

MANAGEMENT QUALITY OF ENGLISH LEARNING IN IMPROVING THE LITERATURE CULTURE

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Abstract

The research objectives in improving the quality of English language learning, especially in high school, include 4 language skills; listening, speaking, reading, and writing, the background of the research is that the average value of English subjects does not show good results, therefore good management (Planning, Organizing, Implementation and Evaluation) is needed so that the school's efforts in achieving learning objectives are needed. English is reached. Learning management is an innovative solution in improving literacy culture in the implementation of English language learning in high school, in line with management theory (G.R. Terry, 2015). The research method used is descriptive qualitative analysis. The results of the study that the quality management of English learning is carried out based on management principles; obtaining, solutions to problems that arise in the procurement and utilization of infrastructure, preparation and division of labor for human resources, budgeting, setting regulations. Cultural change as a learning trend in the future in the form of increasing literacy culture as a result of implementing quality learning creates wider and more intense interactions between students and their environment in communicating in English. and educational institutions must carry out the learning quality management process in accordance with the principles of Plan, Organizing, Actuating, and Controlling which need to be developed through habituation, progressive and relevant to learning objectives.

Keywords: Management, Quality, Learning, English

1. INTRODUCTION

English lessons in the Indonesian national education curriculum should have the same proportions as other subjects for each graduate. However, based on the achievement of graduate scores at each level it is not in line with expectations where it can be seen from the results of tests, semesters and national exams, the average value of English subjects does not show good results. Based on research conducted by English First in the English. survey

Proficiency Index (EF EPI) in 2016, Indonesia was ranked 31st out of 72 countries surveyed with a score of 52.91. In the survey, among ASEAN countries, Indonesia ranks the lowest even under Vietnam. (Tribunnews, 9 December 2016). Thus, how can the Indonesian

people compete with other ASEAN countries to get job opportunities in this era of globalization? According to UNESCO data in a research entitled World's Most Literate Nations Ranked conducted by Central Connecticut State University in March 2016, Indonesia was stated to be ranked 60th out of 61 countries regarding reading interest. UNESCO states that the index of reading interest in Indonesia has only reached 0.001 which means that every 1000 residents only one has an interest in reading.

Through the meaning of the concept of education and learning, it shows that improving the quality of education is determined by the atmosphere and learning process that occurs by placing students as subjects in learning. Improving the quality of education through the learning system is not limited to conveying piles of information, but also the formation of the performance of students, through the synergy of developing their potential, both in the cognitive, affective and psychomotor domains. "Quality education is education that is able to carry out the process of maturation of the quality of students which is developed by freeing students from ignorance, incompetence, powerlessness, untruth, dishonesty and from bad morals and faith". Rosenberg, M. J., 2001 Literacy culture is a key in achieving linguistic abilities for each student, therefore increasing literacy culture in educational units will affect the competence of students in these educational units. According to the online dictionary merriam-webster.com, literacy is the quality or ability to read and write. But more than that, the meaning of literacy also includes visual literacy which means "the ability to recognize and understand visually conveyed ideas (scenes, videos, pictures)".

The Education Development Center (EDC) states that literacy is more than just the ability to read and write. With the understanding that literacy includes the ability to read words and read the world. According to UNESCO, people's understanding of the meaning of literacy is strongly influenced by academic research, institutions, national contexts, cultural values, and also experience. The most common understanding of literacy is a set of real skills, especially cognitive skills of reading and writing that are independent of the context in which these skills are acquired and from whom they are acquired. Literacy skills can empower and improve the quality of individuals, families, communities. Due to its "multiple effect" nature, literacy skills help eradicate poverty, reduce child mortality, population growth, and ensure sustainable development and the realization of peace. Illiteracy, however, is an obstacle to a better quality of life.

