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by

Submission date: 03-Jun-2020 10:12AM (UTC+0700)

Submission ID: 1336853107

File name: Artikel_prosiding_ICEI_2019_125928791.pdf (2.09M)

Word count: 4083

Character count: 22716

Management of Learning Activities at a Local English Camp in Indonesia

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Abstract—The purpose of this study was to determine and analyze the management of learning activities at a local English camp, the Azizah Princes Camp. This study aims to analyze and describe the management of learning activities in Pare Kediri and analyze the supporting factors and inhibitors of the management of learning activities in the *Kampung Inggris* Pare Kediri. This type of research is a qualitative approach, the technique of collecting data is in-depth interviews, observation, and documentation. Management of the learning activities in a non-formal education runs well and smoothly. Management of learning activities can be seen from the implementation of the program based on the components of learning, student, learning places, learning resources, learning sources, and learning outcomes. As for the factors that support are friendly tutors with course participants, high motivation from the participants of the course, and supporting infrastructure. Meanwhile the inhibiting factor is the camp location, which is very close to other camps. Furthermore, development and improvement must be carried out thus learning activities can continue to increase and become more qualified.

Keyword—management; a local English camp; learning activities

I. INTRODUCTION

The necessary of English language skills is fulfill the education process. The educational process is a conscious and planned effort to realize the learning atmosphere and process, thus students actively develop their potential, to have the intelligence and skills needed by themselves and the community. Therefore, education is seen as an ongoing process guided by the goal of improving the quality of life, especially adults, students, workers, practitioners, and educators must have English language skills to enhance their role in life. National Education, as mandated in Law number 20 in 2003, is known of having three-education pathways namely formal education at school, informal education throughout the ages which can be applied in daily life and also non-formal education which is carried out outside the school system (formal education). In achieving its learning goals, those three pathways complete one another in developing human resources [3]. Non-formal education can be functioned as a substitute for formal education. Furthermore, non-formal education can also be functioned as supplementary and complementary for formal education by having course institutions, learning and teaching institutions, learning activities in non-formal and other

education units as to develop academic abilities, increase vocational skills and enhance the skills of the course participants in preparing themselves to encounter the development era [7].

In this development era, it is necessary for us as Indonesian citizens to understand, comprehend, and even implement English in life. English as an international language is very important to be mastered. The role of English as a global language must also be learned and used as a communication tool in various countries. Learning English in formal education is very limited, therefore, many children, adolescents or adults learn English more deeply to improve their English language skills to keep up with the development era which is in progress.

Camp as a form of non-formal education that is used as a place to live during a language course is now also organizing certain learning activities to help improve, gain knowledge, and enhance skills for the course participants. So, there will be an impact felt by the course participants and the community in the form of skills improvement. Therefore, the relevance between the types, fields, and content of the curriculum developed in the camp must accommodate the needs of the course participants, which refers to the predictions of the possibility of changes that might be occurred. This is following Etling's statement that Non-formal education is more learner-centered than most formal education. Non-formal education focuses on practical skills and knowledge while school often focuses on information which may have delayed application. Overall, non-formal education has a lower level of structure (and therefore more flexibility) than schools. Non-Formal education must be able to be in line with the development of science and technology by thinking about innovation for non-formal education, such as the concept of learning, the learning which is not only impressive in school but begins to shift out the school settings [14].

Along with the rapid development of the Indonesian economy, it has estimate that in 2030 Indonesia needs 113 million workers who are proficient in English. This clearly shows that English language skills are needed for the development of a country. The result of this study stated that professionals who can speak English well can earn 30-50% higher income than those who do not speak English. Besides, "Countries with a high level of English language proficiency tend to have a higher average income, the better quality of life and greater investment in research and development." explained Tran. Besides, Tran added, English language

proficiency also shows the relevance of individual income which is measured by per capita income of countries participating in EF EPI (Education First English Proficiency Index). The higher the level of English proficiency of a country, the greater the average income of the population in that country. Since today, English is very important to use in communicating more widely even on a global scale. Based on EF EPI data, English language proficiency is related to economic competitiveness, social development, and innovation [17].

