

Management Of English Learning To Improve Digital-Based Language Literacy Skills

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Abstract

English learning management is an important thing to pay attention to because it is an important part of the English learning process. The purpose of this study is to obtain information and analyze about planning, organizing, implementing, evaluating, constraints and solutions in learning English students at Madrasah Aliyah Negeri (MAN) 1 Palangkaraya, Central Borneo. In this study, qualitative descriptive research was used which was intended to obtain information about English Learning Management to Improve Language Literacy of MAN Students. The results of this study researchers concluded that the management of English language learning to improve the language literacy of Madrasah Aliyah Negeri (MAN) 1 Palangkaraya students has been running in accordance with the applicable rules covering extracurricular aspects containing learning planning, organizing, implementing and evaluating learning.

Keywords: Management, English Language Learning, Digital Language Literacy.

INTRODUCTION

In the National Education System Law No. 2 of 2003, it is said that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Agistiawati & Asbari, 2020). With the existence of this law, the great mission of national education requires all education

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implementers to have high concern for matters of faith and piety, morality or character and various skill development (Turnbull & Dailey-O'Cain, 2009). In line with what is done by (hidayad et al., 2023) said, that education is a conscious and systematic effort in developing the potential of students and preparing students both physical, spiritual aspects and one's ability for their role in the surrounding environment in the future (Kahfi, 2022).

Education in its implementation must pay attention to formal, non-formal, and informal education in an effort to grow and develop all talents and potentials of students (Salikin et al., 2017). But in reality, education in Indonesia today is only concerned with the role of formal education through schools to develop the potential of each student, monitor their development and behavior, character and character formation, and tend to forget the role of informal education in the family which is the first and main education (Joyo, 2018). If this is the case, it is certainly a concern in the educational process, especially for students because education at the school level is only carried out seven to eight hours (Salem, 2018). Meanwhile, the time spent more in informal environments, both family and community (Robinson, 2022). Education is one of the important factors that determine the quality of human resources (Robinett et al., 1988). The higher the quality of education of a nation, the higher the quality of its human resources (Riswandi, 2016). Therefore, the important point of education management by the government from time to time refers to improving the quality of education at all levels of education (Rismadewi, 2019). Quality is something that is considered an important part, because quality basically shows the superiority of a product when compared to other products (Purwanto, 2022).

Quality improvement is an effort from every institution producing goods but also service products (Pratama & Pramesti, 2018). Similarly, quality education is an important part to pay attention to (Pierce & Gardner, 2004). Efforts to improve the quality of education are issues that will continuously become a discussion in education management (Nurgiyantoro, 2019). Improving the quality of education is an effort that must be pursued continuously so that expectations for quality and relevant education can be achieved (Nuswantoro et al., 2023).

Quality education is the hope and demand of all education stakeholders (Hidayad et al., 2023). Everyone will certainly prefer to study at institutions that have good quality (Dangwal, 2017). On this basis, schools or educational institutions must be able to provide good service and quality so as not to be left behind by many people and be able to compete with other educational institutions (Graham et al., 2013). In order to improve the quality of education, various ways are carried out by schools or educational institutions, especially related to learning programs (He et



al., 2018). Some bring out their superiority through the *tahfidz* of the Qur'an, science and technology, mathematics, foreign language skills, both Arabic, English and other foreign languages and many other advantages (Yusuf, 2013).

Especially for the development of foreign language literacy, especially Arabic and English, some schools have started to run it, just not optimally (Basturkmen, 2014). There are many factors that influence it, including; due to limited time, willingness and ability of students, competence of teachers who teach the language, and an unsupportive environment (Basri, 2020). Therefore, the development of foreign language literacy (in this case Arabic and English) does not go as expected (Brown & Abeywickrama, 2004). Related to the above reality, there are also many schools or madrasahs that only teach the language theoretically without trying to develop students' foreign language skills through increasing language literacy, more concretely (Brown, 2003).

Factual data shows that almost at all levels of formal education institutions, both schools managed by the education office and madrasahs managed by the ministry of religious affairs, always teach foreign languages, namely English, even in the madrasah curriculum coupled with Arabic language learning (Carstairs-McCarthy, 2007). But in reality, most students are still unable to master language literacy (Suprihatin & Dewi, 2018). This is because in learning foreign languages, there is no more detailed programmed learning, so it can be understood that the literacy ability of students has not been maximized (Dede Yildirim et al., 2023). In fact, aspects of language literacy, both Arabic and English will be able to boost the quality and quality of schools and can become one of the schools (Chang et al., 2005). But unfortunately, Indonesia's literacy ability is still very low, ranking 62nd out of 70 countries.

