

## ANALYSIS OF ENGLISH PROGRAM MANAGEMENT AT MADRASAH IBTIDAIYAH NURUL HIKMAH

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### ABSTRAK

Studi ini menyelidiki manajemen di program bahasa Inggris MI Nurul Hikmah. Penelitian kualitatif ini menggunakan pendekatan deskriptif kualitatif. Tujuan dari penelitian ini adalah untuk menjelaskan penerapan fungsi manajemen pada program bahasa Inggris di MI Nurul Hikmah. Wawancara dan observasi adalah metode pengumpulan data. Studi ini menunjukkan bahwa semua aspek manajemen program bahasa Inggris di MI Nurul Hikmah telah dilakukan dengan baik dan benar, mulai dari perencanaan, pengorganisasian, pelaksanaan, dan pengawasan. Setiap kelas menggunakan pendekatan yang berbeda untuk mengajar bahasa Inggris, termasuk menggunakan permainan untuk materi tertentu. Meskipun pembelajaran dikemas dengan cara yang inovatif dan menarik, fokusnya tetap pada penguasaan kosakata. Program menghadapi kendala seperti anggaran yang terbatas, kurangnya dorongan dari siswa, ketidakmampuan orang tua untuk membayar, dan masalah lingkungan. Faktor lain yang mendukungnya adalah dukungan penuh dari komite madrasah dan yayasan, guru yang berpengalaman, dan minat yang besar dari wali murid.

#### ABSTRACT

*This study investigates management in MI Nurul Hikmah's English language program. This qualitative research uses a qualitative descriptive approach. The aim of this research is to explain the application of management functions in the English language program at MI Nurul Hikmah. Interviews and observations are data collection methods. This study shows that all aspects of English language program management at MI Nurul Hikmah have been carried out well and correctly, starting from planning, organizing, implementing and supervising. Each class uses a different approach to teaching English, including using games for certain material. Even though learning is packaged in an innovative and interesting way, the focus remains on vocabulary mastery. Programs face obstacles such as limited budgets, lack of encouragement from students, parents' inability to pay, and environmental problems. Other factors that support it are full support from the madrasa committee and foundation, experienced teachers, and great interest from student parents.*

### INTRODUCTION

In the current era of globalization, organizations must continue to develop from year to year. especially in terms of madrasas as Islamic educational institutions. In general, madrasas lose in global competition. The main problem with Islamic educational institutions is governance and management, which causes Islamic education in Indonesia to be of low quality. It is very important for managers,

especially in educational institutions. As educational institutions in the era of globalization, madrasas must continue to innovate if they want to maintain customer sympathy. If not, consumers will leave madrasas and choose other educational institutions that continue to innovate. Schools will not really improve their quality if there is no innovation (Indrioko, 2010).

Learning in primary and secondary schools must be interactive, inspiring, challenging and motivating students to participate actively. It should also provide sufficient space for creativity, initiative, and independence according to students' interests, physical and psychological development (Faridah et al., 2017). So, as educational service providers, madrasas must carry out educational innovations by considering students' interests and talents. In addition, to implement this innovation, management professionalism must be applied in accordance with the current management functions. In his 1985 book entitled *Principles of Management*, George R. Terry stated that four functions comprise the management process: planning, organizing, implementing, and monitoring (Muhfizar et al 2021).

Thus, madrasah innovation must be implemented effectively and purposefully. Creating programs is a form of innovation, and English language programs must be implemented in madrasas. This is because English is the international language most widely studied and used in international communication (Sutiyono et al., 2003). But in reality, only a few private schools in big cities can provide high-quality English education, and only prestigious elementary schools can provide high-quality English education. The opposite is true in rural and remote areas, where learning English is very difficult. However, MI Nurul Hikmah in Lenteng Village, Proppo District, Pamekasan Regency, teaches in English. Learning English has been going on for quite a long time, more than five years. If implemented, English education is different from other schools because the material is broader, learning protocols use English, and additional subjects such as Arabic and technology (IT). Therefore, it is hoped that madrasas can implement effective management to achieve program objectives.

The author found that MI Nurul Hikmah had an English language program that lasted for more than five years. The foundation and madrasa committee fully support the program. Involves many people, such as class coordinators, language departments, and class teachers, in carrying out their duties. MI Nurul Hikmah can achieve its goals and attract the attention of the local community with this program. Thus, madrasah heads definitely have their own management system to implement to help the program run well. The author wants to conduct this research to find out how the program management function is implemented. They also want to know what learning strategies are used, what obstacles and supporting elements are in the MI Nurul Hikmah English language program.

This research will have similarities with several previous studies, such as (Akhmadi, 2015; Fitriana, 2017; Hadi, 2015; Hasanah, 2017; Sapirna, 2020). For example, Engel's (2014) research found that the application of management functions which include planning, organizing, monitoring and evaluating can have a positive impact on madrasas, such as having a cauldron.

