

ENGLISH LEARNING MODEL AT ALAM RAMADHANI ELEMENTARY SCHOOL KEDIRI: AN ANALYTICAL EVALUATION

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Abstract

Ramadhani Elementary School is one of school in Kediri that implements nature-based school. Nature-based school means school that provides nature as the environment for learning. The aim of this research is to find the English learning model, what activities are carried out, and the classroom management implemented at Ramadahi Elementary School Kediri. This research is a qualitative descriptive study which the subjects of this research are students in grades 3 and 4. To find out the English learning model and activities in it, the researcher carries out observations checklist to obtain supporting data. Meanwhile, to find out the management class in the English learning process, the researcher uses interview and documentation as complementary data. The results of this research show that at Ramadhani Elementary School Kediri, the teacher implements an interactive learning model and the learning activities are divided into three stages, namely opening with icebreaking and reviewing material, main activity with studying new material while playing games, and closing as evaluation and giving feedback to students. The classroom management implemented at the Ramadhani Elementary School Kediri is Assertive Discipline. while the factors that support the success of nature-based school are teacher, students, material, and the learning and teaching environment.

Keywords: English Learning Model; Nature-Based School; Ramadhani Elementary School

INTRODUCTION

As we know English is one of the most widely used international languages. Almost all countries in the world learn English to obtain information and knowledge, including Indonesia. Implementing English learning in elementary school can help students improve their language mastery skills since they are kids because children ages 7-12 years are considered easier and better at learning new language than adults (Suryantari, H. 2018). Currently, in Indonesia, several elementary schools do not implement English as a mandatory subject but it also has not been removed from the primary school curriculum, it is only used as an extracurricular (Arif, 2015).

We recognize that not all students in elementary school can learn English well. Many factors make students feel less interested in learning English. One of them is that learning models in conventional schools tend to be focused on learning in the classroom and learning methods, which are generally dominated by interactions between teachers and students and prioritize only the cognitive domain. Meanwhile, students' needs are not only in the cognitive domain, but there is also an affective domain and a psychomotor domain that must be developed during the learning process. So, many students still find it difficult to learn English because they are only given material in class, but there is no time to practice directly in their real lives.

Another factor that makes students feel difficult learning English is pronunciation, vocabulary, and language structure. Besides that, teaching methods and the learning environment can also influence students' interest in learning English (Megawati, F. 2016). Students will enjoy the

learning process if they have a good learning environment, because students' academic skills will improve as they improve their learning and feel comfortable in the natural environment. This case sometimes makes students feel bored and less interested in learning English because the learning process is too monotonous and the teachers only focus on theory. Besides that, students do not have the opportunity to explore the new language they are learning due to the conditions in their environment (Purnamasari & Fauziah, 2019).

In Indonesia, not all schools have an environment that is accommodating enough to support their students in learning English, and not all schools can adapt to students' needs. Sometimes the students don't have the willingness to learn English because of the unsupportive environment that makes them feel uncomfortable during the learning process. One school that can be an alternative to students' problems is a school that applies a natural-based approach. According to a child development psychologist, Efrina Djuwita, the learning process in natural schools means that children are not limited to just theory because they can also directly experience the knowledge they gain, so that they can directly practice what they have learned in their daily lives. Meanwhile, the formal schools mostly use conventional teaching and learning systems, where the learning process tends to be monotonous and the activities are mostly carried out inside the classroom, so that the students are rarely given the opportunity to experience the knowledge they have learned. (Hakim, F., Chiani, S. H. (2019).

Ramadhani Elementary School is one of the Kediri schools that uses a nature-based curriculum, according to the researcher's observations. At Ramadhani Elementary School, learning occurs mostly through outdoor and/or indoor activities. Teachers encourage kids to investigate the school grounds, practice mindfulness, play, create handicrafts, and more. Ramadhani Elementary School occasionally hosts activities to promote mindfulness among its students, such as MC and traditional drama presented in English. Students study and practice English through activities that are connected to their natural environment, which makes this learning exercise appear more engaging and participatory.