This is in accordance with the results of a survey conducted by the Program for International Student Assessment (PISA) and released by the Organization for Economic Cooperation and Development (OECD) in 2019. Indonesia's low literacy ability is a problem as well as a challenge that must be faced together. Indonesia must be able to give birth to a generation of love of reading to improve their literacy skills. Minister of Education and Culture (*Mendikbud*) Nadiem Makarim also helped improve the literacy ability of Indonesian children with several policies he made, for example planning to change the content of books given to students, where the content or content of the book is not only focused on the curriculum. The reason is, the books that have been given to schools are learning package books and curricula that may be too rigid or heavy for students, so they will be changed to be more attractive to increase students' love of



reading books. When children are in love with books, then they will like to read, even make it a good habit. That way, this will improve the literacy ability of Indonesian children.

Reflecting on the above reality, Madrasah Aliyah Negeri (MAN) 1 Palangkaraya has applied these English language skills through improving literacy culture, only the implementation has not been fully maximized. In addition, in order for the improvement of language literacy culture to be well conditioned, it is necessary to have a well-planned learning program. Therefore, Madrasah Aliyah Negeri (MAN) 1 Palangkaraya needs learning management in improving English literacy for students. Based on the problems that have been explained, it is necessary to conduct research aimed at analyzing English learning management planning to improve language literacy in Madrasah Aliyah Negeri (MAN) 1 Palangkaraya, Central Borneo.

IMPLEMENTATION METHOD

The research uses the case study method (Yin, 2009) because it is to describe or explain something which is then classified so that a conclusion can be drawn about English learning management in fostering the skills of Madrasah Aliyah Negeri (MAN) 1 Palangkaraya.

Location and Subject of Research

This research was conducted at Madrasah Aliyah Negeri (MAN) 1 Palangkaraya, Central Borneo Province. The location of this study was chosen on the grounds that Madrasah Aliyah Negeri (MAN) 1 Palangkaraya is a state school under the Ministry of Religious Affairs with excellent quality religious and general education with an A accreditation predicate, and has a concentration on strengthening foreign languages. The implementation of education is carried out on a dormitory basis.

Collection Techniques

Data There are several techniques used by researchers in collecting data, namely: interviews, observation and documentation. Researchers in data collection through interview techniques take several informants along with the subjects to be explored to complete the data for the preparation of this dissertation, including:

1. Head of Madrasah Aliyah Negeri (MAN) 1 Palangkaraya.
2. Madrasah Aliyah Negeri (MAN) Language Council 1 Palangkaraya.
3. Head of Boarding School of Madrasah Aliyah Negeri (MAN) 1 Palangkaraya.



The object of observation or observation in this study is the condition of Madrasah Aliyah Negeri (MAN) 1 Palangkaraya, the availability of infrastructure, various forms of objects that can be observed. Observations made during the learning of moral creeds, carrying out active activities in the madrasah environment, and conducting direct observations (class visitation). Documentation techniques are used to obtain data that cannot be obtained by interview or observation techniques. The results obtained from documentation techniques are in the form of media used in improving learning, documents on the academic quality assurance system to improve the quality of moral creed learning in Madrasah Aliyah Negeri (MAN) 1 Palangkaraya students, RPP *akidah akhlak*, educational administration, photos, pictures, charts, structures and records obtained from research subjects (Elmahdi & Hezam, 2020).

Research Steps

Research steps, researchers observe every activity that occurs at the research site. Second, qualitative interviews, third collection of qualitative documents in the form of audio and visual recordings. The stages passed in the research are as follows:

1. Selection of topics and problems to be researched.
2. Exploring the location and research subjects to obtain preliminary data so as to get a complete and clear picture of the problem under study.
3. Deepen reading material or literature studies related to research problems.
4. Preparation of research design along with data collection grids and interview guidelines, observation guidelines and document study guidelines.
5. Apply for a research permit to the party who is the locus of this research.
6. There are three stages in this research, namely the orientation stage or problem study, the exploration stage or research implementation and the member check stage.
7. Conducted preliminary talks with the Head of Madrasah Aliyah Negeri (MAN) 1 Palangkaraya. Carry out intensive data collection activities through interviews, observations and documentation studies.
8. During the research, data analysis activities were also carried out as outlined in field data transcripts, triangulation clearly revealed the data obtained to other data sources and asked for comments on the same in order to obtain a more guaranteed level of confidence and member checks to confirm or check the correctness of field notes that have been analyzed to the source.