Azizah Princess Camp is a temporary residence for the course participants who carry out their studies in various course institutions. The camp is greater than the scheduled course in the institution since there are series of program implementations that have been scheduled and also rules that have been set which is not to be violated by the course participants. The series of programs is about learning activities that are interrelated to create optimal learning [11]. In these learning activities, the participants of learning must be active and dominate the learning process thus they can enhance their potential. The camp itself is one of the non-formal education units where the Camp is organized by an institution as the provision of the course participants to increase or develop abilities that emphasize on the mastery of knowledge, understanding, skills, competency, and attitude to encounter the present and the future.

The number of course participants in Azizah Princess Camp each year has increased, especially on the holiday period. Many course participants from various regions outside East Java joined in the course in Kampung Inggris located in Pare Kediri. In addition to the learning process which imposes the participants to speak English in the camp area, the role of tutors is also important in the camp management to assist the participants to be more fluent in English. In the Azizah Princess Camp Pare Kediri, the course participants were not just let to practice the language skills by themselves, there were camp tutors (facilitators) who always guide and train the course participants in practicing their English skills.

Camp management using English leads the course participants to have the ability to get the meaning of the spoken language. Sometimes, the tutors hear what the course participants say but due to the speech errors on incorrect grammar and vocabulary that probably create wrong meaning to the person who hears it. So, someone's ability in English must also concern about several things to be mastered ranging from grammar, pronunciation, vocabulary, and others.

The course participants do more practice than learn the theory with the support of the environment that leads to the mastery of English language skills. Gagne argued that "learning is influenced by growth and environment, but the most influential is the individual environment". Thus, speaking English in the camp area helps to enhance English language skills in daily application. Attending the class does not mean the participants able to understand the skills quickly since a few of the course participants feel capable only with theory without practice. So, the practice of the course participants conducted in the camp is a concrete manifestation of the learning that was carried out.

Ideally, to implement English skills more effectively, it is necessary to have proper camp management which leads to achieving the goals. Having good camp management starting from the office manager to the camp management and rules that must be obeyed by the course participants in the camp. Some factors that influence the development are the quality of human resources and the English skills of the course participants that must be improved. Besides, the course participants are also the ones who received the impact obtained from the results of the learning carried out. Besides, the management which is truly implemented makes the course participants more confident to speak English by self-taught through life from waking up to sleeping again.

Effective camp management is needed in life based on the learning process, the course participants are both the subjects and the objects in the process of transforming knowledge and skills. Private management according to [4] is "management as working with and through individuals and groups to achieve organizational goals" which means management is an activity carried out together and through a person and a group to achieve organizational goals. The management process can be started from the planning, controlling to the evaluation process. Management is the process of planning, organizing, leading and controlling the effort of organizing the participants and using all other organizational resources to achieve stated organizational goals.

Success in camp management will have a positive impact on non-formal education institutions towards the development process [12,13]. Camp management is carried out with the purpose to discipline the planned activities thus the scheduled activities can run in order, in well-organized and in a smooth manner. As a result, the participants can contribute to the achievement of goals. Based on the above background, the researcher took a study entitled Management of Learning Activities at Azizah Princess Camp *Kampung Inggris* Pare Kediri.

II. METHOD

The research method has a very important role in the study. According to Arikunto, the research method is a stage that is never passed by someone who wants to conduct scientific research. This is because the research method will discuss the rules of activities that must be taken by researchers [15]. This study used a qualitative approach. According to Bogdan and Taylor in [9], qualitative method is a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior.

This research was conducted at Azizah Princess Camp, Jalan Anyelir No. 10 RT 1 RW 14 Mangunrejo - Tulungrejo Pare Kediri. Besides, the subject of this study was obtained from the informants who can be trusted and had knowledge related to this study. The informants in this study were managers and supervisors, all of them were selected as the informants as well as the course participants or residents in Azizah Princess Camp.

Furthermore, the data collection techniques used in this study were interviews, observations, and documentation [16]. The interview used in this study was in-depth interviews. In-

depth interviews were conducted by asking some open questions, which allowed the informant to provide broader answers [10]. The questions were directed in revealing the lives of the informants including the concepts, perceptions, roles, activities, and events which has been experienced regarding the problems being studied [5]. The informants in this study were the course participants who resided in Azizah Princess Camp. Then, the data obtained from the observation method was about management including learning citizens, learning resources, tutors, communities or study groups, infrastructures, and learning outcomes.