Furthermore, research conducted by Mar'atusholihah et al. (2019) found that the planning, organizing, implementing and monitoring processes are part of superior program management. Many extracurricular activities, familiarization activities, and tutoring activities are used to run the program. Factors that support its implementation include an adequate budget, competent educators, and adequate facilities. However, things that hinder it are unstable teacher schedules and unstable student desires. Apart from that, research conducted by Abdullah (2016) has the same research focus. The research results show that the management process—especially planning, implementation, and evaluation—is carried out systematically, clearly, and realistically, and in accordance with the mission and vision of the madrasah. There are components that support and hinder its implementation.

A good classroom has a loyal teacher, shared decision making, and ease in providing guidance and supervision to students. On the other hand, there is a lack of other supporting facilities, which hinders learning (Arrias et al., 2019).

From this background, researchers want to investigate further how management functions are applied to the English language program at MI Nurul Hikmah. This research is different from previous research because the focus of this research is English language programs, and the location of the research will definitely make the research results more extensive and detailed. Researchers use qualitative analysis by describing research findings to answer research formulations.

## METHOD

### Research design

This study uses a qualitative approach. Qualitative research is defined as research that aims to describe and analyze events, phenomena, social life, behavior, beliefs, responses and thoughts of individuals or groups (Rukajat et al., 2017). The author conducted this research at MI Nurul Hikmah. Only two teachers—the classroom teacher and the English teacher—were interviewed. The author also interviewed the head of the madrasah, head of curriculum, class coordinator, language department, parents, and students. The author collected data through interviews, observation and documentation. According to M. Yusuf et al. (2017), an interview is a meeting between an interviewee and a source of information about a research topic. In this research, a structured interview method was used, which means that each question was carefully structured and prepared in writing. The purpose of this interview is to collect information about methods of implementing management functions, learning approaches, obstacles, and supporting elements in the management of the English language program at MI Nurul Hikmah.

The author uses observation and documentation techniques apart from interviews. Observation is research carried out deliberately or planned and systematically through seeing and observing spontaneous symptoms that occur at that time. The results of the observations will tell the writer about locations, activities, events, and more, which will help present realistic data (Amin, 2014). In this research, non-participant observation was used. In situations where the authors are outside the group being studied, they view and take field notes remotely. This was done to obtain accurate information and determine the meaning of the phenomenon under study, namely the management of the English language program at MI Nurul Hikmah. In addition, writers have the ability to record data without being directly involved in the process. The author also uses the documentation method. Collecting data through searching for information from written materials, photos, images and videos related to research problems is known as documentation (Kandung, 2014). Documents can be writing, drawings, or large works of someone. In this research, the author documented school profile data, recordings and photo documentation related to superior class English program management activities. They also document books related to research problems.

Next, the data that has been obtained is analyzed using qualitative data analysis methods. Data analysis consists of three processes, according to Miles, Huberman, and Sadana (Sutrisno, 2021):

1. data reduction

According to Agus (2018), data reduction is the process of selecting, classifying, directing and simplifying the data collected to produce relevant and useful data. Researchers collected data through observations and interviews with the head of the madrasah, head of curriculum, class coordinator, language department, two teachers,

parents, and MI Nurul Hikmah students. Researchers reduce the data in this study when collecting it, so that they can obtain relevant data to answer the research topic.

2. presentation of data

Combining all the information that has been grouped into certain categories into narratives, graphs, tables, or images is called data presentation. Well-organized data will make it easier for readers to understand the concepts, relationships and differences between each category (Wijaya et al., 2020). Based on this statement, data can be presented in either tabular or graphical form, making it easier to understand. Data reduced from field notes and interviews in this research will be presented in descriptive form, while documentation data will be presented in pictorial form. At this stage, data is presented about learning strategies, implementation of management functions, and problems and supporting elements in the management of the English language program at MI Nurul Hikmah.

3. drawing conclusions

Findings are used to draw conclusions. This conclusion aims to find meaning from the data collected in the field and then draw appropriate and correct conclusions. The initial conclusions are unclear, but they become more suitable, correct, and solid as the research is carried out and can be formulated as final conclusions (Styabudi). Both directly in the field and after completion in the field, analysis of this research data draws conclusions.

## RESULT AND DISCUSSION

One of the innovations at MI Nurul Hikmah Madrasah is an English language program entitled English Fun. This program was developed with the aim of making madrasahs appear different and attract the attention of the public, so that the number of students can increase. There are goals and targets to be achieved. The results of an interview with Nurul Hikmah, head of the MI madrasah, show that this program aims to encourage madrasahs to innovate and be different as well as improving the abilities of graduates, especially in English language skills. This English Fun program involves teachers and the language department in addition to the principal and class coordinator. English teachers are selected teachers who have good English skills.

