tadi. Jadi guru membaca masing2 kelemahannya dan mengidentifikasi apa kelemahan dan apa kelebihanannya. Kalau dia memiliki kelebihan, dia harus mempertahankan kelebihan itu, namun kalau dia di catat ada kekurangan, aa dia harus memberikan catatan dan meningkatkan memperbaiki kelemahannya .” (interview H 8th of dec 2024)

Using this method, teachers are expected to understand and to know their strengths and weaknesses so they can improve their teaching performance. This statement is supported by informant M

“Hasil evaluasi sangat mempengaruhi rencana pengajaran kalau di sec kita tidak menyebutnya sbg sesi, tapi menyebutnya sebagai level, hasil eveluasi tsb sangat2 mempengaruhi rencana pengajaran di level selanjutnya. Apa yg kurang di level sebelumnya, itu bisa menjadi acuan kita untuk memperbaiki proses atau rencana pengajaran untuk level selanjutnya, begitupun kalau ada yg baik, kita lebih memperbaiki lagi agar lebih baik untuk level selanjutnya” (interview M, 5th of dec 2024)

B. Discussion

The learning management in Star English Course is consist of lesson planning, organizing process, lesson actuating, educational coaching, and lesson evaluation. The lesson plan is arranged based on the curriculum that applied in school combined with existing needs in SEC. The setting of learning objectives is the first step that taken SEC. the general planning of learning objectives at STAR EC aims for the students to master the four basic competencies, starting from writing competence, reading competence, speaking competence, and listening competence. This aligns with experts' opinion stated that the management of non-formal education is an effort to apply management functions to all activities related to non-formal educational institutions as well as non-formal education units. These activities include bureaucratic efforts to implement, and develop non-formal educational institutions (Sudjana, 2000:2). This focus on basic competencies is appropriate as it strengthens essential English skills that are practical and applicable. This approach aligns with the principles of “student-centered learning”, which prioritize the needs of learners

In the division of tasks in class, each class has a main teacher and assistant or observant teacher. In practice session, teachers use strategy of grouping students. The first part of learning session begins with checking student attendance, followed by a 5-minute review of the material presented in the last meeting. After that, the session focuses on the material to be delivered during the material that meeting. The class be held for 90 minutes. The results of the study on the teaching and learning

process align with the expert opinion stating that the learning process is a series of stages to guide and assist learners in understanding the teaching materials, so that learners are able to know, master, and apply them in their lives. The learning process is an educational activity aimed at achieving learning objectives (Soetomo in Sukmana and Dwilestari, 2013:13). Beside that, this also align with (Ari Sulistiyo 2016:106) stated that in his research that the learning process begins with greetings and introductions with the course participants, followed by a review of the material covered previously. After that the lesson is focused on the material to be taught during that session. This structured teaching strategy can enhance student engagement and facilitate better understanding of the material. However, it is also important to explore interactive learning methods, such as group discussions or simulations, to encourage active participation from students.

Coaching at SEC is conducted by the coach through various methods, such as holding regular meetings to discuss what needs to be improved in the teachers' performance, providing training to newly recruited teachers, such as requiring them to become observant teachers before teaching in class for 1 or 2 years. Additionally, the director monitors each teacher in class using CCTV, and lastly, feedback is provided by asking students to give their opinions about the teacher's performance. Coaching in non-formal education aims to ensure that the implementation of programs does not deviate from the predetermined plan. The results of this research align with Sudjana's opinion, as cited in (Fadilah & Fakhruddin, 2019), which explains that coaching is an effort to maintain or ensure that what should happen occurs or to keep things as they should be. The writer thinks that SEC's coaching approach is quite comprehensive. However, placing greater emphasis on training in modern pedagogy, such as integrating technology into teaching, could further enhance teacher effectiveness.

The students' learning progress in SEC evaluated by the teachers by conducting formative and summative assessments. These tests can be in the form of written or oral. In addition to student evaluation, SEC also evaluates its tutors through 2 ways, which are through the director and the students. The director will interview the senior teachers about the performance of the other teachers, and by asking the students about their feedback on teachers' performance by writing their opinion. This aims to provide teachers with insights about their performance. This aligns (Arifin, 2009:5) that stated the learning evaluation is adjusted to the type of evaluation itself, such as planning, and development evaluation, monitoring evaluation, impact evaluation, and comprehensive program evaluation. The researcher thinks that SEC's evaluation process is thorough. However, it is essential to ensure that the evaluation results are effectively used to improve both the learning process and teaching quality. The findings show that the learning management at SEC has implemented sound principles of non-formal education. The steps taken reflect continuous efforts to meet student needs and maintain teaching quality. However, further development, such as integrating innovative teaching methods and technology, could further enhance program effectiveness.

1. The Lesson Planning In STAR ENGLISH COURSE

Based on the result of the research that conducted, lesson plan is arranged based on the curriculum that applied in school combined with existing needs in SEC. In designing teaching materials SEC uses standardized materials that have been implemented for years, with adjustments that made only when necessary based on the students' need. The result of the research aligns with Sudjana's (2000:17) statement, which declares that planning provides direction on how and when actions will be taken and who will be involved in those actions or activities. Furthermore, planning involves consideration of all activities to be undertaken or implemented.

These considerations include needs, potential success, resources used, supporting and inhibiting factors, as well as potential risks of the action to be taken.

The setting of learning objectives is the first step that taken SEC. the general planning of learning objectives at STAR EC aims for the students to master the four basic competencies, starting from writing competence, reading competence, speaking competence, and listening competence. The method that the tutors used in sec is learning while playing combined with translation method with a fun learning approach. To make the learning process and classroom atmosphere more interesting and interactive, the tutors or the teachers often include ice-breaking activities to help students regain focus considering that learning at SEC focuses more on practice, the lesson delivered in the form of games related to the material that being taught, aiming to help students understand the lesson more easily. These research findings align with expert opinions stating that in course-based learning, the process is carried out by combining with lecture method, discussions, group work, and practice. The integration of various methods in implementing the learning process is a specific task of the learning resources (Soetomo in Sukmana and Dwilestari, 2013:13).

Learning materials are the teaching content that will be delivered to the course participants. The materials at SEC are systematically arranged and customized to the class or level of each student. The teaching materials implemented at SEC are standardized, have been adapted and have been used for years, with adjustments made only to meet students' needs. Thus, SEC tutors simply just implement what has already been prepared. The materials used at SEC align with the expert opinion stating that materials are resources intended to be delivered to learners. The materials prepared must be relevant to the learning or course objectives (Soetomo in Sukmana and Dwilestari, 2013:13)

2. The Organizing Process In STAR ENGLISH COURSE

SEC has a simple organizational structure. The director is responsible for ensuring the effectiveness of learning, providing adequate facilities and infrastructure, and fulfilling all the needs of the students. Meanwhile, teachers are tasked with ensuring that the materials are prepared for each level and delivered effectively. As for the staff, they are responsible for inputting all necessary data and requirements. In the learning process, especially during practice sessions, tutors use a strategy of grouping students based on their abilities. This is done by forming groups and assigning students who have good ability to each group, with the aim that these students can help their peers who have not yet understood the material, with aim there will be a collaboration within the group.

According to Umberto Sihombing (2000:64) organization implies the arrangement or structuring of non-formal education organizations, starting from planning to implementation, to foster community participation. This organization is usually manifested in the form of an organizational structure.

3. The Lesson Actuating In STAR ENGLISH COURSE

The learning implementation process at SEC is customized to the training provided to tutors by the education coordinator. The delivery of learning materials is conducted interactively and involves all activities. Moreover, the implementation of learning is adjusted to the targeted outcomes to be achieved.

Before the class begins, students are required to memorize their vocabulary memorization that given last meeting before entering the classroom, and this is mandatory. Students who don't memorize their memorization, they will be given punishment in classroom for such as standing for 15-30 minutes. The first part of learning session begins with checking student attendance, followed by a 5-minute review of the material presented in the last meeting. After that, the session focuses

on the material to be delivered during the material that meeting. The class be held for 90 minutes. For the 1st 30 minutes, the teachers will deliver the material. For the 2nd 30 minutes, the teachers will conduct practice with students to students by using the material that presented that day. And for the last 30 minutes, the tutors used it for playing games, and do the final test, or test, for measuring whether the students have understood the material. The delivery is conducted interactively, for instance through presentations and games. Teachers are expected to have a good sense of humor, allowing the students to learn in a relaxed and comfortable atmosphere. At the end of the session, a test is conduct to assess whether students understood the material provided. The results of the study on the teaching and learning process align with the expert opinion stating that the learning process is a series of stages to guide and assist learners in understanding the teaching materials, so that learners are able to know, master, and apply them in their lives. The learning process is an educational activity aimed at achieving learning objectives (Soetomo in Sukmana and Dwilestari, 2013:13).

The implementation of learning is an educational activity that shapes the interaction between the teacher and students. Ambarita (2006: 80). This aligns with the results of the researcher's observation, where there is an interaction in SEC's learning process. First, the tutor delivers the material to the course participants (one-way communication), which is then followed by the course participants responding to the tutor or to other participants, making the learning process active and communicative. Communication in the English language course, both inside and outside the classroom, is required to use English as the primary language of communication. This approach stimulates and familiarizes participants with the English language, aiming to ensure that the learning objectives are achieved effectively and efficiently.

Motivation for course participants is provided by the tutor and the education coordinator. Tutors are instructed to build a close relationship with the course participants. The similar age range helps participants feel at ease with the tutor, while still respecting them as an educator. Tutors are expected to have the ability to guide and motivate the course participants. The goal of participants taking the English course is for academic needs, career advancement, and personal development. Therefore, the issue of providing motivation to participants remains the same over time; participants need guidance in preparing themselves to become more proficient after mastering English. The results of the observations and interviews are also supported by research that states the following.

“Basic concepts related to classroom management, communication and interaction within the classroom, definition of classroom management, different aspects and features of the classroom management in maintaining discipline in the class, in-class and out-of-class factors affecting classroom atmosphere, models of classroom management, development and administration of rules in the classroom, physical arrangement of the classroom, management of disruptive behavior in the classroom, timing in the classroom, classroom organization, establishment of a positive classroom atmosphere” (International Journal Designing English-Medium Classroom Management Course for Non-Natives, Turkish Online Journal of Qualitative Inquiry, Vol. 4, No. 3, July 2013).

As added by Syaiful Sagala (2012:146) the relationship between students and tutors in the learning process places tutors or teachers in a strategic position as learning managers, preparing everything related to the learning process.

4. The Educational Coaching In STAR ENGLISH COURSE

Coaching is a series of activities carried out by the director toward tutors to ensure that everything runs as it should or in accordance with the established procedures. Based on the research, coaching at SEC is conducted by the coach through various methods, such as holding regular meetings to discuss what needs to be improved in the teachers' performance, providing training to newly recruited

teachers, such as requiring them to become observant teachers before teaching in class for 1 or 2 years. Additionally, the director monitors each teacher in class using CCTV, and lastly, feedback is provided by asking students to give their opinions about the teacher's performance.