Students can engage with and directly experience nature through the English learning approach in natural settings. Implementing the nature-based learning model is one alternative learning strategy that may be utilized to revive students' enthusiasm for learning (the environment around students can be used as an alternative in the learning process). Nature means an area or any environment that is outdoors, such as a school yard, gazebo, grass field, place filled with trees, etc. Although educating about the environment is the main focus of this nature-based school, that is not the lesson's theme. (Wulansari 2016).

Another characteristic that makes nature-based schools different from other schools is that they do not need to wear uniforms for learning because students are trained to live in diversity from an early age. Therefore, students can wear clothes freely during the learning process. Likewise, at the Ramadhani nature-based school, Kediri, students are given the freedom to wear free clothing every day. According to Martono (2016:80), "the function of school uniforms has the meaning of promotion." A good and attractive uniform would indirectly attract public interest in educating his or her child. But, conscious or not, uniforms are often a special force for a particular school to attract public attention. On the other hand, wearing uniforms can be a problem. First, the existence of uniforms often leads to expensive education costs. Second, uniforms are used by schools to assess the level of discipline of students.

As a result of the learning process being less material-focused and more enjoyable, studies on nature-based education and English language acquisition in different educational settings now indicate that nature-based education can both increase students' proficiency in the language and draw their attention. In addition to getting closer to nature, students can discover everything around them. Furthermore, studying English does not have to be limited to the classroom; it can also take place outside of it. (Gautheron, 2014; Devi, S. 2020; Purnama, Y. I. et al., 2019; Setiawati, N. A. et al., 2019; Vedia & Emzir, 2017; and Fatmawati, 2019). However, this

research still does not explain in detail the English learning model that is implemented, the management class, and the facilities in a nature-based school.

Hence, this research will explore further the English learning model implemented at the Ramadhani nature-based school, the activities carried out during the English learning process, and the class management. The researcher is interested in nature-based schools because nature-based schools use the environment as a learning resource. In this way, students can observe certain situations and easily understand scientific concepts, including how to understand language through nature. This will definitely provide an interesting experience for elementary school students in getting to know English as a universal language.

This is what will be discussed in this study, which will expound further on the model of learning English applied in Ramadhani nature-based schools, whatever activities are carried out during the English learning process, and also the class management. The researcher is interested in this nature-based school because it uses the environment as a resource for learning. Thus, students can observe specific situations and easily understand scientific concepts, including how to understand language through nature. This will provide an exciting experience for students at the elementary level in learning English as a universal language.

METHOD

In this research, the researcher used a qualitative descriptive research design. Descriptive research is research to obtain information related to current phenomenon problems (Ary et al., 2010). The subjects in this research were students in grades 4-6 at Ramadhani Elementary School in Kediri who implemented a nature-based school in their learning process. To find out about English learning activities in nature-based schools, the researcher carried out checklist observation as the first data source. Then I interviewed an English teacher to strengthen the data and find out the learning model implemented at Ramadhani Elementary School, Kediri.

According to Ary et al. (2010) observation is the basic method for obtaining data in qualitative research. There are two types of observation, namely participant and non-participant observation. In qualitative research, the researcher can be a participant in the situation being observed or not. In the data collection process, the researcher carried out non-participant observation because she did not take part in the activity. In the observation process, the researcher attended three English classes and observed the learning process and activities at Ramadhani Elementary School, Kediri. This checklist observation activity focuses on preparation, designing a plan for the project, creating a schedule, conducting the project, and evaluation. The researcher observed whether the teacher carried out several of these aspects during the English learning process, starting from the opening until the lesson was finished.

In the next step, the researcher conducted semi-structured interviews with English teachers to obtain more in-depth information regarding the learning model implemented at Ramadhani Elementary School in Kediri. A semi-structured interview is a combination of structured and unstructured interviews. The researcher has prepared a list of questions, but the interviewer can also modify the questions during the interview (Ary et al., 2010). In the interview, the researcher prepared questions related to learning models, class management, rules, how teachers interact with students, how teachers deal with students who refuse teacher orders and students who are not disciplined, and how teachers train students to have self-discipline during the learning process.