Increased student competence will be achieved if the quality management of learning is always considered, especially in learning English which has a broad linguistic dimension. The understanding and development of planning, implementation and assessment in English language learning must be more focused through the quality management of the program that is made so that it becomes a guide for continuous improvement. Efforts to improve the quality of education / learning through improving the quality of learning are educational innovations that must be continuously carried out by education units and teachers as spearheads, including through the development of quality management of English learning programs so that the quality of education can be accounted for both for

students, parents, community, government and other stakeholders, including universities as users of graduates. The intended learning program includes curriculum development, planning, implementation of learning and assessment systems.

2. LITERATURE REVIEW

Constructivist theories (constructivist theories)

Constructivism is described as a theory that deals with the way people create meaning in the world through a series of individual constructs. The construct is a type of filter chosen to place more reality, changing reality from chaos to regularity. Von Glasersfield (1989:162) in Riyadi (2016:18) describes, "constructivism as a theory of knowledge with roots in philosophy, psychology, and cybernetics". The word "cybernetics" has its roots in the science of how the human brain and nervous system work together to produce thoughts, attitudes, and actions. Creating meaning in the world through individual construction requires assimilation, accommodation, and equilibration as described in Piaget's schema theory, Vygotsky's Zone of Proximal Development (ZPD) concept, Bruner's theory of Discovery Learning, Ausubel's theory of meaningful learning, and symbolic interactionism. The principles taken from constructivism include: (1) knowledge is actively built by students, (2) learning pressure is on students, (3) teaching is to help students learn, (4) the pressure in the learning process is more on the process and not on the learning process. results, (5) the curriculum emphasizes student participation, and (6) the teacher is a facilitator.

Management Theory

George R. Terry in the book Principles of Management (Sukarna, 2011:3), also states that "management is the accomplishing of a predetermined objective through the efforts of other people". other people's efforts.

Management is very important for every individual or group activity in the organization to achieve the desired goals. Management is process-oriented, which means that management requires human resources, knowledge, and skills so that activities can be more effective or can produce actions to achieve success. Therefore, no organization will be successful if it does not use good management. (Torang, 2013: 165

Literacy Culture

To create a literacy culture, it is necessary to carry out an activity that leads to this. The School Literacy Movement is a participatory business or activity involving school residents (students, teachers, school principals, education staff, school supervisors, school committees, parents or guardians of students), academics, publishers, mass media, community and stakeholders under the coordination of the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture.

Total Quality Management (TQM)

Edward Sallis in Rohiyat (2010: 52), said, "Total Quality Management is a philosophy of management that is oriented to quality. Everthought, nowadays TQM can be a technique for developing organization, including education organization. TQM has a goal to fulfill the organization's needs even more and in the other hand to fulfill the customer's needs to the organization"

According to Edward Sallis, quality is indeed something that is a tug of war between absolute and relative concepts. However, he emphasized that quality is now more used as an absolute concept. Therefore, quality has the same meaning with goodness, beauty, and truth; or uncompromising harmony. The quality standards include two, namely; quality based on product/service standards; and quality based on the customer (customer). Quality based on products/services has several qualifications: 1) according to specifications, 2) according to its purpose and use, 3) not wrong or defective, and 4) right at the beginning and forever. Meanwhile, quality based on the customer, has qualifications; (1) satisfy customers (customer satisfaction), (2) exceed customer expectations, and (3) enlighten customers.

3. RESEARCH METHOD

This study uses the method of Descriptive Naturalistic Qualitative Analysis. Meanwhile, the case referred to in this study is the management of the quality of learning English. With the case study method, researchers explore the system through detailed and in-depth data collection involving various sources and information techniques. The data analysis technique that will be carried out takes place during data collection with the first stage being the grand tour and minitour question, the data is analyzed using domain analysis. The second stage is to determine the focus, data collection techniques with minitour questions, data analysis is done by taxonomic analysis. Furthermore, at the selection stage, the questions used are structural questions, data analysis with componential analysis. Then the final stage is theme analysis. Techniques for checking the validity of data in qualitative research include credibility testing (extension of observations, increasing persistence, triangulation, negative case analysis, using reference materials, or conducting member checks), transferability, dependability, and confirmability.