The documentation method was intended to complete the data from the interviews and observations. The documentation method is used to collect data from other sources, where this source consists of records and documents. Meanwhile, the obtained data using documentation method are videos, recordings, and photographs that the researcher obtained from doing observations and taking the documents in the form of reports on the progress of activities or others that can support the data [8]. Besides, the data analysis in this study uses the theory of data analysis from Miles and Huberman which divides the data analysis into three activity lines, namely data reduction, data presentation and drawing conclusions or verification.

III. RESULTS AND DISCUSSION

The camp is another name for boarding house and dormitory in Kampung Inggris Pare Kediri, however, the activities in the camp distinguish the three. Camp, besides functioning as a rest area like in a boarding house in another city, it also provides some learning activities that support the language learning in Kampung Inggris. Boarding house in Kampung Inggris is the same as the boarding house in another city, which is only a place to rest after the activities outside. Whereas, the dormitory is a place to rest for students in Kampung Inggris where the area is combined with the learning places (courses). Azizah Princess Camp is one of the camps in Kampung Inggris that provides a place to rest, a place to study for Muslim girls who is required to wear a veil, the obligatory prayer in congregation, and speak in English in all camp areas. Azizah Princess Camp is located at Jalan Anyelir number 10 RT 11 RW 14 Mangunrejo, Tulungrejo, Pare, Kediri. Postal code 64212 with telephone number 085733947516.

Additionally, the learning program in Azizah Princess Camp is held one day two times after subuh prayer at 05.00 until 06.00, then the participants prepare to study at the course. Besides, the learning program is also held after the evening prayer at 6:00 p.m. to 7:00 p.m. The learning activities must be followed by all Azizah Princess Camp participants. The materials provided in Azizah Princess Camp is speaking, grammar and pronunciation which can support their daily speaking. After that, newcomers are allowed to use Indonesian for only two weeks. Next, you are required to use English in your daily conversation.

The course participants at Azizah Princess Camp are quite numerous thus it can be easier to control by collecting the data once in a month. Azizah Princess Camp participants also range in age, place and the chosen courses with monthly packages, regular courses or two weeks courses.

The existence of learning activities at Azizah Princess Camp greatly assists to achieve the objectives of the course participants by improving their English skills. The participants do not only get the learning at the course but also at the camp. Thus the participants will be more helpful and get used to the use of English quickly. However, camp managers also need to manage learning activities properly thus the achievement of the goals can be maximized.

Management of learning in achieving learning goals is not only conducted by an educator/tutor but also participants and all components of learning. Many activities can be done to support the success of learning, one of which is through effective learning management. Also, camp management can be done to discipline the planned activities thus the scheduled activities can run in order, in well-organized and in a smooth manner and finally all the components of learning can contribute maximally in achieving goals.

The management of the learning activities at Azizah Princess Camp is carried out by the camp manager and of course the active involvement of the camp participants which also support the learning activities. The existence of the learning activities in the camp is very helpful for the camp participants in achieving the goals of increasing their ability to speak English. The camp participants do not only get knowledge of the course but also at the camp. Therefore, people who want to get full-time English learning (not only in the course) will choose the camp to become one of the right facilities. In addition to the camp regulation that requires the participants to have a conversation in English every day, there are also learning schedules and exciting programs such as walking for fun.

Besides, the implementation of learning activities in Azizah Princess Camp must pay more attention to several aspects such as learning participants, learning resources, learning funds, and learning outcomes. In this study, five were used: learning participants or learners, learning resources, learning funds, learning places and learning outcomes.

The participants in Azizah Princess Camp have many characteristics, for instance having the goal to increase their ability to speak English, the same spirit of learning, strong willingness to learn and self-study. In this study, it explains that the learning resources available in the English language course program at Azizah Princess Camp are developed by the educators or English tutors at Azizah Princess Camp. Furthermore, according to the statement of [1], fund means money, securities, and other assets that are deliberately set aside for a certain purpose that has been decided before. Besides, a fund for learning is also a factor in the success of a program. Therefore, without sufficient fund, it would be impossible for a program to run smoothly and succeed well. The learning fund used in conducting English course at Azizah Princess Camp is collected fund from students.