To strengthen the data, the researcher used documentation techniques to complete and strengthen observation data and interview results, as well as obtain data that was not obtained during the interview and observation process. Documentation here can take the form of writing and images, which can be used to obtain information (Sugiyono 2008:240). In this research, the data needed is in the form of school profile documents, the school's vision and mission, other

learning activities carried out by teachers or students, as well as several written and unwritten rules and regulations during the learning process at Ramadhani Elementary School Kediri. Then, the data was collected and analyzed using Huberman's theory. According to Huberman (1994), the data analysis process includes three phases: data reduction, data exposure, conclusions, and verification. First, the researcher reduces the data by selecting important things obtained during the research process, and then the data is presented through narrative text, which is presented sequentially according to the data in the field. Finally, all the research data obtained is processed and will be concluded or can be verified in depth, meaningfully, and comprehensively.

After that, the researcher used triangulation as a data validation technique to obtain an accurate data analysis. Sugiyono (2008) states that data must also have clear data validity to test hypotheses against the previously proposed problem formulation. In data validation, there are three types of triangulation, namely method triangulation, source triangulation, and time triangulation (Sugiyono 2008). This research applies technical triangulation because it uses different data collection methods to obtain data from the same data source (Sugiyono, 2014). To obtain data, the researcher conducted in-depth interviews, observations, and documentation of the same data source simultaneously. Then the researcher compares the information obtained with other sources to obtain valid data.

RESULTS AND DISCUSSION

Results

The researcher described the results of the data analysis found from observations, interviews, and documentation. These results are classified in the following conceptual framework:

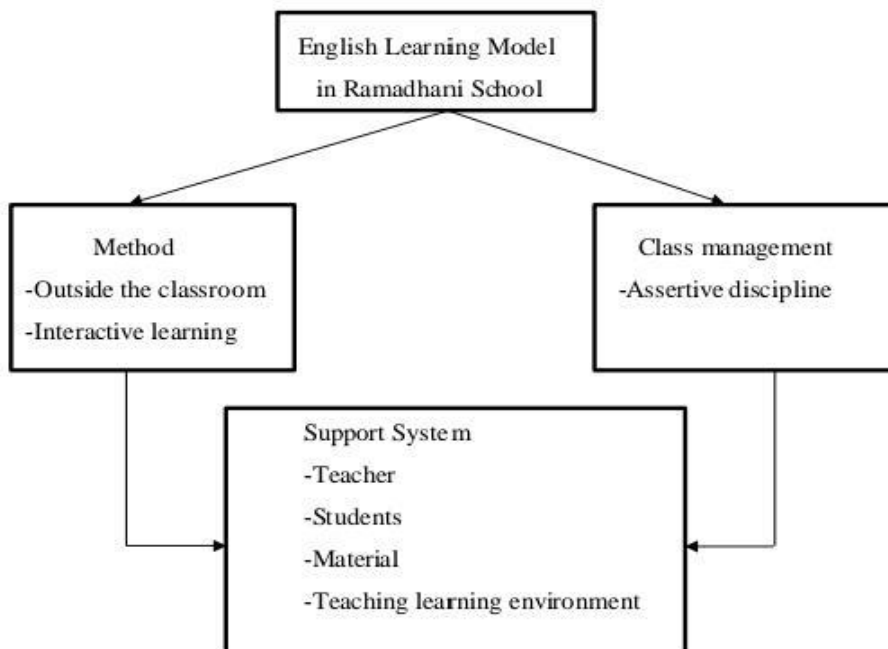


Figure 1. Conceptual Framework

Through the observation process, the results show that teachers apply nature-based learning during English lessons. Based on researchers' observations, the learning process at Ramadhani Elementary School implements an interactive learning model, namely active, innovative, and creative learning. English learning is always carried out outside the classroom, starting from the first class to the end. Sometimes, the learning process is carried out in the gazebo, schoolyard, or hall. Teachers and students do not need to wear uniforms because they are allowed to wear daily clothes during the learning process.