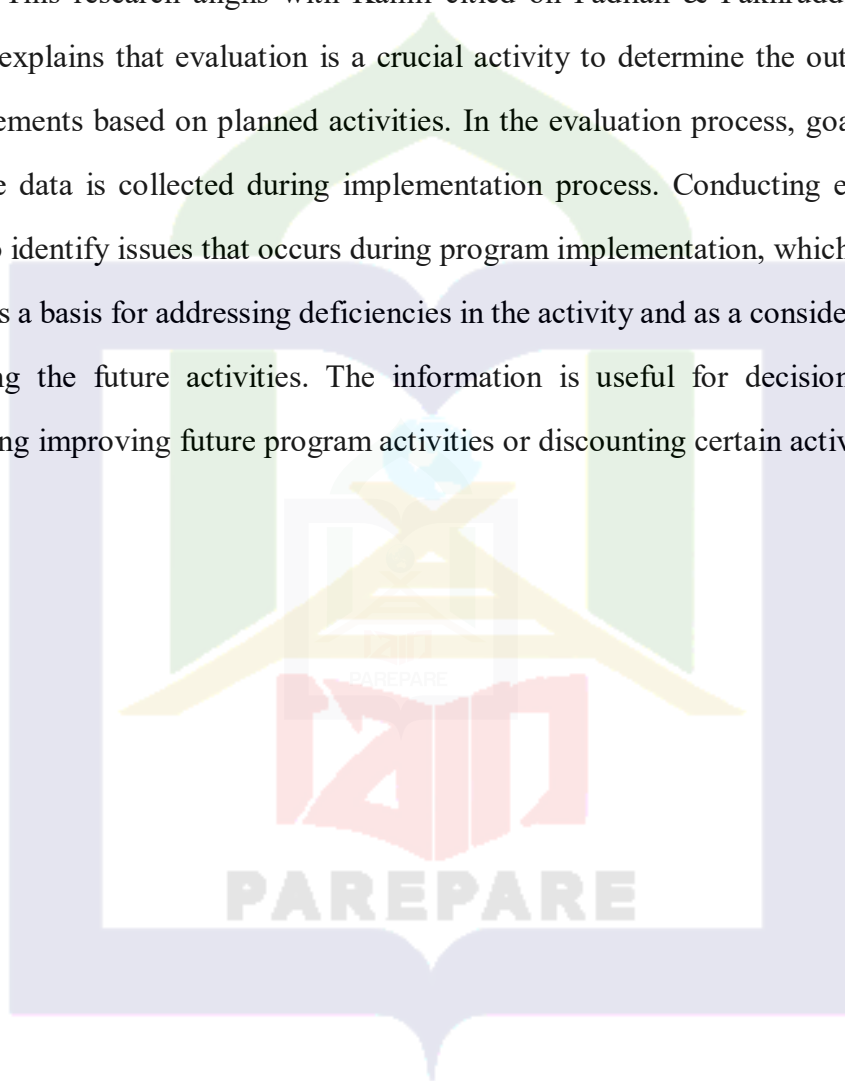
Coaching in non-formal education aims to ensure that the implementation of programs does not deviate from the predetermined plan. The results of this research align with Sudjana's opinion, as cited in (Fadilah & Fakhruddin, 2019), which explains that coaching is an effort to maintain or ensure that what should happen occurs or to keep things as they should be. Sudjana also argues, as cited in (Alif Alwan, 2019), that the function of coaching is to maintain and sustain the actions carried out by program implementers to ensure they remain aligned with the objectives previously planned in accordance with the institution's or organization's mission. The functions of coaching include supervision conducted on the targets of the program-organizing institution, supervision of the program implementers, and monitoring of the program's activities.

5. The Lesson Evaluation In STAR ENGLISH COURSE

Lesson evaluation is the process of assessing the effectiveness of a lesson to determine whether the learning objectives were achieved and to identify areas for improvement. It involves reviewing the teaching strategies, materials, and student engagement, as well as collecting feedback from students and observing their performance. Based on the research, the students' learning progress in SEC evaluated by the teachers by conducting formative and summative assessments. These tests can be in the form of written or oral. In addition to student evaluation, SEC also evaluates its tutors through 2 ways, which are through the director and the students. The director will interview the senior teachers about the performance of the other teachers, and by asking the students about their feedback on teachers'

performance by writing their opinion. This aims to provide teachers with insights about their performance. About what needs to be improved and what should be maintained, which is essential for teachers to enhance their teaching skills.

This research aligns with Kamil cited on Fadilah & Fakhruddin (2019) which explains that evaluation is a crucial activity to determine the outcomes of achievements based on planned activities. In the evaluation process, goals are set and the data is collected during implementation process. Conducting evaluation aims to identify issues that occurs during program implementation, which can then serve as a basis for addressing deficiencies in the activity and as a consideration for planning the future activities. The information is useful for decision-making, including improving future program activities or discounting certain activities.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Lesson plan

Lesson plan is arranged based on the curriculum that applied in school combined with existing needs in SEC. in designing teaching materials SEC uses standardized materials that have been implemented for years, with adjustments that made only when necessary based on the students' need. The step in preparing lesson plan include determining learning objectives, determining learning strategies, and determining material.

2. Organizing

SEC has a simple organizational structure. The director is responsible for ensuring the effectiveness of learning, providing adequate facilities and infrastructure, and fulfilling all the needs of the students. Meanwhile, teachers are tasked with ensuring that the materials are prepared for each level and delivered effectively. As for the staff, they are responsible for inputting all necessary data and requirements. In organizing the students in the classroom, the teachers use strategy of grouping students who have good ability to each group of students, so that these students will be able to help their friends who not yet understood

3. Actuating

The learning actuating begins with the teacher open the class and delivering the material during the first 30 minutes. In the next 30 minutes, the teacher conducts exercise for students using the material that been taught that day. The last 30 minutes are used for playing games and conducting a final test. In learning actuating process in classroom, the teacher faces several challenges and the teachers have their own ways of coping these challenges

4. Coaching

Coaching that conducted in SEC is divided into several parts which are holds briefing regularly to ensure teachers' performance is stay on track in teaching, and evaluate teachers' performance. And then becoming an observant teacher, moreover monitoring by the director, and asking for feedback

5. Evaluation

Evaluation is a step taken by the director to determine how effective the learning process has been during the course. The evaluation for students is generally conducted through two types of tests: formative and summative, which are carried out by the teachers and aligned with the program of the course. Evaluation is also conducted for the teachers, where the director discusses the teacher's performance with senior teachers. Additionally, students are involved in evaluating teacher by providing their feedback. They will write down their concerns or suggestions for improvement regarding the teacher's performance. They provide feedback on the teacher's strengths and highlight that need to be maintained

B. Suggestion

1. The implementation of teacher or tutor development is encouraged to better coordinate the schedule for regular meetings, as effective coordination ensures smooth information gathering
2. The learning evaluation conducted by SEC should include providing special tests for participants who missed several sessions due to absences during the learning process. this would help assess the extent of their understanding and mastery of the material covered

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APPENDICES



	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUTE AGAMA ISLAM NEGERI (IAIN) PAREPARE JURUSAN TARBIYAH Jl. Amal Bakti NO. 8 Soreang 911331, Telepon (0421) 21307, PakIsmaail(0421)2404
	ADMINISTRASI PERSURATAN

APPENDICES 01: ADMINISTRASI PERSURATAN PENELITIAN

 KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE PASCASARJANA Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id	
Nomor	B-1244 /In.39/PPS.05/PP.00.9/11/2024
Lampiran	1
Perihal	Permohonan Izin Penelitian
19 November 2024	
Yth.	Bapak Walikota Parepare
Cq.	Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu
Di	
Tempat	
	Assalamu Alaikum Wr. Wb.
	Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Pascasarjana IAIN Parepare tersebut di bawah ini :
Nama	: REZKI ADELYA
NIM	: 2220203879102024
Program Studi	: Tadris Bahasa Inggris
Judul Tesis	: A Comprehensive Review of Learning Planning, Implementation , and Learning Assessment System at Star English Course : A Qualitative Study.
Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan November s/d Januari Tahun 2024	
Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.	
Assalamu Alaikum Wr. Wb.	
 Dr. H. Islamul Haq, Lc., M.A NIP. 198403 201503 1 004	



SRN IP0000829

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmtsp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 829/IP/DPM-PTSP/11/2024

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

KEPADA

MENGIZINKAN

NAMA

: **REZKI ADELYA HAKIM**

UNIVERSITAS/ LEMBAGA

: **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Jurusan

: **PENDIDIKAN BAHASA INGGRIS**

ALAMAT

: **JL. KEBUN SAYUR NO. 14 A KOTA PAREPARE**

UNTUK

: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **A COMPREHENSIVE REVIEW OF LEARNING PLANNING, IMPLEMENTATION AND LEARNING ASSESSMENT SYSTEM AT STAR ENGLISH COURSE: A QUALITATIVE STUDY**

LOKASI PENELITIAN : **STAR ENGLISH COURSE KOTA PAREPARE**

LAMA PENELITIAN : **20 November 2024 s.d 10 Januari 2025**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **20 November 2024**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**



Hj. ST. RAHMAH AMIR, ST, MM

Pembina Tk. 1 (IV/b)

NIP. 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)



**Balai
Sertifikasi
Elektronik**



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KETENTUAN PEMEGANG IZIN PENELITIAN

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan data/penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan ilmiah.
3. Mentaati Ketentuan Peraturan Perundang -undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasil penelitian kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare) dalam bentuk Softcopy (PDF) yang dikirim melalui email : litbangappedaparepare@gmail.com.
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Lembar Kedua Izin Penelitian





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
UNIT PELAKSANA TEKNIS BAHASA**

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id



SURAT KETERANGAN

Nomor: B-40/In.39/UPB.10/PP.00.9/01/2025

Yang bertanda tangan dibawah ini,

Nama : Hj. Nurhamdah, M.Pd.
NIP : 19731116 199803 2 007
Jabatan : Kepala Unit Pelaksana Teknis (UPT) Bahasa

Dengan ini menerangkan bahwa berkas sebagai berikut atas nama,

Nama : Rezki Adelya
Nim : 2220203879102024
Berkas : Abstrak

Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Inggris dan Bahasa Arab pada tanggal 16 Januari 2025 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 16 Januari 2025
Kepala,



Hj. Nurhamdah, M.Pd.
NIP 19731116 199803 2 007

Letter of Acceptance

Date 13 January 2025

International Journal of Health, Economics, and Social Sciences (IJHESS)

Dear Author(s)

Rezki Adelya^{1*}, Zulfah², Abdul Haris Sunubi³

^{1,2,3}Postgraduate State Islamic Institute (IAIN) Parepare

*Email: rezkiadelya05@gmail.com

It's my pleasure to inform you that, after the peer review, your paper **An Analysis of Learning Management of English Course: A Case Study at Star English Course** has been **ACCEPTED** with content unaltered to publish with **International Journal of Health, Economics, and Social Sciences (IJHESS)** in **Volume 7 Issue 2 (April 2025)**.