According to interviews with school principals, it is clear that four management functions are used to manage the English Fun program: planning, organizing, implementing, and monitoring and evaluating. The aim of this program is to be a learning innovation.

Next is organizing. There are four things to do: administrative management; management—which relates to the ability to manage human resources and funds; leadership—which is related to the ability to mobilize members; and human relations—which relate to harmonious relationships with many people—such as between principals, teachers, and students. After the organizing process is complete, the program is implemented. The role of the madrasah head in implementing the program is as a manager and facilitator. The madrasah head is responsible for managing and providing the necessary facilities for the English Fun program, as well as supporting employees and teachers to improve their abilities through English language training activities. The English Fun program at MI Nurul Hikmah is run through bilingual learning and several learning activities. This program concentrates more on habituation activities. English is the language used by the learning protocol. The focus of the low class is memorizing vocabulary, while the high class focuses on memorizing sentences.





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Each teacher has different learning strategies to implement in his or her classroom, according to the language department's explanation. In learning English in superior classes, there are two types of learning: local content and innovation. Teachers can use various methods to teach local content, such as lectures, practice, and memorization. However, to make learning English interesting and not boring, sometimes you use media or an LCD projector in the material. However, games are used more for innovative and fun English learning. As the name suggests, learning is packaged in a creative and fun way.

The next process is monitoring and evaluation. Madrasah principals and class teachers are involved in monitoring and evaluation. According to the madrasa head, program evaluation is divided into two: assessment from the foundation and teacher assessment of students. Excellent classroom teachers are also assessed through weekly small team meetings to evaluate learning. The head of the madrasah added that during the program there were several problems faced, such as students' low interest in learning English in superior classes; students who want to learn but cannot afford to pay for it; and students who are less than optimal in using English in everyday life because regular classes and superior classes are in the same environment. Apart from these problems, there are supporting factors that support the program.

According to George R. Terry's theory, management is a special process consisting of planning, organizing, implementing and monitoring actions carried out to determine and achieve predetermined targets using human resources (HR) and other resources. According to Kurniadin (2012), MI Nurul Hikmah's English language program uses George R. Terry's management protocol. Planning is the first management process. Planned planning can help managers look ahead and analyze the consequences of each decision they will take (Badrudin, 2015). Planning requires several processes, such as setting goals and targets, strategies, actions and activities to be implemented, determining the time and costs required to carry out activities, and setting standards and indicators of success (Basilius, 2015). At the beginning of the establishment of the English Fun program at MI Nurul Hikmah, the madrasa head carried out this process.

In the English program at MI Nurul Hikmah, organizing activities include providing the facilities, equipment, and employees needed to carry out plans, grouping and dividing tasks into an orderly organizational structure, selecting, training, and providing information to employees. Implementation is the third management process. The implementation function does many things, such as providing motivation and encouragement to educators, providing guidance and training, making decisions, holding internal communications to equalize the desires of leaders and subordinates, and trying to improve the attitudes and behavior of members (Hendy, 2017). This is in line with what has been done in the MI Nurul Hikmah English Fun program.

Supervision is the fourth management process. In MI Nurul Hikmah's English program, the supervisory function includes assessing employee performance, comparing it with standards, and correcting mistakes. This is in line with Robbins and Coulter's ideas in that apart from supervision, there is also program evaluation. In the English Fun program, the assessment forms are divided into two: teacher assessment and foundation assessment. In the Daily Assessment (PH), Mid-Semester Assessment (PTS), and Final Semester Assessment (UAS), teachers are assessed on students' English understanding. Once a week, a small team meeting with the head of the madrasah and superior class teachers is also used to assess this program.

The teachers use various approaches and approaches in the English Fun program. This approach is adapted to class conditions, student skills, and the material being studied. Teachers use LCD projectors and games to support learning on certain material. They also focus more on

memorizing English vocabulary for lower and higher grade students. If fun English lessons are packaged in an interesting and creative way, learning will be a fun and not boring experience.

The management of the English program at MI Nurul Hikmah is not running completely smoothly, but there are several obstacles that hinder it. The program faced several challenges, including limited budgets, lack of encouragement from students, and parents' inability to pay. Apart from obstacles, there are also supporting factors that support the program: support from foundations and committees, qualified teachers, and parents' interest in the English program.

## CONCLUSION

The results of interviews and observations show that the English language program at MI Nurul Hikmah has been managed well and correctly from planning, organizing, implementing, and monitoring and evaluating. The English learning methods used in each class are different, and games are used for certain materials. Although the learning is innovative and interesting, the focus remains on vocabulary mastery. Two sources of barriers to English language programs are internal and external. Internal barriers include limited budgets, lack of student encouragement, and parents' inability to pay. External barriers include an environment where superior class students are in the same class as regular class students, thus affecting superior class students in English communication. Factors that support the program include high-quality teachers, full support from the Foundation and the Committee in establishing the program, and great interest from parents.

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