4. RESULTS AND DISCUSSION

Based on the explanation of the research results and interpretation of the data, it is possible to discuss the quality management of English learning in Tangerang district, as follows:

a English Lesson Plan

Learning planning should be quality-oriented, so that graduates are qualified, which is not only if students/graduates have the ability/competence only in cognitive aspects, but all aspects, namely cognitive, psychomotor, and affective, this is in accordance with PP 32 of 2013 concerning national standards Article 25 paragraph 4 of education states that graduate competency standards include attitudes, knowledge, and skills. Especially for English subjects, the expected quality should be oriented towards improving English language skills. This is an elaboration of the English language objective which wants students to be able to develop soft skills through English lessons, have foresight with literacy built on English language skills, and create a life attitude in English language skills. Ornstein A.C. and Hunkins F.P. (2009) revealed that there are five main dimensions that determine the quality of education, namely: reliability (reliability), responsiveness (capability), assurance (guarantee), empathy, and physical abilities (tangibles and intangibles). The order of the five dimensions above is based on the degree of their relative importance in the eyes of the customer. These dimensions are used by customers to assess service quality (service quality) and the services provided are a measure of service quality.

b. Organizing English Learning

The process of organizing English development activities at SMA Negeri 4 Tangerang Regency is through the empowerment of language laboratories and habituation activities by creating communication activities, carried out through the division of tasks for human resources in schools. These activities involve various parties, including the involvement of English Club members in each class in the implementation of English language development according to their respective abilities. This can be seen from the decree on the division of tasks and the organizational structure of the English Club. The responsibility for activities is not only borne by the English teacher, but also many other parties involved, such as the Deputy Head of Curriculum, other subject teachers, BK teachers, section members of the English Club for each class, and also the surrounding community as mentors.

c. Implementation

The success of implementing quality management in schools is measured by, among others, customer satisfaction both internally and externally, namely: First, students are satisfied with school services. Second, parents are satisfied with the services the school provides to their children. Third, the graduate users are satisfied because the graduates they receive are of high quality and meet their expectations. Fourth, teachers and employees are satisfied with the welfare and services provided by the school. Sallis explained that educational institutions want customer satisfaction, so they must be able to maintain customer relationships through product quality, service quality, product innovation, and the image of the institution.

d. Supervision and Evaluation of the Quality of English Learning

Supervision is enforced with reference to internal control and external supervision. Internal supervision of the learning process is carried out by the principal of the teacher's performance in carrying out learning which is commonly referred to as scheduled principal supervision. Learning evaluation refers to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 57 paragraph 1 which states that "evaluation is carried out in the context of controlling the quality of education nationally as a form of accountability of education providers to interested parties, including students, educational institutions and programs".

e. English Language Learning Management Barriers and Solutions

Integrated quality management in the learning process in an effort to maximize competence and competitiveness through a continuous improvement process for services (educational services), people (teachers and students), and the environment (schools and stakeholders).

5. CONCLUSION, IMPLICATION AND RECOMMENDATION

1. Conclusion

In general, the conclusion is that the quality management of English learning in improving literacy culture is carried out through intracurricular, cocurricular, extracurricular activities and the habit of communicating by carrying out planning, organizing, implementing, and evaluating (POAC) procedures so that the implementation of quality management goes well and an increase in literacy culture is achieved. .