Thank you for making the journal a vehicle for your research interests

With regards
Yours sincerely



Dr. Ahmad Yani
Editor in Chief



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT (LP2M)
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91131 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100 website: lp2m.iainpare.ac.id, email: lp2m@iainpare.ac.id

SURAT PERNYATAAN

No. B.045/In.39/LP2M.07/01/2025

Saya yang bertanda tangan di bawah ini :

Nama : Muhammad Majdy Amiruddin, M.MA.
NIP : 19880701 201903 1 007
Jabatan : Kepala Pusat Penerbitan & Publikasi LP2M IAIN Parepare
Institusi : IAIN Parepare

Dengan ini menyatakan bahwa naskah dengan identitas di bawah ini :


Judul : An Analysis of Learning Management of English Course: A
Case Study at Star English Course
Penulis : Rezki Adelya
Afiliasi : IAIN Parepare
Email : rezkiadelya05@gmail.com

Benar telah diterima pada Jurnal Ulumuddin Jurnal IJHESS Volume 7 Issue 2 Tahun
2025 yang telah terakreditasi SINTA 5 .

Demikian surat ini disampaikan, atas partisipasi dan kerja samanya diucapkan terima
kasih.



An. Ketua LP2M
Kepala Pusat Penerbitan & Publikasi


Muhammad Majdy Amiruddin, M.M.
NIP.19880701 201903 1 007

**REPUBLIK INDONESIA
KEMENTERIAN HUKUM**

SURAT PENCATATAN CIPTAAN

Dalam rangka perlindungan ciptaan di bidang ilmu pengetahuan, seni dan sastra berdasarkan Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta, dengan ini menerangkan:

Nomor dan tanggal permohonan : EC00202504650, 10 Januari 2025

Pencipta

Nama : 1. Rezki Adelya, S.Pd., 2. Dr. Zulfah, M.Pd., 3. Dr. Abd Haris M.Pd.,
4. Dr. Maghdalena Tjalla, M.Hum., 5. Dr. Mujahidah, M.Pd.

Alamat : Kebun Sayur, No. 14 A, RT/RW 002/004, Kel. Ujung Lare, Soreang,
Parepare, Sulawesi Selatan, 91131

Kewarganegaraan : Indonesia

Pemegang Hak Cipta

Nama : 1. Rezki Adelya, S.Pd., 2. Dr. Zulfah, M.Pd., 3. Dr. Abd Haris M.Pd.,
4. Dr. Maghdalena Tjalla, M.Hum., 5. Dr. Mujahidah, M.Pd.

Alamat : Kebun Sayur, No. 14 A, RT/RW 002/004, Kel. Ujung Lare, Soreang,
Parepare, Sulawesi Selatan, 91131

Kewarganegaraan : Indonesia

Jenis Ciptaan : Karya Tulis (Tesis)

Judul Ciptaan : An Analysis Of Learning Management Of English Course: A Case
Study At Star English Course

Tanggal dan tempat diumumkan untuk pertama kali
di wilayah Indonesia atau di luar wilayah Indonesia : 1 Juli 2024, di Parepare

Jangka waktu perlindungan : Berlaku selama hidup Pencipta dan terus berlangsung selama 70 (tujuh
puluh) tahun setelah Pencipta meninggal dunia, terhitung mulai tanggal 1
Januari tahun berikutnya.

Nomor pencatatan : 000844013

adalah benar berdasarkan keterangan yang diberikan oleh Pemohon.
Surat Pencatatan Hak Cipta atau produk Hak terkait ini sesuai dengan Pasal 72 Undang-Undang Nomor 28 Tahun 2014 tentang Hak
Cipta.

a.n. MENTERI HUKUM
DIREKTUR JENDERAL KEKAYAAN INTELEKTUAL
u.b.
Direktur Hak Cipta dan Desain Industri

Agung Damarsasongko, SH., MH.
NIP. 196912261994031001

Disclaimer:
Dalam hal pemohon memberikan keterangan tidak sesuai dengan surat pernyataan, Menteri berwenang untuk mencabut surat pencatatan permohonan.



APPENDICES 02: INSTRUMENT PENELITIAN

INTERVIEW GUIDELINE FOR THE DIRECTOR OF STAR EC

1. Bagaimana proses perencanaan program pembelajaran di sec?
2. Apa saja yg menjadi dasar dalam menetapkan tujuan pembelajaran?
3. Bagaimana sec menidentifikasi kebutuhan siswa sebelum merancang program?
4. Siapa yg terlibat dalam proses perencanaan pembelajaran?
5. Bagaimana anda memilih atau Menyusun kurikulum dan materi ajar?
6. Apa tantangan terbesar dalam proses perencanaan, dan bagaimana mengatasinya
7. Bagaimana struktur organisasi dalam manajemen pembelajaran di sec?
8. Bagaimana tugas dan tanggung jawab dibagi antara manajer, instruktur, dan staf pendukung?
9. Bagaimana pengelolaan jadwal kelas dan alokasi sumber daya di lakukan?
10. Apa kriteria dalam merekrut dan menempatkan instruktur?
11. Bagaimana koordinasi antar instruktur dan staf dilakukan untuk mendukung pembelajaran?
12. Bagaimana proses pelaksanaan pembelajaran sesuai dgn rencana?
13. Metode pengajaran apa saja yg di terapkan untuk mencapai tujuan pembelajaran?
14. Bagaimana cara sec memastikan instruktur melaksanakan pembelajaran sesuai kurikulum?
15. Apa strategi untuk menjaga motivasi siswa selama proses belajar?

16. Bagaimana pelaksanaan program di sesuaikan dengan kebutuhan spesifik siswa?
17. Bagaimana cara perekrutan tenaga tutor? Apa saja yang menjadi pertimbangan anda
18. Bagaimana proses pelatihan atau pembinaan bagi instruktur di sec?
19. Bagaimana sec memberikan bimbingan dan supervise kepada instruktur?
20. Apa tantangan yg di hadapi dalam membina struktur dan bagaimana mengatasinya?
21. Bagaimana sec memastikan kualitas pengajaran tetap terjaga?
22. Bagaimana umpan balik di berikan kepada instruktur untuk meningkatkan kualitas pengajaran?
23. Bagaimana system evaluasi di terapkan untuk mengukur keberhasilan pembelajaran?
24. Apa indicator atau kriteria yg di gunakan untuk menilai kemajuan siswa?
25. Bagaimana proses evaluasi terhadap instruktur dilakukan?
26. Bagaimana sec mengumpulkan dan menggunkan umpan balik dari siswa?
27. Apa langkah2 perbaikan yg di ambil berdasarkan hasil evaluasi?
28. Bagaimana evaluasi mempengaruhi perencanaan dan pelaksanaan program selanjutnya?

INTERVIEW GUIDELINE FOR THE TEACHERS OF STAR EC

1. Bagaimana anda merencanakan materi ajar untuk setiap pertemuan?
2. Apa pertimbangan utama dalam Menyusun rencana pembelajaran?
3. Bagaimana anda menyesuaikan rencana pembelajaran dengan kebutuhan siswa?
4. Apakah anda terlibat dalam proses penyusunan kurikulum?. Jika ya, bagaimana proses nya?
5. Bagaimana anda memastikan bahwa tujuan pembelajaran tercapai dalam setiap sesi?
6. Bagaimana anda mengelola waktu dan sumber daya dalam kelas?

7. Bagaimana tugas dan tanggung jawab dibagi antara anda dan rekan instruktur lainnya?
8. Apa strategi anda dalam mengelompokkan siswa berdasarkan kemampuan mereka?
9. Bagaimana koordinasi antara instruktur dilakukan untuk memastikan keseragaman materi ajar?
10. Apakah ada dukungan organisasi yg membantu anda dalam mengajar?
11. Metode pengajaran apa yg paling sering anda gunakan di dalam kelas? Mengapa?
12. Bagaimana anda menciptakan suasana belajar yg menarik dan interaktif?
13. Apa tantangan terbesar yg anda hadapi dalam melaksanakan proses pembelajaran?
14. Bagaimana anda menangani siswa yg dengan Tingkat pemahaman yg berbeda dalam satu kelas?
15. Bagaimana anda memotivasi siswa agar tetap aktif dan antusias selama Pelajaran?
16. Apakah anda mendapatkan pelatihan atau pembinaan dari manajemen sec?
17. Bagaimana proses supervise atau pembinaan dari pihak manajemen terhadap anda?
18. Apakah ada evaluasi berkala terhadap kinerja anda? Bagaimana prosesnya?
19. Bagaimana anda mengembangkan keterampilan mengajar anda secara pribadi?
20. Apa bentuk dukungan yg anda harapkan dari pihak manajemen untuk meningkatkan kualitas pengajaran?
21. Bagaimana anda mengevaluasi kemajuan belajar siswa di kelas/
22. Apa metode penilaian yg anda gunakan untuk mengukur pencapaian siswa?
23. Bagaimana anda memberikan umpan balik kepada siswa mengenai perkembangan mereka?
24. Bagaimana hasil evaluasi siswa mempengaruhi rencana pengajaran anda di sesi berikutnya?