Learning activities at Ramadhani Elementary School are divided into three stages, namely the opening activity, the main activity, and the closing activity. At the opening stage, the learning process begins with icebreaking activities such as saying the jargon sentence "English is Fun," guessing words, singing, or games that can make students more concentrated, enthusiastic, and happy, such as the hide and seek game. Besides that, in the opening activity, the teacher also reviews the previous material before continuing with new material to ensure that students have understood the material.

The second stage of the learning process is the main activity. In the nature-based learning concept, teachers use various media from nature in the environment around them. The teacher connects the material with the student's natural surroundings during the learning process or uses handmade media such as flash cards. The teacher explains the material interactively and uses gestures. In the learning process, teachers position themselves more as friends so that students can enjoy English classes more, feel more flexible, have fun, and it is not boring.

The last is the closing activity. In this closing stage, the teacher provides evaluation and feedback to students. The teacher also allows students to ask questions if there is material they have not understood. At the end of the lesson, before going home, the teacher asks the students to sing together; this singing is known as a form of "student promise when they go home." The song contains the obligations students have to carry out when they get home, such as studying seriously, praying, helping their parents, and so on. Sometimes teachers also give games or challenges before going home, such as guessing words or looking for words in English and other games.

Class Management

According to the results of interviews with an English teacher, the teacher implements assertive discipline to manage the class during English learning. This class management involves the teacher as the owner of the highest position to control the class. This is also called the "take-control" approach in teaching, as the teacher controls when running the class. The English teacher explains her class management through the following questions:

What class management model do you apply?

TC: When a student's communication becomes challenging, I like to find out the reason. They still occasionally find writing challenging since they are still unable to tell one alphabet from another. I can offer a remedy if I am aware of the issue. I advise students to practice self-control. If they don't, there is probably a reason for it, and I'll look into it to see if it makes sense. If the explanation defies logic, I will let them know that it is incorrect and that they need to make improvements.

During the English learning process, the teacher asks students to communicate when there are problems or difficulties in learning. Teachers always ask why students cannot carry out the instructions given by the teacher. When the teacher knows the reason, she can provide solutions or suggestions for students. The way teachers reprimand students who break the rules in class is by asking students why they do that, because when students do not obey a rule, there is a reason for it. If the reason is reasonable, the teacher will forgive, but if the reason is

unreasonable, then the teacher will advise the student so that the students do not repeat it at the next meeting. In this case, the teachers prefer to explore the reasons behind problems as an approach to dealing with undisciplined students.

Explain the structure of your discipline plan. What rules do you establish in your class?

TC: Although the requirement that students follow until the end of class is always followed, it is not always explained. It's similar to when I ask the class to yell together; it's kind of a rule, but I don't tell them that until the end of the meeting. I occasionally encourage my students to meditate as well. I also include some guidelines, such as "I love myself, I love Allah, and I love Rosullah," which I want them to repeat on a regular basis. The extrinsic rule is introduced. Therefore, they do not consider it to be a rule, but they are able to follow it cheerfully and without realizing that it is a rule that is in effect in the classroom.

The structure of disciplinary regulations applied at Ramadhani Elementary School during the English learning process is not always in the form of written rules. Even though not all the rules are written down, students can be disciplined until the end of the lesson. Disciplinary battles can be included in the form of yelling and meditation. The rule is inserted extrinsically into the yelling, and they do not realize that it is a regulation. This way, students can enjoy it happily; they can do it directly without knowing there are rules they have to obey in class. Besides yelling, another discipline structure to increase student focus is meditation. In the meditation process, the teacher includes several rules through positive words. Indirectly, students say it every day, so the habit of saying that word every day can create discipline because discipline can be formed from habituation that is carried out continuously.

What is the most difficult aspect of discipline?

TC: Maintaining the habit is the most challenging part of discipline because it is the right thing to do consistently. Students occasionally just show kindness once. For example, if there is a certain component that can raise students' spirits at that moment, they can act kindly because there is support for them. Then, to maintain their discipline and help them act kindly, a high level of support is required.