Kreitner in [3] stated that motivation in learning is a psychological process that evokes and directs the students' behavior to achieve the directed goals. It is in the process of motivation that will arouse, direct and maintain human behavior in the learning process to achieve the learning goals that have been determined. In this case, a lot of effort was

made to bring up the enthusiasm of the participants' learning process by giving attention, adequate camp facilities, walking for fun activities for every two weeks, and still a lot of work that has been done. Giving attention and establishing a family relationship will create a comfortable and enjoyable learning atmosphere.

The concept of learning in non-formal education that learning can be done anywhere and anytime is suitable to represent the learning activities held at Azizah Princess Camp. The learning activities at Azizah Princess Camp are very helpful for the learning process of the course participants. Thus, the learning process is not only done at the course but also in the camp during the study. This is in line with which strongly promoted Self-directed learning as extraordinary enforcement for the success of one's learning.

Besides, this study discusses English language courses thus the result achieved is related to the improvement of the understanding of English knowledge, English language skills, and changing attitudes in a positive direction in addressing challenges or problems particularly relating to English. This is consistent with the statement. [2]. Who advocated the use of life-span interventions in education to increase an individual's ability to deal constructively with stressful life events. Experiencing similar life events, according to the same authors, increasing one's competence and awareness to cope successfully with a wider range of environmental and social demands. This means that educational interventions will result in the increasing of individual abilities and experiences thus individuals can improve their competency and awareness based on environmental and social demands. Based on the program domain, at least three domains can be achieved through the program such as knowledge, attitudes, and skills.

Management of learning activities in Azizah Princess Camp is by the concept of non-formal education in which the learning process is adjusted with the characteristics of the participants and the learning objectives that should be achieved by the participants. Non-formal education, according. [6] as any intentional and systematic educational enterprise (usually outside of traditional schooling) in which content is adapted to the unique needs of the students (or unique situation) to maximize learning and minimize other elements which often occupy formal school teachers). Non-formal education is an educational process that is intentional and systematic education besides formal education or school where the content of education is adjusted to the characteristics or uniqueness of the students and the situation. The services that have been programmed by non-formal education can be functioned to substitute, enhance, and/or supplement the language learning. Learning at Azizah Princess Camp can improve and enhance participants' knowledge, especially in English. Learning activities at the camp can help the camp participants to understand English more easily [18].

Furthermore, related to the management of the learning activities at Azizah Princess Camp, the supporting factors for the management of learning activities at Azizah Princess Camp are friendly tutors with course participants, high motivation from the participants of the course, and supporting infrastructure. Moreover, although the management of learning

activities at Azizah Princess Camp is good enough, there are still a few inhibiting factors that were occurred. The camp location, which is very close to other camps, is one of the obstacles for the successful camp. Kampung Inggris Pare is indeed a famous place for its English language course, so many people from various regions come there to learn English to improve their ability to speak in English. The duration of the course is not short, so people from outside Pare Kediri area need a place to stay while studying at Kampung Inggris. There are some dormitory, boarding houses, and camps that offer some facilities to attract public attention. Thus, it is possible to have competitions among the camps. As a result, there is a need for optimal promotion and publication thus the existence of the camp remains good. The popularity of the camp can also be obtained through a variety of uniqueness that distinguishes Azizah Princess Camp from another residential rental, one of which is the excellence of the learning activities in the camp that increase the value of Azizah Princess Camp.

IV. CONCLUSION

Management of the learning activities in a non-formal education at Azizah Princess Camp runs well and smoothly. This can be seen from the organization of the program, the involvement of students actively, the usefulness of the program for the camp participants. The existence of learning activities at the camp is very helpful for the course participants in understanding English concepts through direct implementation in daily activities. Besides, it also strengthens the mastery of English of the participants. It is because the learning process is not only done at the course but also in the camp. Furthermore, development and improvement must be carried out thus learning activities can continue to increase and become more qualified.

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