25 Apakah ada menerima umpan balik dari siswa atau manajemen? Bagaimana anda menggunakannya untuk perbaikan?





INTERVIEW RESULT

APPENDICIES 03: HASIL INTERVIEW

- Responden : Director
- Hari tanggal : 8 Desember 2024
- Waktu : 15.30
- Lokasi : BTN Pondok Indah Soreang
- Peneliti : Bagaimana proses perencanaan program pembelajaran di sec?
- Pimpinan : Ee jadi proses perencanaan pembelajaran di star itu di bagi dalam level atau tingkatan. Jadi di star itu ada 6 level. level 1 2 3 4 5 6. Dimana level 1 ee dinamakan elementary. Ee level 2 intermediate, level 3 post intermediate, level 4 advance, level 5 conversation, level 6 itu masuk pada toefl. Untuk persiapan siswa mengikuti ee apanamanya, test toelf nantinya
- Peneliti : Apa saja yg menjadi dasar dalam menetapkan tujuan pembelajaran?
- Direktur : Tujuan pembelajaran di star itu ee secara holostik itu adalah tujuannya bagaimana siswa mampu berbahasa inggris jadi ee tujuan di star itu ada tujuannya hanya 1, bagaimana siswa bsa mencapai kemampuan berbahasa inggris dalam aspek berbicara. Namun mungkin yg di tanyakan di sini tujuan pembelajaran dalam hal ee materi atau Bagaimana? Kalo tujuan pembelajaran kita ee berdasar pada kurikulum yg ada di sekolah di kombinasikan dengan kebutuhan yang ada di star. Jadi, kalo contoh level 1 itu materinya untuk ee materi smp kelas 1. Level 2 ee smp kelas 2, lalu kemudian level 3 smp kelas 9, dan juga selanjutnya level 4 pelajaran sma, lalu level 5 sma kelas eee kelas ee 11, dan yg terakhir yaitu level 6 yaitu kelas 12. Aa di situ kelas 12 itu anak2 harus sudah mampu ee memahami isi dari toefl aa seperti itu. Jadi makanya siswa di star itu adalah berusia smp dan sma .
- Peneliti program? : Bagaimana sec mengidentifikasi kebutuhan siswa sebelum merancang

- Direktur : Ee jadi kami menentukan atau mengidentifikasi kebutuhan siswa itu, itu tadi, Kembali ke jawaban nmr 2, sebelumnya bahwa, kita identifikasi bahwa kebutuhan siswa itu adalah berbicara. Ya kenapa berbicara? Krna belajar Bahasa itu hanya 1. Bagaimana org mampu mengkomunikasikan ide2nya dalam bentuk lisan. Yaa itu, jadi ee. Kita identifikasi, bagaimana siswa mampu berbahasa inggris ee denga nee baik , lancer, dan di pahami.
- Peneliti :Siapa yang terlibat dalam proses perencanaan pembelajaran?
- Direktur :Ee yg terlibat itu adalah e saya sendiri selaku owner dri star ec, dan melibatkan guru2 senior yang ada di star
- Peneliti : Bagaimana anda memilih atau Menyusun kurikulum dan materi ajar?
- Direktur :Ya jadi, kami Menyusun materi ajar itu Kembali seperti tadi, ee berdasarkan ee materi yang ada di smp dan sma. Nah jadi siswa yg belajar di star merasakan dampak ee apa yang di pelajari di star Ketika ia juga mempelajari bhs inggris di sekolah ya. Namun mungkin kalau di star itu aa materinya lebih dalam, lebih luas, ya di banding ee pembelajaran di sekolah
- Peneliti :Apa tantangan terbesar dalam proses perencanaan dan bagaimana mengatasinya?
- Direktur :Ee proses perencanaan di star itu kalau dari segi tantangan, itu hamper tidak ada dalam mendesain rancangan pembelajaran tidak ada. Krn kita tadi itu berpedoman pada ee kurikulum yg sudah saya sebutkan tadi, seperti itu.
- Peneliti :Bagaimana struktur organisasi dalam manajemen pembelajaran di sec?
- Direktur :Struktur organisasi di star itu ee tidak rumit, kompleks, dan sederhana. Saya sendiri sebagai pimpinan star, lalu di bawahnya guru, dan juga ada staf. Ee hanya itu saja
- Peneliti :Bagaimana tugas dan tanggung jawab dibagi antara manajer, instruktur dan staf pendukung?
- Direktur :Ya jelas, kalau pimpinan star itu memastikan proses pembelajaran berjalan dgn baik, ya sarana dan prasarana tercukupi, sesuai yg di butuhkan oleh siswa, ya, ee Adapun guru, memastikan materi sudah di persiapkan, ee di setiap level. dan Adapun staff bertugas untuk menginput semua hal yg dibutuhkan di dalam proses administrasi termasuk nilai, dan kehadiran guru
- Peneliti :Bagaimana pengelolaan jadwal kelas dan alokasi sumber daya di lakukan?
- Direktur : Pengelolaan jadwal kelas? Jadi pengaturan kelas itu aa tidak begitu rumit juga. Karena kami di star itu memiliki aa 4 kelas yg siap di gunakan dan ukurannya dari satu kelas dan kelas lainnya itu berbeda beda. Ada yang ee,

kelas pertama itu agak luas, sangat luas, ada sedang, dan ada yg kecil. Aa jadi, itu tergantung nnti dari levelnya juga. Jadi eee pengaturan pembelajaran di star itu, yg menarik di star itu ini, yg perlu saya sampaikan. Ee di tahun ajaran baru, yaitu di bulan juli, kami menerima siswa baru, Dimana yg akan belajar di bulan juli itu yaitu ee level ganjil. Sementara di sekolah, siswa akan belajar di semester ganjil juga. Jadi tepatnya ada 3 level yg akan mulai belajar. Yaitu level 1, 3 dan 5. Nah Adapun nnti di desember, Ketika ke 3 level ini ujian, aa itu akan masuk di January, masuk di semester genap di sekolah, maka di star itu belajarnya yg akan belajar adalah level genap, yaitu level 2,4 dan 6. Nah level 2 ini dari mana? Level 2 ini dari level 1 yg sudah lulus. Begitu juga level 4, itu berasal dari siswa yg belajar di level 3, dan juga level 6, berasal dari level 5. Jadi di sini ee memang system pembagian kelas satu level itu betul2 ee segaris dengan y gada di sekolah. Sinkron yang ada di sekolah.

- Peneliti : Apa kriteria dalam merekrut dan menempatkan instruktur?
- Direktur : Ee kriteria, mm, merekrut dan menempatkan aa guru atau insturktur di star itu, yg pertama kriterianya adalah tentunya harus mampu berbahsa inggris, dengan baik dan lancar. Yg kedua, menguasai aa materi tenses, ya. Itu adalah kemampuan dasar yg harus di miliki. Aa, dan slain itu guru juga harus mempunyai kemampuan ee berinteraksi dgn siswa. Dimana guru harus memiliki aa komunikasi yg baik dgn siswa, sehingga siswa merasa nyaman, tinggal di kelas, karena ini bisa memahami komunikasi ee dan karakter siswa. Ee dan yg terpenting adalah, ee guru mampu ee mmpu berkomunikasi dengan gaya humor. Kesimpulannya guru harus memiliki sense of humor. Jadi ada jokes2 yang di gunakan Ketika mengajar, dan Ketika di luar kelas pun juga guru bisa membuat anak2 senyum, dengan candaan2. Dengan ini, siswa bisa merasa betah, nyaman, dan mau berlama2 lagi utk tinggal dan belajar bhs inggris di star. Ohia yang terkahir, ee guru memiliki integritas, komitmen, kejujuran, dan kedisiplinan. Ya ini yg paling terpenting
- Peneliti : Bagaimana koordinasi antar instruktur dan staf dilakukan untuk mendukung pembelajaran?
- Direktur : Ya jadi, sebelum kelas di mulai, ada ee pertemuan atau rapat, ee dalam hal ini membahas pembagian tugas masing2 guru dan staff, siapa mengerjakan apa, ee dan di sini ee pihak guru yg senior memberikan job description kepada masing2 guru dan staff. Ee sehingga semua bisa bertanggung jawab untuk melaksanakan ee tugas nya di sec.
- Peneliti : Bagaimana proses pelaksanaan pembelajaran sesuai dgn recana?
- Direktur : Ee untuk memastikan bahwa proses pembelajaran ee berjalan sesuai rencana, ee yg menarik di star itu ee guru mengobservasi ee guru senior, dan setelah kelas selesai, maka guru itu mengirim atau membuat catatan mulai dari menit pertama sampai menit terakhir ee jalannya pembelajaran,

baik dari segi materi, dengan proses interaksinya itu di catat oleh guru dan di laporkan kepada pimpinan. Itu yg pertama. Dan yg kedua untuk memastikan proses pembelajaran sesuai dengan rencana ee kita juga memonitor. Kita memonitor guru lewat ee visual dan audio. Kita melengkapi setiap kelas itu denga nee cctv yg di lengkapi dengan audio . jadi tidak hanya visualisasi yg hanya bsa kta lihat, tapi juga bisa langsung mendengar apa yang guru sampaikan kepada siswa. Dan yg ketiga adalah kita meng interview beberapa guru2 senior terkait performa dari guru2 ee yang baru. Seperti itu. Dan ada satu lg yg terakhir, kita memberikan polling atau selebaran kepada siswa untuk meminta pendapat ee terkait denga nee bagaimana perasaan atau pengalaman belajar siswa dengan guru tertentu. Aa di situ kita bsa mendapatkan informasi

Peneliti :Metode pengajaran apa saja yang di terapkan untuk mencapai tujuan pembelajaran?

Direktur : Jadi metode pembelajaran yg di terapkan di star itu dengan system bermain sambil belajar. Atau belajar sambil bermain aa jadi ini konsep level 1 sampai level 6 kita konsisten menggunakan tekhink ini kenapa, karena pembelajaran Bahasa inggris itu pada umumnya aa dari pendapat siswa itu aa sedikit membosankan aa sulit, tidak menarik, sehingga bagaimana kita bisa ee membuat siswa itu tertarik ee dan interest itu dgn cara kita harus selalu memberikan ee sejenis permainan namun dalam permainan itu mengandung ee materi pembelajaran yg akan dia pelajari, seperti itu

Peneliti :Bagaimana cara sec memastikan instruktur melaksanakan pembelajaran sesuai kurikulum?

Direktur : Ya, jadi ee untuk memastikan proses pembelajaran ee berjalan baik oleh guru itu dengan tadi itu, Kembali dengan cara kita mengawasi ee lewat cctv atau kadang juga kita langsung masuk di kelas mengobservasi guru tsb, atau mengsupervisi guru tsb, Ketika sedang mengajar. Sprt itu

Peneliti :Apa strategi untuk menjaga motivasi siswa selama proses belajar?

Direktur :Alhamdulillah star ee sejak 2004 jadi sudah 20 tahun yg lalu ee dengan jumlah siswa yg alhamdulillah ee lumayan banyak sampai saat ini, itu karena itu tadi, bagaimana ee kita mampu menjaga motivasi. Ya, jadi caranya adalah yg pertama adalah membuat materi itu dari mulai paling mudah, sedang, dan sulit. Itu mulai dari segi materi. Yg kedua dari segi guru, kami memastikan bahwa guru2 yg mengajar itu memiliki selera humor yg tinggi, dan ee juga mampu berkomunikasi dengan anak2 ee dan memahami kondisi siswa. Dan yg ketiga, kami menciptakan lingkungan ee kelas atau lingkungan kampus yg asri, nyaman, bersih, adem, Dimana kelas di lengkapi dengan ac, sehingga siswa itu merasa tidak gerah untuk belajar di kelas. Lalu kemudian, Ketika proses pembelajaran, setiap pertemuan, itu di usahakan selalu ada permainan di situ. Baik durasinya

hanya mungkin 20 menit, 30 menit, ee dari total kurang lebih 90 menit, ee proses pembelajaran. Selalu kita memberikan ee permainan. Jadi untuk menjaga agar siswa tidak jenuh, atau bosan, dan yg terakhir selalu kita memberikan ee contoh alumni yg sukses yg sudah berkarir di bidangnya masing2. Seperti ada yg di akabri, di taruna, ada yg jadi pramugari, ada yg jadi dokter, ada yg jadi pengusaha. Jadi ee merek2 ini ada yg bsa belajar ke luar negeri, nah ini semua yang ee yg membuat ee siswa2 star ee termotivasi untuk menjaga motivasinya selalu , seperti itu.