The teacher explained that continual habituation is the challenging part of discipline since good habituation is something that is consistently practiced. Students may only accomplish one nice deed at a time. For example, students will do well because they have assistance if there are specific elements that can increase their enthusiasm at that particular moment. So, to keep students disciplined, teachers still need many other supporting factors, so that, the students interest to do it every day.

1. Support System

Based on observation, interview, and documentation collection carried out by the researcher, several factors can support the teaching and learning process carried out at Ramadhani Elementary School. Such as:

a. Teacher

At Ramadhani Elementary School, the teacher can interact with students well and make connections between nature and material. The teacher prioritizes student comfort while studying by implementing learning while playing so that students are more interested and do not feel bored.

b. Students

At Ramdhani Elementary School, students can learn through experiences that they explore in the natural environment, opportunities to learn according to their age development, and knowledge about natural sustainability, such as interactions with adults and peers. Besides that, students can also increase their knowledge about religious, physical, motor language, social, emotional, and artistic development.

c. **Material**

At Ramadhani Elementary School, teachers prepare and create materials according to students' needs. The teacher provides various materials in the form of text, cards, and interesting games. In the learning process, teachers always carry out activities that involve students' thinking abilities and provide opportunities for students to use, discuss, and share the knowledge and skills they have. Not only that, teachers can master the material and teach it using creative methods that are easy for students to understand.

d. **Learning and Teaching Environment**

Facilities and Infrastructure

Ramadhani Elementary School provides indoor and outdoor classes for students. There are several indoor classes and outdoor places such as halls, gazebos, playgrounds, and a large yard around the school. Besides that, other facilities provided for students are a mosque, library, cafe, canteen, and free dormitory for underprivileged and orphaned students. English learning activities are more often carried out outdoors, sometimes teacher and student study together in the hall, gazebo, and yard around the school for roleplay or other games.

Interaction

At Ramadhani Elementary School, the teacher prioritizes personality in interacting with students during the learning process. The teacher often motivates students by being a role model for them. Sometimes, in the middle of learning, the teacher asks students to play a role by changing themselves into someone who will inspire them when they grow up. After that, the teacher will ask the class to consider what steps they should take to emulate their role model in the future. The teacher is not sure that this method will work well for students at every meeting in class, but she considers that this approach is more effective in making students disciplined in their learning.

Discussion

Based on the findings above, it can be seen that the implementation of a nature-based school prioritizes learning outside the classroom rather than inside the classroom. The learning process can be carried out in gazebos, halls, or yards around the school which can enable students and teachers to interact with nature directly during the learning process. As for other public schools, learning and teaching activities are more often carried out in the classroom. At nature-based schools, students and teachers are not required to wear uniforms, they are given the freedom to wear clothes as comfortable as they like. This is what differentiates nature-based schools from other public schools which require teachers and students to wear uniforms during the English learning process. Learning English in nature-based schools is more relaxed and does not look too formal because, during the English learning process, teachers and students do not only focus on the material, but students do more practice and also learn while playing. The learning model is more interactive, less monotonous, and more varied. So that, the students can explore and develop their talents well.

Learning activities in nature-based school is the same as in other public schools which start from three stages, namely opening, main activity, and closing. However, in a nature-based school, the opening activity is not just a review of the material, but the teacher starts with activities that can make the students focus before starting the lesson. This activity can take the form of ice-breaking, meditation, yelling, or saying jargon together. Then in the main activities, the English learning process is not only focused on the material but prioritizes learning while

playing. In the middle of a lesson, the teacher asks students to play games, sing, and explore nature using several learning media from the nature around them, or they can also use flash cards. So English learning activities are more flexible and not boring. During the closing activity, the teacher carries out evaluation and feedback. Teachers sometimes ask students to sing together and give challenges before the students go home.