Specifically from this research are as follows

a. Planning for the quality of English learning is carried out with various plans. KTSP is prepared as a guide for a series of activities in schools, teachers prepare syllabus and lesson plans for learning implementation activities. English language extra-curricular and co-curricular program planning is integrated into the school program implicitly. In the RPP compiled by the teacher, integrating KI and KD with efforts to increase literacy culture.

b. The organization is structured with an organizational structure, performance mechanism and division of tasks, going according to plan, but in the details of implementation there are some things that have not been maximized. Differences in understanding in responding to the concepts and rules of some teachers are an obstacle. This problem is overcome by the principal's ability to provide direction at every opportunity.

c. The implementation of the quality of learning in general has been going according to plan, is effective and has quality where the teacher develops the synergy of students' abilities through active learning and learning experiences, not teacher centered but student centered.

d. Evaluation of the quality of English learning is carried out by various parties. The principal conducts scheduled supervision so as to obtain useful information for feedback for teachers. The vice principal for curriculum planning UTS, PTS, US, ANBK, or other types of evaluation. Teachers plan and implement an assessment evaluation system by integrating curricular, extracurricular and cocurricular assessments with attitudes, knowledge, and skills. In addition to the above, supervision in the implementation of learning quality management is carried out by the school principal with supervision, although it is not optimal.

e. Barriers in English learning management have not fully run according to the demands of the quality and service of the 2013 Curriculum. The cause is the problem of learning English itself, infrastructure, culture, teacher performance is not optimal, and the process of guidance to students is not effective. Facilities and infrastructure become things that affect the quality management of learning because they are in direct contact with students. Culture is the cause because basically literacy in students is very low. In addition to the problems faced in the form of weaknesses, there are advantages in the quality management of English learning that is carried out. Excellence is the ability of schools and teachers in the potential and process. The ability of schools to plan and implement programs aimed at improving literacy culture and teachers who have relevant educational backgrounds. Schools with teachers have extracurricular and co-curricular activities in the form of English Club activities and habituation through English Day. The implementation of the program in English learning quality management, carried out through the Plan, Do, Check, Action (PDCA) cycle aims to make students smart and skilled at communicating.

f. The solutions found include learning efforts that are carried out personally by participating in English teacher competency development activities. The school seeks to improve the program through program improvements and the fulfillment of the required learning infrastructure. Principals, English teachers, students, homeroom teachers, other subject teachers, assistant principals, English Day extracurricular trainers, alumni, local government and communities, work collectively with the aim of making students who are smart and skilled in communicating in English, and have a spiritual and social attitude.

g. Cultural change as a trend in the future in quality management of English learning is carried out through intra-curricular, co-curricular and extra-curricular learning. and the habit of communicating in the form of a culture of discussion to explore the competence of graduates in interacting with their environment, consistent in communication, responsibility in work, enthusiasm in increasing competence.

Implication

This research shows that learning quality management is very important to be implemented in learning. Thus providing implications for the development and implementation of learning management. The implications of learning management through planning, organizing, implementing, and evaluating include:

a. Learning planning so that the goal is achieved is quality learning, the implication is that schools need to prepare programs and teachers' abilities in preparing lesson plans by appreciating the differences and uniqueness of students, building positive student attitudes towards learning, mastering scientific disciplines, educating learning management, and developing personality and professionalism self.

b. In organizing the involvement of all parties so that the program runs effectively, the implication is that schools must make a fair organizational structure, teachers must organize learning in the classroom by involving their students.

c. The implementation of effective and quality learning quality management is able to develop the abilities of students, the implication is that principals and teachers as learning leaders must have a vision and mission so that they are able to make decisions that bring their students to achieve the planned learning and education goals.

d. Evaluation of learning quality management must carry out regular scheduled evaluations so that feedback on learning outcomes is obtained and a follow-up program is made.

e. Obstacles in every program implementation will always be found by schools and teachers, the implication is that teachers/principals must be able to identify the supporting and inhibiting factors in each program and form a team that has understanding, alignment, and agreement on work commitments, uniting steps to achieve common goals.

f. Any obstacles that arise must be immediately overcome with solutions, the implication is that schools and teachers must be smart in finding alternative solutions to solve management problems, it needs to be built through habituation, understanding, and reasoning which are carried out progressively relevant learning objectives.

the abilities of students, the implication is that principals and teachers as learning leaders must have a vision and mission so that they are able to make decisions that bring their students to achieve the planned learning and education goals.

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