- Peneliti : Bagaimana proses pelatihan atau pembinaan bagi instruktur di star ec?
- Direktur : Ee proses pembinaan bagi instruktur itu juga cukup menarik karena ee guru yg di rekrut itu tidak bisa otomatis lgsg menjadi guru di star. Tetapi dia menjadi asisten guru senior. Jadi itu bisa berlangsung selama satu atau dua tahun dengan ee mereka itu di supervise oleh guru mentor mereka, dan juga kai juga memberian polling kepada siswa terkait guru yg baru bergabung sehingga kita bsa mendapatkan ee pendapat dari sudut pandang siswa, guru dan juga saya sendiri selaku pimpinan juga memonitor ee secara langsung performa dari guru baru tsb
- Peneliti : Bagaimana sec memberikan bimbingan kepada instruktur?
- Direktur : Ya jadi ee kita ee biasa mmeberikan pelatihan, dan ee di sini di pelatihan ini kita berkomunikasi dgn guru tsb, ee kita selalu mengadakan briefing mksdnya ya, setiap ee 2x dalam sebulan, ya kita memastikan ee apakah materi ini di pahami, materi mana yg mau di tanyakan ee di situ kita selalu adakan briefing atau pertemuan 2x sebulan.
- Peneliti : Apa tantangan yang dihadapi dalam membina sturuktur dan bagaimana mengatasinya?
- Direktur: Ee tantangannya mungkin hanya 1, Ketika guru kurang cepat memahami apa yang di perintahkan oleh kami. Ya jadi kadang ee ada instruktur yang sudah di perintahkan untuk seperti ini, tapi masih belum ee paham nah ini, tantangannya sehingga kami sering2 berkomunikasi lebih intens kepada guru2 tertentu
- Peneliti : Bagaimana sec memastikan kualitas pengajar tetap terjaga?
- Direktur : Ya untuk memastikan kulaitas pengajar ya kita kadang memberikan test secara berkala kepada guru tsb terkait materi yg akan di ajarkan.
- Peneliti : Bagaimana umpan balik di berikan kepada instruktur untuk meningkatkan kualitas pengajaran?
- Direktur : Jadi, umpan balik yg di berikan yaitu kami mengadakan pertemuan secara personal dengan masing2 guru sesuai dengan permasalahan yg di hadapi.
- Peneliti : Bagaimana system evaluasi yg di terapkan untuk mengukur keberhasilan pembelajaran?

- Direktur : Gampang sekali untuk mengukur evaluasi ee keberhasilan pembelajaran. Yaitu kita melihat berapa siswa yg lulus, lalu yang kedua berapa siswa yg mendaftar di level selanjutnya. Nah itu adalah indicator. Ee adalah indicator yg pasti untuk mengukur keberhasilan guru tsb
- Peneliti : Apa kriteria yg di gunakan untuk menilai kemajuan siswa?
- Direktur : Indicator yg di pakai untuk menilai kemajuan siswa yaitu siswa itu mampu sudah mampu ee berbahasa inggris, ya sekali lagi tujuan utama star itu adalah bagaimana meningkatkan kemampuan Bahasa inggris siswa , jadi indikatornya Ketika kita mengajak siswa bercakap dia bisa nyambung dengan topik2 tertentu berdasarkan levelnya , di situlah kita bisa mengukur ee keberhasilan . yg kedua dari hasil test per level. mksdnya nilai nya, di situ kta bsa melihat apakah mereka berhasil atau gagal
- Peneliti : Bagaimana proses evaluasi terhadap instruktur dilakukan?
- Direktur : Jadi proses evaluasi untuk instruktur itu dilakukan ee kita ee kadang kita lewat dari satu level, dari satu level itu aa durasinya 3,5 bulan, nah biasanya di pertengahan level dan di ujung level kita selalu adakan evaluasi. Cara evaluasinya terkadang kita interview guru2 yg senior terkait dengan aa performa dari guru2 yg baru bergabung
- Peneliti : Bagaimana sec mengumpulkan dan menggunakan umpan balik dari siswa?
- Direktur : Ee kami menggunakan umpan balik dari siswa menggunakan itu tadi, siswa menuliskan ee kesan pesannya lewat kertas, setelah kita kumpulkan kertas itu, kita baca, lalu kita meminta guru2 juga membaca hasil polling itu, dan masing2 di minta untuk mencatat kelemahan ee dari masing2 guru, tentunya dari pendapat siswa yang ee sudah di kumpulkan tadi. Jadi guru membaca masing2 kelemahannya dan mengidentifikasi apa kelemahan dan apa kelebihan. Kalau dia memiliki kelebihan, dia harus mempertahankan kelebihan itu, namun kalau dia di catat ada kekurangan, aa dia harus memberikan catatan dan meningkatkan memperbaiki kelemahannya .
- Peneliti : Apa langkah2 perbaikan yang di ambil berdasarkan hasil evaluasi?
- Direktur : Jadi langkah2 perbaikan yg di ambil ya itu tadi, guru mencatat apa saja yg menjadi kekurangannya yg di sebutkan oleh siswa di dalam kertas itu, dan di harapkan pada level selanjutnya hal tsb tdk terjadi lagi
- Peneliti : Bagaimana evaluasi mempengaruhi perencanaan dan pelaksanaan program selanjutnya?
- Direktur : Sangat signifikan, sangat membantu ee Ketika setiap evaluasi yg kita lakukan itu menjadi barometer sbg guidance untuk kita melangkah selanjutnya jadi kami selalu menyampaikan kepada guru bahwa ee setiap

generasi yg di terima di star atau setiap siswa baru yg di terima pasti memiliki masalah yg baru, jadi siswa baru, masalah baru jadi kita tidak bisa mengeneralisasi oh nanti masalah nya siswa sprt ini, karena mesti selalu berbeda kenapa berbeda? Yg pertama zamannya berbeda, yg kedua ee personnya atau siswanya juga berbeda jadi karakter berbeda , pasti masalah yg muncul juga berbeda jadi karena masalah yg berbeda maka kami akan selalu menyiapkan treatment yg berbeda



- Responden : Senior Teacher 1 (R)
- Hari tanggal : 6 Desember 2024
- Waktu : 18.15 WITA
- Lokasi : Soreang
- Peneliti : Bagaimana anda merencanakan materi ajar untuk setiap pertemuan?
- Guru 1 : Dalam hal perencanaan, saya tidak banyak melakukan perencanaan materi ajar karena materi yg digunakan di star bersifat baku telah disesuaikan. Materi yg digunakan sudah diterapkan selama bertahun-tahun dan hanya dilakukan penyesuaian apabila diperlukan (kebutuhan siswa).
- Peneliti : Apa pertimbangan utama dalam Menyusun rencana pembelajaran?
- Guru 1 : Pertimbangan utama dalam penyusunan materi adalah penyesuaian dg tingkatan (level) kemampuan siswa dan kebutuhan siswa (students' need) yg dianggap esensial utk dipelajari siswa
- Peneliti : Bagaimana anda menyesuaikan rencana pembelajaran dengan kebutuhan siswa?
- Guru 1 : Penyesuaian kebutuhan ini didasarkan pada perkembangan pembelajaran hari ini terutama materi yg diajarkan di sekolah. Selain itu, materi juga dibuat se kontekstual mungkin dimana beberapa materi diangkat dari hal2 yg dekat dg siswa seperti game online, sosial media, dll.
- Peneliti : Apakah anda terlibat dalam proses penyusunan kurikulum?. Jika ya, bagaimana proses nya?
- Guru 1 : Iya, proses nya melalui riset tindakan kelas yg dilakukan selama semester sebelumnya. Dimana perkembangan kemampuan siswa diamati secara mendalam dg memperhatikan hasil belajar (nilai) mereka, sehingga grammar point atau materi tertentu yg dianggap masih kurang akan dikedukung di semester berikutnya.
- Peneliti : Bagaimana anda memastikan bahwa tujuan pembelajaran tercapai dalam setiap sesi?
- Guru 1 : Untuk memastikan bahwa tujuan pembelajaran tercapai, saya melakukan on going asesment atau asesmen formatif melalui quiz di kelas ataupun PR.
- Peneliti : Bagaimana anda mengelola waktu dan sumber daya dalam kelas?
- Guru 1 : Dalam hal manajemen waktu, di star sendiri sudah ada fixed schedule yg sifatnya permanen utk setiap semester. Dimana. 1-2 jam sebelum kelas digunakan sebagai jam pre-class oral test, dan 2 jam utk belajar.

Sumber daya yg digunakan pun adalah guru2 yg telah diberikan jobdesk yg jelas setiap pertemuannya.

- Peneliti : Bagaimana tugas dan tanggung jawab dibagi antara anda dan rekan instruktur lainnya?
- Guru 1 : Pembagian jobdesk ditentukan berdasarkan diskusi antara direktur dan instruktur senior dg mempertimbangan kemampuan dan kapasitas setiap instruktur, serta sumber daya yg ada.
- Peneliti : Apa strategi anda dalam mengelompokkan siswa berdasarkan kemampuan mereka?
- Guru 1 : Dalam hal pekerjaan yg bersifat kolektif/kelompok, saya jarang mengelompokka siswa berdasarkan kemampuannya utk task yg bersifat non-assessed (seperti game, atau quiz). Tapi utk task yg bersifat assessed/dinilai (seperti group discussion, group homework) maka siswa yg memiliki kemampuan yg cukup baik akan disebar disetiap grup.
- Peneliti : Bagaimana koordinasi antara instruktur dilakukan untuk memastikan keseragaman materi ajar?
- Guru 1 : Setiap guru wajib mengikuti proses observasi kelas minimal 2 semester di kelas2 gurus senior dg membuat catatan (teaching report) pada setiap pertemuannya. Apabila diberikan kesempatan mengajar, maka instruktur yg telah melakukan observasi tersebut akan dinilai dan dievaluasi langsung oleh direktur pada praktek mengajarnya.
- Peneliti : Apakah ada dukungan organisasi yg membantu anda dalam mengajar?
- Guru 1 : Dukungan yg saya dapatkan selama ini berupa evaluasi individual oleh direktur secara berkala, dan tuntutan utk self development berupa menonton video tertentu yg berkaitan dg pembelajaran maupun membaca artikel.
- Peneliti : Metode pengajaran apa yg paling sering anda gunakan di dalam kelas? Mengapa?
- Guru 1 : Utk metode, pendekatan yg saya gunakan adalah fun learning dg metode grammar translation. Alasannya krn pendekatan ini membuat siswa senang belajar dan enjoy dlm proses nya. Grammar translation digunakan krn sejauh ini, metode ini yg sangat cocok utk diintegrasikan dlm pengajaran 4 skill.
- Peneliti : Bagaimana anda menciptakan suasana belajar yg menarik dan interaktif?
- Guru 1 : Banyak cara kami gunakan utk membuat suasana belajar menarik seperti game, classroom karaoke, quiz, dll.
- Peneliti : Apa tantangan terbesar yg anda hadapi dalam melaksanakan proses pembelajaran?