Describe and analyze field data in substance by referring to the results of literature studies and studying field reports

RESULT AND DISCUSSION

From the research conducted, the author found that the management of English learning in;

Planning Phase of English Learning Management to Improve Language Literacy

Learning planning is prepared in teams (three English teachers) and prepared at the beginning of the semester, then evaluated periodically every two weeks. The learning planning prepared includes, among others;

1. Determine effective days and effective class hours, holidays, test activity times (daily, *UTS*, *PAS*, *PAT*), and ineffective days.
2. Preparing annual programs (*PROTA*) • Compiling semester programs (*PROMES*)
3. Unit learning program
4. Teaching planning plan (*RPP*) containing; Setting learning objectives, choosing the right method and according to the subject matter, choosing learning media, determining time allocation, and determining evaluation tools.
5. Preparation of a list of assessments of learning progress and student development, and
6. Preparation of student personal report books.

Organizing Stage of English Learning Management to Improve Language Literacy

Organizing is an action carried out in preparing the learning process so that the learning process runs smoothly, effectively, and efficiently. In organizing there are stages that must be passed, including;

1. Division of tasks to compile learning programs (*Prota*, *Promes*, *RPP*) • Distribution of teacher teaching tasks.
2. Preparation of lesson schedules.
3. Preparation of *UTS*, *PAS*, and *PAT* schedules.
4. Preparation of a schedule of enrichment and improvement activities.
5. Preparation of extracurricular activities.
6. Preparation of co-curricular activities.



7. Preparation of extracurricular activities.

Implementation Stage of English Learning Management to Improve Language Literacy

English learning management that has been planned previously is carried out in the learning process. In this case, the curriculum used refers to the national curriculum. However, in the learning materials there are several additions from each school in completing the curriculum based on the needs of each school. At Madrasah Aliyah Negeri (MAN) 1 Palangkaraya, English learning materials are added with Cambridge Empower textbooks and Oxford and Cambridge Grammar books. In addition, an arm of literacy in the form of English novel books was also included in order to train and increase the competition of English literation.

In training listening or listening skills for students, English music is always played. Learning strategies that are often used include discovery learning, group work, project-based learning, and scientific learning. Strategies are used interchangeably according to KD (topic matters) and the character of students in the classroom. The implementation of learning is carried out actively, fun, according to the target scope of the material. Every semester there is a survey filled with students and interviews with several students as material for evaluating learning and how to teach teachers.

Related to teachers or educators at Madrasah Aliyah Negeri (MAN) 1 Palangkaraya, especially English teachers, coaching is always held. Where a newly accepted teacher is required to attend English language training by a senior teacher (advanced intermediate material level). The school also has a language lab that collaborates with one of the best private universities in Central Borneo Province in the implementation of the TOEFL test which serves to further improve the English skills of teachers, especially English teachers. Next, the new teacher made observations in class while the senior teacher was teaching. These teachers are required to attend training every six months in order to improve learning competence. Training related to English, learning technology, English teaching techniques. In addition, in the training, an English test simulation was held to measure the level of ability and motivate themselves to be more enthusiastic about learning.

The training is chosen by the teacher or determined by the principal. Preparation of guideline learning materials on the national syllabus plus books written by reliable teaching staff and lecturers from universities. Then regarding English material in the madrasah area, MAN 1 also adopts a semi-boarding based learning system from the Al-Itifakiyah Islamic Boarding School, Pulau Pisang Regency, Central Borneo Province. MAN 1 also presents Native Speakers whose task



is to help improve the English skills of teachers or educators, they are expected to be able to speak in English, because in the process of learning English it is recommended to deliver learning materials in English, thus making more serious attention for students to listen and listen to the language delivered by the teacher or educator. Thus, language skills will increase and can improve students' English literacy (Ediger, 2001; Kim & Kim, 2021; Lee et al., 2022; Al-Shujairi & Tan, 2017).