The classroom management applied at Ramadhani Elementary School in the English learning process is Assertive Discipline which was developed by Lee and Marlee Canter in 1976. Assertive discipline is teacher-centered classroom management, where the teacher is the main controller in the learning process. Class management can help teachers solve various problems in the class, especially discipline problems. The action that the teacher decides when students are undisciplined is asking students to communicate to find out the reasons behind it. This is more effective because it can make students more honest, and will make students more aware that their actions are not good. As we know, not all rules in the learning process are always written, but there are other aspects that students need to do without having to know it is a discipline or rule. These regulations further build students' habits or culture of remaining obedient, and carrying out teacher orders such as doing homework, even when they come home from school, they must continue to do positive things such as helping parents, praying, and studying at home. This extrinsic element is sometimes considered difficult by teachers because asking students to carry out these habits continuously is not easy.

Several factors that support the success of nature-based schools in Ramadhani Kediri are the role of the teacher, students, material, and the learning and teaching environment. The teacher is the main aspect of learning, if the teacher has good qualities and methods in teaching, students will accept the material that is explained easily. Besides that, students also have an important role in the learning process. If students are cooperative and can collaborate, the learning process will be more effective. Another supporting factor is the material, the material means starting from preparation before entering class, creating lesson plans, and modules prepared by the teacher during the English learning process. Finally, the school environment, at Ramadhani Elementary School provides sufficient facilities to accommodate not only indoor classes but also outdoor classes during the learning process. There is a large schoolyard, outdoor hall, several gazebos, playground, cafeteria, canteen, and library which has a natural concept.

Thus, the nature-based school implemented at Ramadhani Elementary School is quite effective and good for learning English because of the comfortable environment and supportive teacher. However, there are still challenges faced by the teacher, such as the process of making teaching material or lesson plan that is less structured because the teacher and students do not yet have English book modules. The teacher only explains the material on the blackboard or spontaneously during the lesson, and there are no material achievement targets because the point is that students can understand the material and can practice it in daily life. This research was also considered less than optimal because it was only carried out in one school, and was only carried out for one week. Besides that, the nature-based learning model at Ramdhani Elementary School Kediri is not necessarily the same as other nature-based school models, so it cannot be used as a mandatory reference, and it may be different if this learning model is implemented in other schools. Therefore, for further research, hopefully can develop this research by conducting research in several nature-based schools and then comparing which learning model is better and more effective for learning English.

CONCLUSION

Ramadhani Elementary School is a nature-based school in Kediri. The teacher implements the interactive learning model, which is an active, creative, innovative, and creative model that can

enhance students' spirit and interest in learning English. During the teaching and learning process, the teacher and students do not need to wear uniforms; they are allowed to wear daily costumes. Most of the English learning process at Ramadhani Elementary School is carried out outside the class, such as in the gazebo, hall, or schoolyard. The learning process is carried out more flexibly because the students can learn English while playing. Learning activities at Ramadhani Elementary School are divided into three stages, such as the opening activity, the main activity, and the closing activity. At the opening stage, the learning process begins with icebreaking and reviewing the previous material. The second stage is the main activity in which the teacher and students learn new material, and sometimes teacher also asks students to play games in the middle of the learning process. The last stage is the closing activity. In this closing stage, the teacher provides evaluation and feedback to students, and sometimes teacher asks students to sing together or gives challenges to students.

Assertive discipline used in classroom management at Ramadhani Elementary School in Kediri. Lee and Marle Canter created Assertive Discipline on 1967, an obedience-based method to classroom management, where the teacher is the primary controller in the learning process. In the learning process, the teacher used kinds of media from nature and handmade media like flashcards, then connected the material with nature. When a teacher discovers that a student is disobeying the rules or acting unruly during class, it is preferable to foster communication rather than impose punishment. The role of the teacher, the students, the materials, and the learning and teaching environment are some elements that contribute to the success of the nature-based school at Ramadhani Elementary School Kediri. Learning and teaching environments involve facilities and interaction between teachers, students, and all the stakeholders. The facilities provided at Ramadhani Elementary School are a large schoolyard, an outdoor hall, several gazebos, a playground, a cafeteria, a canteen, and a library, all of which have a natural concept.

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