- Guru 1 : Tantangan terbesar saya adalah fokus dan motivasi belajar siswa. Di era disruptif seperti hari ini, cukup sulit membuat siswa fokus dlm proses pembelajaran krn mereka telah terpapar cukup ekstrem oleh sosial media sehingga kemampuan siswa utk fokus dikelas pun jg cukup turun. Motivasi belajar siswa pun juga kadang menjadi tantangan tersendiri krn tak jarang siswa menjadi gampang bosan dan lelah belajar terutama ketika diberikan tugas.
- Peneliti : Bagaimana anda menangani siswa yg dengan Tingkat pemahaman yg berbeda dalam satu kelas?
- Guru 1 : Pertama, mempertimbangkan posisi duduk (dg memberikan mereka pasangn duduk yg memiliki kemampuan lebih yg bisa membimbing). Kedua, memberikan kesempatan lebih utk terlibat dalam menjawab quiz baik secara oral maupun tertulis. Ketiga, memberikan dukungan tertentu apabila siswa kesulitan memahami instruksi.
- Peneliti : Bagaimana anda memotivasi siswa agar tetap aktif dan antusias selama Pelajaran?
- Guru 1 : Pertama, story telling kisah senior mereka yg telah berhasil meraih mimpi. Kedua, memberikan reward berupa tambahan nilai maupun candy. Ketiga, memberikan apresiasi berupa apraisal/pujian.
- Peneliti : Apakah anda mendapatkan pelatihan atau pembinaan dari manajemen sec?
- Guru 1 : Utk pelatihan khusus sendiri tidak ada. Tapi pembinaan berupa evaluasi berkala untuk mengontrol kualitas setiap guru rutin dilakukan oleh direktur.
- Peneliti : Bagaimana proses supervise atau pembinaan dari pihak manajemen terhadap anda?
- Guru 1: Seperti poin pertama tadi, supervisi dilakukan dg proses evaluasi berkala.
- Peneliti : Apakah ada evaluasi berkala terhadap kinerja anda? Bagaimana prosesnya?
- Guru 1 : Iya, prosesnya adalah observasi langsung direktur pada setiap kelas (melalui teknologi rekaman cctv berkualitas tinggi yg mampu merekam gambar & suara kualitas terbaik), kemudian direktur melakukan evaluasi melalui rapat internal yg menghadirkan seluruh instruktur.
- Peneliti : Bagaimana anda mengembangkan keterampilan mengajar anda secara pribadi?
- Guru 1 : Saya kadang mengikuti seminar online utk peningkatan kemampuan pedadogi, membaca buku yg berhubungan dg pengajaran, dan meminta peer feedback dari guru2 yg lain.

- Peneliti : Apa bentuk dukungan yg anda harapkan dari pihak manajemen untuk meningkatkan kualitas pengajaran?
- Guru 1 : Saya merasa dukungan yg diberikan selama ini sdh cukup.
- Peneliti : Bagaimana anda mengevaluasi kemajuan belajar siswa di kelas?
- Guru 1 : Evaluasi dilakukan dg asesmen formatif maupun sumatif.
- Peneliti : Apa metode penilaian yg anda gunakan untuk mengukur pencapaian siswa?
- Guru 1 : Metode penilaian berupa oral dan written test.
- Peneliti : Bagaimana anda memberikan umpan balik kepada siswa mengenai perkembangan mereka?
- Guru 1 : Feedback diberikan melalui catatan kaki pada tugas2 siswa, mengembalikan papir siswa yg telah dinilai dan menunjukkan correct answernya pada layar.
- Peneliti : Bagaimana hasil evaluasi siswa mempengaruhi rencana pengajaran anda di sesi berikutnya?
- Guru 1 : Apabila hasil evaluasi sebelumnya menunjukkan byk yg kurang maksimal maka biasanya saya memberikan repetisi/short review utk reinforcement pada materi.
- Peneliti : Apakah ada menerima umpan balik dari siswa atau manajemen? Bagaimana anda menggunakannya untuk perbaikan?
- Guru 1 : Umpan balik siswa umumnya berupa hal teknis, seperti kekeliruan koreksi. Dan umumnya kami memberikan revisi nilai pada kesalahan tersebut
- Responden : Senior Teacher 2 (M)
- Hari tanggal : 5 Desember 2024
- Waktu : 16.00 WITA
- Lokasi : jalan jend.ahmad yani
- Peneliti : Bagaimana anda merencanakan materi ajar untuk setiap pertemuan?
- Guru 2 : Merencanakan materi ajara untuk setiap pertemuan itu memerlukan beberapa pendekatan agar pembelajaran itu bsa lebih efektif Adapun pendekatannya itu harus sistematis supaya pembelajarannya bsa berjalan lebih efektif dan tetap selalu sesuai dengan tjuan pembelajaran. Contoh jadi hrus mmg di mulai dengan menentukan tujuan pembelajaran, kemudian aa memperhatikan mood siswa, dan mood nya itu bsa masuk di kebutuhan peserta didik, salah satunya adalah memperhatikan mood para

siswa untuk belajar, Ketika mereka tidak mood, kita bisa memberikan ice breaking and kemudian dari rpp kita bisa menentukan rencana kerangka materi, menentukan rencana kerangka materi sebenarnya tidak susah karena kita sudah bisa berdasar dari rpp, kemudian yang terakhir adalah memilih metode pembelajaran terkait lagi bisa berdasar pada materi apa yang akan kita bawa pada jam Pelajaran tsb

Peneliti : Apa pertimbangan utama dalam Menyusun rencana pembelajaran?

Guru 2 : Pertimbangan dalam Menyusun rencana pembelajaran, yang harus diperhatikan Ketika kita ingin Menentukan rencana pembelajaran adalah kita harus memastikan apakah tujuan pembelajaran tsb bisa menuntun pembelajaran tsb agar berjalan dgn efektif terarah, tersusun, dan skli lgi harus sesuai dgn kebutuhan peserta didik. Jadi kebutuhan peserta didik yaitu maksudnya materinya itu bisa lebih spesifik dan terukur tergantung kapasitas kebutuhan peserta didik kemudian harus berdasarkan kompetensi dasar, dan ipk siswa. Maksudnya ipk siswa adalah indikator pencapaian kompetensi dari siswa tsb. Yaitu ada kognitif, ada afektif dan tidak tertinggal psikomotoriknya. Kemudian kita harus memperhatikan Tingkat pemahaman siswa. Jadi tidak asal mengajar, jadi betul2, jadi maksudnya kita tidak melanjutkan materi sampai kita betul2 memastikan Tingkat pemahaman siswa. Kemudian waktunya. Jadi waktu.. aaaaa jadi pembagian waktu di sini adalah aa apakah waktu yg tersedia itu cukup untuk materi yg akan kita bawa pada pertemuan tersebut. Dengan memperhatikan sarana dan prasarana apa yang di gunakan pada hari tersebut.

Peneliti : Bagaimana anda menyesuaikan rencana pembelajaran dengan kebutuhan siswa?

guru 2 : Sebenarnya ini terlihat dari bagaimana kita melakukan assessment awal. Jadi kita memberikan aa, semacam observasi, atau kita bisa mewawancarai secara langsung, memberikan semacam test kepada siswa sebelum kita memberikan satu materi. Dari pre-test tsb, atau bisa juga berupa kuisioner ya, jadi kita bisa melihat kemampuan awal para siswa, ee gaya belajar apay g di butuhkan, kemudian, minatnya sebenarnya apa, apakah pada.. aa subject tsb atau tidak. Meskipun sebenarnya bukan minatnya, tapi kita bisa.. hmmm apay a, kita bisa mengambil hatinya siswa dengan memperbaiki gaya belajarnya. Kemudian, hmm kita juga memperhatikan per individunya. Karena beberapa siswa memiliki cara belajar yg berbeda, kecepatan belajar yg berbeda, ada yg harus melalui visual, ada yg memang harus melalui audiotori, ada yg melalui kaya ee memang kita menggabungkan visual dan audio. Dan kemudian, tak tertinggal juga, bila dalam sekolah tsb ada siswa yg berkebutuhan khusus semacam disabilitas, atau memiliki keunggulan tertentu yg sangat unggul, itu juga termasuk aa berkebutuhan khusus.

Peneliti : Apakah anda terlibat dalam proses penyusunan kurikulum?. Jika ya, bagaimana proses nya?

- Guru 2 : Kalau saya pribadi, Sebenarnya tidak seratus persen, terlibat dalam penyusunan kurikulum. Tapi sebenarnya saya bisa menjelaskan proses penyusunan kurikulum itu berdasarkan pemahaman, bagaimana sebenarnya kurikulum yang sedang, yang harus di gunakan pada dunia Pendidikan sekarang. Jadi, saya tidak terlibat langsung. Tapi bisa menjelaskan bagaimana step2 penyusunan kurikulum tsb, apa yg sedang di gunakan dalam dunia Pendidikan
- Peneliti : Bagaimana anda memastikan bahwa tujuan pembelajaran tercapai dalam setiap sesi?
- Guru 2 : Cara memastikan bahwa tujuan pembelajaran itu sudah tercapai sebenarnya kita bisa melakukan itu di awal sesi. Jadi kita harus memperbaiki komunikasi dgn siswa terutama ttg tujuan pembelajaran jadi aa kita sampaikan di bagian kesepakatan siswa kita bisa sampaikan kepada siswa ttg tujuan pembelajaran bahkan kita bisa mengajak siswa untuk aa mereka yg menjawab sendiri ttg apa tujuan pembelajaran hari ini dgn memberikan beberapa pertanyaan pemantik. Aa dan bisa memberikan fase atau waktu Dimana mereka yg memberikan feedback kepada kita. Jadi komunikasi ttg tujuan pembelajaran kpd siswa itu salah satu aa cara kita memastikan agar siswa menjalankan, eh sorry mempelajari materi tersebut dgn mmg memahami tujuan pembelajaran tsb. Kemudian kt bisa mengamati dalam keterlibatan siswa selama proses pembelajaran tsb. Sambil mengajar kt bisa memberikan 123 pertanyaan kpd siswa. Apakah mereka memahami materi tsb, kt bisa memperhatikan gerak gerik siswa, aa kita bisa memperhatikan gerak siswa, apakah siswa ini paham atau tdk. Kemudian bisa juga, oh iya kan di bagian terakhir pembelajaran ada yg Namanya refleksi. Atau biasa di sebut reflektif dalam pembelajaran, dengan itu, kita bisa memberikan Kembali pertanyaan pemantik kpd siswa, apakah kamu faham materi atau tidak. Sbnrnya tdk lgsg menanyakan paham atau tidak, jadi kt hanya memberikan pertanyaan pemantik dari aa part refleksi tsb, dari situ kt bisa memastikan oo siswa berikut ini belum terlalu faham, atau dri 100 persen, baru sekitar 60 persen. Begitu pun untuk siswa2 selanjutnya.
- Peneliti : Bagaimana anda mengelola waktu dan sumber daya dalam kelas?
- Guru 2 : Cara mengelola waktu dengan aa sumber daya yg di gunakan dalam kelas. Aaa jadi menurut saya mengelola waktu dan sumber daya dalam kelas sangat penting dari keberhasilan sebuah pengajaran. Jadi caranya mungkin dengan memilih aktivitas yg memiliki dampak maksimal kepada pembelajaran siswa. Sambil kta juga bisa menghindari kegiatan yg memakan waktu sebnarnya banyak kegiatan yg memakan waktu tapi memberikan hasil yang baik utk siswa. Namun ada beberapa kegiatan yg memakan waktu namun hasilnya itu tdk trll signifikan. Jadi kt bisa menghindari hal tsb. Jadi manajemen waktu juga mnjadi salah satu cara agar aa kelas bisa berhasil