As for students, they are required to memorize a minimum of three words in English every day, read English books or stories, and listen to English music and every 15 days a month they are required to apply the language in daily conversation. Based on the description of the discussion above, we can see that the school is very enthusiastic to remind students of English literacy, both in terms of speaking, writing, reading, and listening. Co-Curricular Activities carried out in supporting students' English literacy skills, among others; improvising language, conducting language development programs (improving vocabulary, and improving language), using the language in announcements, daily reading, providing vocabulary every day, using try out vocabulary, and forming language clubs (Gardner, 2013; Lessard-Clouston, 2013; Jaikrishnan & Ismail, 2021; Elmahdi & Hezam, 2020). Extracurricular activities carried out in support of improving students' language literacy, among others; English debate, English speech training, English speech competition, visit to English Village, visit abroad, such as Malaysia, Philippines, and Singapore (Meirani et al., 2022).

Evaluation Phase of English Learning Management to Improve Language Literacy

Evaluation is important to be carried out in implementing learning programs in order to find out the extent of students' understanding of the material delivered and to find out also the effectiveness of the learning programs used. In addition, evaluation also functions as a measuring tool whether the learning objectives that have been formulated previously have been achieved or not and also whether the learning material that has been delivered has been understood or not. Evaluation is not essentially an outcome, but a process that takes place throughout the learning program. In carrying out evaluation activities, of course, we must refer to existing procedures. Learning evaluation procedures are stages or sequences that must be carried out in carrying out learning evaluation activities. Broadly speaking, the procedure for conducting an evaluation includes; drafting, instrument preparation, data collection, data and information analysis, and report preparation (Sari et al., 2022; Muhsin, 2017; Owu-Ewie & Williams, 2017). Evaluations carried out in the English learning process at the research locus can be carried out in the classroom



or outside the classroom such as speaking tests, reading tests, writing tests, listening tests, vocabulary memorization tests (Shinkfield & Stufflebeam, 2012; Brush & Saye, 2000; Farjad, 2012; Kirkpatrick, 1998; Brunton, 2009).

Problems Faced by English Learning Management to Improve Language Literacy

In the learning process, of course, there are problems faced, especially in learning English. Besides not being a native language, it also seems foreign to the ears of students, so it can cause allergies among students who are less interested. In this study there are several notes of problems that researchers concluded, including;

1. Lack of student vocabulary, especially when entering school;
2. Uneven grammar skills of students, especially new students;
3. New students have never received listening material;
4. Uneven speaking skills of students (some students are very good and there are students who can't at all);
5. The presence of students who are quiet (shy to speak or speak);
6. There are still errors in English pronunciation;
7. Lazy to memorize vocabulary or vocabulary; and
8. Infrastructure facilities have not been fulfilled optimally.

Solutions to Facing English Learning Management Problems to Improve Language Literacy

Related to some of the problems above that occur at the research locus, educators are trying to find solutions to overcome these problems. The solutions implemented in these educational institutions include;

1. Every 2 weeks English educators or teachers meet and discuss about;
 - Achievement of learning targets;
 - Evaluation of the results of the test unit;
 - The latest teaching methods to be tried;
 - Making weekly evaluation questions;
 - Projects and assignments for students; and
 - Micro teaching.
2. Purposeful Language Council; Improve discipline and improve the quality of Arabic and English with the following tasks:



- Improvise Arabic and English;
- Conducting language development programs such as tazwiidul mufrodat, ishlaahul lughoh.
- Supervise in collaboration with language administrators in each room and classroom
- Apply discipline, through various kinds of rules and sanctions for those who commit language violations.
- Increase the active role of language attraction students
- Require an official language in announcements
- Provide mufrodat or vocabulary after shubuh prayer Hold a mufrodat or vocabulary
- try out
- Formed a language club and a muhadharah club.
- Strengthening language skills through extracurricular activities, among others;
- Hold English-language debates;
- English speech practice;
- English speech competition

CONCLUSION

From the findings and discussion that the researchers presented, the researcher concluded that the Management of English Language Learning to Improve Language Literacy of Madrasah Aliyah Negeri (MAN) 1 Palangkaraya Students has been running in accordance with the rules that defend. English learning management carried out includes extracurricular aspects that contain learning planning activities, organizing, implementing and evaluating learning. The implementation of learning by referring to RPP by using highly selective learning methods and media. Co-Curricular aspects implemented in supporting students' English literacy skills, among others; Improvise the language, conduct language development programs (vocabulary improvement, and language improvement), use the language in announcements, daily speech, provide vocabulary every day, hold vocabulary try outs, and form language clubs. Extracurricular aspects are carried out in the form of motivating students to have English language skills, building emotional relationships with students, conducting trainings aimed at improving students' English skills through several activities such as English language training by forming an English community,



visiting the English Village in Pare, and participating in international-based competitions.

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