- Peneliti : Bagaimana tugas dan tanggung jawab di bagi antara anda dan rekan instruktur lainnya?
- Guru 2 : Itu di bagi berdasarkan materi atau topik. Jadi Ketika bagian penjelasan, aa saya lebih banyak terilibat dalam proses penjelasan. Tapi Ketika ada bagian dalam pembelajaran yg mengharuskan siswa praktik dengan sesama temannya, aa jadi aa sering saya meminta bantuan pada instruktur lainnya utk memantau. Krn saya sendiri tidak bsa memantau seluruh siswa. Jadi untuk bagian praktek atau Kerjasama antar siswa itu sering saya meminta bantuan kepada instruktur lainnya untuk memantau perkembangan siswa perindividuanya. Kemudian rekan instruktur lainnya juga itu mengambil part2 lainnya, berdasarkan kompetisinya. Contoh, mslnya saya bsa lebih focus pada penjelasan, rekan instruktur lainnya bsa focus ke bagian praktik begitupun sebaliknya
- Peneliti : Apa strategi anda dalam mengelompokkan siswa berdasarkan kemampuan mereka?
- Guru 2 : Strategi mengelompokkan siswa berdasarkan kemampuan mereka itu aa contoh misalnya dalam satu grup itu terdapat 3 siswa mengharuskan ada 3 siswa, jadi tidak semua 3 tsb adalah siswa dgn kecerdasan yg tinggi tapi kita bagi. Cntoh mslnya satu siswa yg cepat tanggap. Cepat paham, dan sudah paham materi. Dan siswa kedua siswa yg sedkit medium, dan satunya lagi siswa yg sedikit low dalam menangkap Pelajaran. Jadi aaa Ketika mereka praktik, aaa ada part di mana bagian yg sudah mengerti materi bsa membantu temannya . jadi kesinambungan aa kerjasamanya berjalan dan tidak saling, aa tidak vakum karena tdk ada yg mengerti.
- Peneliti : Bagaimana koordinasi antara instruktur dilakukan untuk memastikan keseragaman materi ajar?
- Guru 2 : Itu dilakukan sangat baik, karena memang di tempat aa kursus kami, ada yg Namanya keseragaman materi ajar. Terkadang ada 2 kelas yg berjalan pada saat bersamaan itu di aa materi di sampaikan seragam pada kelas yg satu dgn kelas yg lainnya. Koordinasi antara struktur aa berjalan dgn baik krn Ketika proses pembelajaran, kita tdk berfokus pada kelas masing2, tapia da jeda dmn kt harus memastikan apakah kelas yg sebelah, atau kelas yg satu tsb seragam atau ber kesinambungan dgn kelas yg kt jalankan. Jadi ada komunikasi secara tdk langsung ee antara satu guru dan guru lainnya, atau satu instruktur dgn instruktur lainnya.
- Peneliti : Apakah ada dukungan organisasi yg membantu anda dalam mengajar?
- Guru 2 : Organisasi dalam membantu saya mengajar, sejauh ini tidak ada karena aaa tmpt kursus kami itu berdiri pribadi tanpa ada bantuan organisasi yg lain. Dan sejauh ini tanpa organisasi lain, alhamdulillah , kelas, dan proses belajar mengajar berjalan dgn lancar
- Peneliti : Metode pengajaran apa yg paling sering anda gunakan di dalam kelas? Mengapa?

- Guru 2 : Jadi sebenarnya metode yg di gunakan itu sebenanrnya aaaa tdk berfokus pada satu metode untuk keseluruhan pembelajaran. Tapi kt sering mengubah metode sesuai dgn kebutuhan siswa. Contoh pada awal pembelajaran, kita sering mnggunakan metode pembelajaran aktif, atau active learning di mana kt betul2 aa memberikan simulasi, or experiment, di aa di padukan dgn metode ceramah, kita memberikan motivasi kepada siswa . kemudian setelah itu di gabung lagi dengan metode diskusi kelompok, Ketika mmg materinya membutuhkan diskusi kelompok, kemudian, aaa yah, lebih seringnya sprt itu.
- Peneliti : Bagaimana anda menciptakan suasana belajar yg menarik dan interaktif?
- Guru 2 : Menciptakan suasana belajar dan interaktif untuk saat ini yg sering di lakukan di tempat kursus kami adalah lebih sering memberikan siswa aaa ice breaking. Jadi dengan memberikan siswa ice breaking, itu bsa Kembali mengajak mereka untuk, yg tadi nya mereka kehilangan focus, bisa Kembali mengembalikan focus mereka. Kemudian menggunakan suasana belajarnya supaya menarik dan interaktif kita menggunakan game. Jadi setelah materi di jelaskan sekita paling lama 30 menit, aa selebihnya sering kita gunakan untuk aa memberikan kepada siswa game, terkait dgn materi yg sudah di jelaskan tadi. Jadi kt memberikan game, aa agar mood siswa untuk belajar itu lebih tertarik, kmudian kelasnya lebih menarik, dan ada bagian interaktif mereka bermain game dan mereka berinteraksi satu sama lain.
- Peneliti : Apa tantangan terbesar yg anda hadapi dalam melaksanakan proses pembelajaran?
- Guru 2 : Tantangan terbesar dalam menghadapi dan melaksanakan proses pembelajaran itu adalah aaa mengembalikan focus siswa, jadi siswa jaman skg itu aaa jujur secara pribadi, mereka sering kehilangan focus, entah itu karena pengaruh gadget atau game . jadi sekitar per 10 menit itu aa siswa terkadang kehilangan focus. Meskipun sbnrnya mereka ingin belajar tapi mereka terlihat sprt kehilangan focus. Namun begitulah fungsi dr ice breaking agar Kembali mengembalikan focus mereka. Sbnrnya itu tantangan tersulit dalam proses pembelajaran.
- Peneliti : Bagaimana anda menangani siswa yg dgn Tingkat pemahaman yg berbeda dalam satu kelas?
- Guru 2 : Ya Tingkat pemahaman siswa dalam satu kelas itu tidak mgkin sama. Dan sangat pasti berbeda2. Aa caranya adalah kita tdk me generalisasikan siswa utk semuanya paham dengan materi tapi aa salah satu cara yg kt lakuka adalah dgn memberikan pertanyaan agar kt dapat mendapat feedback jadi memberikan pertanyaan pemantik agar dapat feedback dari siswa. Jadi, dari feedback tsb kt bsa melihat oh siswa ini sudah paham, siswa berikut belum paham, kemudian Ketika siswa yg paham itu lebih sedikit, jadi kt bsa memberikan penjelasan ulang Kembali. Ketika siswa yg sudah paham itu sekitar 80% dari sekelas, itu kt bsa memberikan aa penjelasan lebih

sedikit agar siswa yg belum paham bsa sedikit paham, dengan cara tidak menjatuhkan semangat bagi mereka yg belum paham

Peneliti : Bagaimana anda memotivasi siswa agar tetap aktif dan antusias selama Pelajaran?

Guru 2 : Motivasi diberikan di tmpt kursus kami itu di berikan setiap saat, setiap pertemuan, setiap per 30 menit. Jadi motivasi itu sangat aaa di terapkan, pemberian motivasi itu sangat di terapkan dalam tempat kursus kami. Kenapa? Agar siswa tetap aktif dan antusias dalam belajar, dan aa kenapa juga krna generasi saat ini Ketika belajar, itu berbeda dengan generasi 5 tahun lalu. Meskipun mreka mmg membutuhkan teori atau materi dalam belajar sbenarnya mereka lebih membutuhkan motivasi daripada materi tsb. Krn Ketika mereka sdh termotivasi untuk belajar, secara aa gamblangnya, mudahnya, materi itu akan masuk Ketika mereka sudah termotivasi untuk blajar. Berbeda Ketika mereka memang ingin belajar, tpi tdk ada niat atau motivasi utk belajar maka materi akan sedikit sulit untuk mereka pahami.

Peneliti : Apakah anda mendapatkan pelatihan atau pembinaan dari manajemen sec?

Guru 2 : Jadi mendapatkan pembinaan secara formal itu tidak pernah yaa. Tapi pembinaan atau pelatihan dari sec itu di sampaikan ee setiap saat. Tapi tidak secara formal. Jadi setiap selesai pembelajaran, pasti ada yang Namanya mmm refleksi, jadi melalui refleksi itu sbnrnya kami sebagai instruktur sudah menganggap itu merupakan pelatihan atau pembinaan meskipun secara tdk formal. Kemudian sebelum terjun sbg instruktur pengajar pelatihannya itu dengan cara ee setiap instruktur harus menjadi observant teacher sekitar satu tahun ee bahkan lebih untuk menguasai bagian dari kelas entah itu pengajaran atau eee bagian kesiswaan jadi aa instruktur harus menguasai suasana kelas dlu lalu bisa terjun langsung menjadi instruktur pengajar , aa itu yg saya sebut tadi tidak secara formal di bina, tetapi secara tidak langsung Ketika terjun sebagai observant teacher, itu adalah sebuah pelatihan atau pembinaan

Peneliti : Bagaimana proses supervisii atau pembinaan dari pihak manajemen terhadap anda?

Guru 2 : Pembinaan dari pihak manajemen itu sangat sangat baik dilakukan setiap saat secara detail, dan ee tidak, tanpa menjatuhkan setiap individu. Jadi pembinaannya itu motivating ke setiap instruktur. Jadi pihak manajemen sec terutama pemimpinnya itu memberikan supervise kepada teacher itu tnpa harus menjatuhkan teacher tsb lebih ke mendidik sebenarnya bagaimana menjadi a good teacher.

Peneliti : Apakah ada evaluasi berkala terhadap kinerja anda? Bagaimana prosesnya?

- Guru 2 : Yes, ada. Evaluasi nya itu biasanya setiap 2 pertemuan. Ee menejemen sec itu mengadakan evaluasi yg biasa kita sebul briefing . aa baik itu kinerja guru dalam kelas, di luar kelas, bahkan, kinerja guru Ketika sampai di rumah, aa bagaimana komunikasi sama siswa, org tua siswa, itu senantias di follow up oleh manajemen star ec. Prosesnya itu tdk secara formal. Mkstdnya itu setiap saat tapi tdk formal. Jadi tidak di sadari kita setiap waktu di evaluasi
- Peneliti : Bagaimana anda mengembangkan keterampilan mengajar secara pribadi?
- Guru 2 : Jadi aa selain mendapatkan pengetahuan dari manajemen sec sendiri, krn aa keterampilan mengajar yg di ajarkan sbnrnya meskipun tdk di ajarkan secara langsung bahwa kau harus mengajar seperti ini, tetapi melalui metode yg di berikan oleh manajemen yg harus kita ikuti, sbnrnya itu sudah merupakan pengembangan keterampilan yg harus kita pelajari tidak dalam waktu singkat, namun betul2 kita membutuhkan jam terbang untuk menguasai keterampilan tsb. Dan ee selanjutnya adalah belajar sendiri melalui banyak, ee skg ini sudah banyak sekali fasilitas untuk belajar bhs ing, jadi bukan Cuma melalui pelatihan di sec tapi belajar pribadi melalui entah itu youtube, short, video singkat yg menjelaskan ttg aa Bahasa inggris yg membuat kita mendambah pengetahuan. Dengan menambah pengetahuan itu sbnrnya sudah mengembangkan keterampilan pribadi.
- Peneliti : Apa bentuk dukungan yg anda harapkan dari pihak manajemen untuk meningkatkan kualitas pengajaran?
- Guru 2 : Sebenarnya kami sudah ter support secara, kalo dari 100% sebenarnya kita sudah ter support sebanyak 80% dan itu sudah sangat luar biasa. Kualitas pengajaran insyaallah sudah sangat di manajemen oleh pihak sec. jadi insyaallah utk dukungannya itu setiap saat, sebenanrnya kita sudah merasakan. Jadi setiap saat didukung, support, jadi bukan hanya tentang sec, bahkan dari pribadi masing2 individual, instrukturnya itu di support oleh pimpinan sec. jadi bukan hanya utk kebaikan aa sec sendiri tapi kebaikan pribadi guru masing, entah itu kehidupan pribadi, entah itu masalah pribadinya itu senantias di dukung oleh pihak sec.
- Peneliti : Bagaimana anda mengevaluasi kemajuan belajar siswa di kelas?
- Guru 2 : Meng evaluasi hasil belajar siswa, Sebenarnya kita bisa melihat dari hasil test meskipun sbnrnya itu bukan merupakan tolak ukur utama, tapi ee Ketika di sec itu meskipun sebenarnya hasil test tertulis itu adalah salah satu acuan untuk melihat kemajuan hasil belajar siswa tapi part yg paling besar yg harus kita perhatikan adalah bagaimana pencapaian atau kemajuan siswa tsb dalam menggunakan Bahasa inggris dalam kehidupan sehari2 , jadi Ketika mereka sudah ada kemauan untuk menggunakan Bahasa inggris tsb itu sudah merupakan kemajuan.
- Peneliti : Apa metode penilaian yg anda gunakan untuk mengukur pencapaian siswa?

- Guru 2 : Seperti yg saya katakana tadi, jadi aa penilaian yg di gunakan itu bisa menggunakan test tertulis. Dan kita jd bisa menggunakan aa test secara orally. Bagaimana siswa menggunakan Bahasa inggris utk kehidupan sehari2. Terutama Ketika mereka berada di sec. dari 100% Ketika siswa sudah menggunakan Bahasa inggris, 80% selama di sec itu kt sudah anggap sebagai kemajuan luar biasa untuk pencapaian siswa.
- Peneliti : Bagaimana anda memberikan umpan balik kepada siswa mengenai perkembangan mereka?
- Guru 2 : Yes ofc. Jadi Ketika ada kemajuan yg di tunjukkan oleh aa masing2 individu, entah itu individua tau perkelompok, atau setiap kelas dari siswa tsb , kita akan selalu memberikan umpan balik entah itu merupakan apresiasi verbal, entah itu berupa apresiasi seperti permen, apresiasi dukungan, motivasi, kita senantiasa memberikan. Kemudian apresiasi nilai Ketika mereka menjawab dengan baik, kita juga memberikan nilai yg baik jadi itu merupaka umpan balik.
- Peneliti : Bagaimana hasil evaluasi siswa mempengaruhi rencana pengajaran anda di sesi berikutnya
- Guru 2 : Hasil evaluasi sangat mempengaruhi rencana pengajaran kalau di sec kita tidak menyebutnya sbg sesi, tapi menyebutnya sebagai level, hasil eveluasi tsb sangat2 mempengaruhi rencana pengajaran di level selanjutnya. Apa yg kurang di level sebelumnya, itu bisa menjadi acuan kita untuk memperbaiki proses atau rencana pengajaran untuk level selanjutnya, begitupun kalau ada yg baik, kita lebih memperbaiki lagi agar lebih baik untuk level selanjutnya
- Peneliti : Apakah anda menerima umpan balik dari siswa atau manajemen? Bagaimana anda menggunakannya untuk perbaikan?
- Guru 2 : Iyaa, kami sering menerima umpan balik, baik itu dari siswa, maupun dari manajemen dari hasil pengajaran kami. Ee sebenarnya itu hal yg sangat kami butuhkan. Sebagain instruktur di sec, meskipun aa di hati kecil kami memang membutuhkan sedikit pujian, apresiasi, tapi sebenarnya aa kami lebih membutuhkan umpan balik berupa evaluasi dari hasil mengajar kami entah itu dari siswa, dari siswa itu aa merupakan pertanyaan feedback dari siswa. Jadi Ketika sbnrnya siswa bertanya apa yg kita jelaskan dan mereka belum paham, itu bisa menjadi aa bahan evaluasi untuk kami memperbaiki penjelasan aa kami unutk lebih detail lagi agar mereka lebih faham. Adapun dari pihak manajemen Ketika kami menerima umpan balik aa itu adalah hal yg kami butuhkan agar kami megetahui kurangnya Dimana, dan memperbaikinya untuk proses pengajaran selanjutnya.

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	INSTRUMEN PENELITIAN

APPENDICES 05: Teaching Report form Observant Teacher

Observant teacher: Ghefira Raudah

15th august 2022

Level 3

Meeting 9

1st 30 minutes

- 1) Arrange the students lines
- 2) Greet the students
- 3) Absent the students
- 4) Pray before studying

2nd 30 minutes

- 1) Check the students' exercise 2 part 2
- 2) Answer the exercise
 - a) Point some students to answer
 - b) Give some advices to students about the cleanliness

3rd 30 minutes

- 1) The students join PASSIVE TEST
 - a) Share the clipboards and the papers
 - b) Explain how to do the test
- 2) Answer together the answer
- 3) Check the students' speaking concept

4th 30 minutes

- 1) Speaking activity
- 2) Last information

- 3) Pronounce the vocabs (61-80)
- 4) Say the password
- 5) The tidies line can go home first

2nd meeting

10th of January 2022

1st 30 minutes

1. call the students' name
2. announce the vocab score
3. after that, we checked the students' cover books & their dictionaries. If they haven't covered their book, they should stand up
4. after checking their books, we checked who didn't come last meeting
5. then, mam hera asked the students, to bring their certificate L1 if there is a misspell or a mistake on their certificate

2nd 30 minutes

1. test vocab level 1 part 2
2. and then we entered to new material: Tenses (Waktu).

In this part, mam hera explained about the time line (Past, Present, and Future) with the gesture. She also explained about the part of speech, and she gave the students example

3. and after that, she started to explain the tenses name. start from Simple past tense as the first tenses. After that go to past continuous tense, pas perfect tense, and past perfect continuous tense. After explaining, mam hera gave the students time to memorize that, and start pointed them randomly
4. finished with the past tense, she continued to the Present tense. Start with simple present tense as the sixth tenses that they have to know. And then move to present continuous tense, present perfect tense, and then present perfect continuous tense. After that she asked the students again to memorize them, start from simple past tense, until present perfect continuous tense. After that, she pointed them randomly again to mention all the tenses, but she only mention the number to the students. After that, the students should answer based on what number mam hera said.

For example: mam hera pointed qalbi, and then mam hera mention number 2, so qalbi should answer PAST CONTINUOUS TENSE

5. after that, she continued explain about future tense, start with simple future, until future perfect continuous tense
6. and asked the students to memorize again, all of the 12 tenses name. and start to pointed them again randomly, with the same pattern.
7. She explained again about the past future tenses.
8. After completing her explanation, she asked the students to test each other, for mentioning all the tenses name
9. She also tell the students that we will only learn 5 tenses
10. Then, we entered to the second material: Part Of Speech
 - Noun. Noun are divided into two, they are, Kata benda yang dapat dilihat, dan kata benda yang tidak dapat dilihat. (for example: occupation)
 - Adjective
 - Verb
 - Preposition
 - Pronoun
 - Adverb
 - Conjunction
 - Interjection

Each of the part of speech, the students should give them example

3rd 30 minutes

11. And then we entered to the last material today: Auxiliaries or Kata kerja bantu. Auxiliaries divided into 4 parts. They are TO BE, TO DO, TO HAVE, And MODAL
12. After explaining the auxiliaries She asked the students to mention all the parts of speech, and then followed by the auxiliaries
13. And then mam hera concluded the material today
14. She also explained about the OMT and the homework for next meeting. And explained about the vocab test with the part of speech that will be held next meeting.
15. Prepare the class to go home
16. Class dismissed.

BIODATA PENULIS

DATA PRIBADI



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1. SD Negeri 19 Parepare Tahun 2011
2. SMP Negeri 2 Parepare Tahun 2014
3. SMAN 1 Parepare Tahun 2017
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KARYA PENELITIAN ILMIAH YANG DIPUBLIKASIKAN:

AN ANALYSIS OF LEARNING MANAGEMENT OF ENGLISH COURSE: A CASE STUDY AT STAR ENGLISH COURSE