

The Development of A Learning Model Based on An Active Learning Approach To Improve English Language Skills

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KEYWORDS	ABSTRACT
Learning Management, Active Learning, Learning Model	This research is a type of development research that aims to develop an English language learning model for students to help prepare students to study in international classes. Furthermore, this study can also help improve the quality and international learning process of the Education Management study program. The obstruct found in the field is that there are still many students who have not mastered English both passively and actively. Based on the results of the pre-test using the performance test method given to 25 students conducted randomly, it shows that 82% of students have basic English skills and 22% of students have intermediate English skills. Looking at the results of the performance test shows that the low ability of students in English communication. The research procedure used is using three stages, namely: 1) preliminary stage, 2) model development stage, 3) trial stage, 4) implementation stage. The results of the study stated that the development of an English learning model based on active learning methods could improve students' English competence.

INTRODUCTION

Education is one of the keys to progress, the better the quality of education organized by a nation, the better the quality of the nation. Shwab (2016) states that globalization has entered a new era called the industrial revolution 4.0 as the century of openness or the century of globalization, meaning that human life is experiencing fundamental changes that are different from the way of life in the previous century. Education has a role in equipping people with various skills needed in the world of work, (Nanang Martono, 2014). Therefore, efforts to develop the professionalism of educators and education personnel must touch all the most fundamental aspects in changing the competence of students. (Adi Prastowo, 2017).

If educators still maintain the lecturing method as a conveyor of knowledge only, then they will lose their role along with the changes that occur in this era. If lecturers do not transform their way of educating as well as teaching and learning, it will negatively impact the quality of education.

Therefore, a new paradigm is required to face new challenges in the world of education. These new demands will require a breakthrough process of innovative thinking to get quality outputs that can compete globally and competitively. This can be seen in several universities that have implemented a bilingual system, namely the application of foreign languages such as English as a basic skill that must be mastered. As stated by Aini (2013), the implementation of a bilingual program is a way to improve foreign language skills which aims to prepare students to face the accelerated flow of information in the very challenging era of disruption 4.0. One of the skills that must be mastered in this era is the ability to communicate in English. In the era of disruption, all forms of technology are written in English, such as computers, the internet, and books using English.

Nowadays, English is becoming an international language and a verbal language to communicate around the world. English is increasingly important to master with the increasing competition for jobs. In this era of disruption, various competitions in all fields are possible. In the face of this strong competition, good English language skills are needed, therefore to produce quality human resources (HR), educational institutions need to be fast and responsive to the demands of increasingly complex global competition.

Higher education also has a very important role in producing competitive human resources. As stated by Handayani (2015) that the role of higher education, especially in improving English language skills, is very important and needed by the community so that people can communicate actively using English, both in writing and orally in official communication and oral communication according to the needs in everyday life. English is a global language that plays a major role in global interaction and communication along with the progress and competition of globalization.

The universities in Indonesia are currently starting to make changes to the system to improve education management. The changes made are not just changing the education system, but rather equipping educators with reliable English speaking skills. Education must at least prepare students to be able to face three things: a) prepare students to get a job in accordance with their discipline, b) be able to prepare students to be proficient in communicating actively using English as an international language in order to compete internationally, c) prepare students to be able to use technology.

In line with the above, the Education Management Study Program at Universitas Negeri Surabaya changed the learning paradigm which emphasizes more on the ability of students to communicate using English, be able to think analytically and cooperate and collaborate in solving problems. The competencies that must be possessed by students in the Education Management Study Program at Surabaya State University are: 1) ability to think critically and be able to solve problems, 2) ability to communicate using English, 3) ability to create and renew, 4) ability to apply technology and information, 5) and 6) ability to understand and use communication media to convey ideas.

However, in reality there is a gap between expectations and reality in the field which shows that there are still many students in the Education Management study program at Surabaya State University who have not mastered English. The obstacles faced by students in the Education Management study program lie in the ability to communicate using English and limited vocabulary. Based on the results of the pre-test using the performance test method given to 25 students in the Education Management study program, it shows that 82% of Education Management students have basic English skills and 22% of students have intermediate English skills.

The results of the author's interviews with 25 students in the Education Management study program and randomly selected in June 2022 can be concluded that the majority of Education Management students are not confident in communicating using English and they are classified as passive. The author also found several problems with the English language learning model for students that had been applied previously in the Education Management study program, including: Learning planning that is not in accordance with the analysis of student needs, so that the expected goals are less effective and the English learning process is less than optimal.

Due to that, in overcoming the problems or inequalities that occur, it is necessary to develop an English language learning model based on active learning methods in order to improve students' English language skills in the Education Management study program. The objectives of the learning model development research are: 1) to analyze the factual model that has been applied before, 2) to develop a learning model that can improve students' English skills, and 3) to analyze the feasibility of an active learning approach-based learning model that can improve students' English skills. The development of learning models will be adjusted to the analysis of student needs and contain innovations in English learning models for students.

With the development of an English learning model based on active learning methods, it is expected to help the process of learning English that is active, innovative, creative, and fun in improving students' English skills in the Education Management study program. The active learning-based learning method is an appropriate approach that English learning is presented in an inductive form and the integration of English

language skills which include speaking, listening, writing and listening skills can improve and students are more enthusiastic and actively participate in all learning processes that take place.

Holistic Approach Theory as the Foundation of Active Learning Approach because the holistic principles in active learning-based learning are to encompass all aspects of personal learning and growth and to emphasize the active development of relationships at all levels, both relationships between subject domains and between individuals and groups. The training model applied will affect the development of students. According to Sawang (2011) the term holistic contains the meaning of thorough or whole. Holistic views humans as a whole in the sense of humans with cognitive, affective, and behavioral elements. The holistic principle in active learning-based training aims to help develop individual potential in a learning atmosphere that is more fun and exciting democratic and humanist. In fact, experts always place the two dimensions of humanity in every related matter.

According to Nanik Rubiyanto (2010: 1) The holistic approach is a comprehensive approach, where all parties are involved and also the way of presentation uses various ways that can support each other.

Holistic theory emerged Maslow in the year (2013) mentioned holistic - dynamic theory, which is a theory that considers that the whole of a person is continuously motivated by one or more needs and that people have the potential to grow towards psychological health, namely self-actualization

METHOD

The research design in this case uses the principles and steps of Borg and Gall. The purpose of this research model is a method to develop and test a product. The research procedure used is using Borg and Gall, but the steps are modified and simplified, so that it becomes three stages as explained by Sugiyono (2011), namely: 1) preliminary stage, 2) model development stage, 3) trial stage, 4) implementation stage.

The preliminary stage was carried out by applying a qualitative descriptive approach. The activities carried out at this stage are to find the root of the problems that occur in the field about the previous model that has been applied in the Education Management study program. Field study activities aim to: (1) find the weaknesses of the existing English learning model, (2) photograph the implementation of English learning that has taken place using the previous model by looking at the planning process, implementation, and evaluation activities that have been carried out, (3) identify factors that hinder the implementation of English learning for students as a basis for model development.

The next stage is model development, this model is developed based on the model design of the findings in the field during the initial stage of research. The development of this model includes 3 things including: (1) planning, (2) implementation, and (3) evaluation.

The third stage is testing, at this stage external validation is carried out, where the results of the model that have been validated by several experts are tested in the field, the results of the field trials produce the final model, namely an active learning-based English learning model to improve student speaking skills in the Education Management study program.

The last stage is the implementation stage which is the testing stage for the user of the product development of an active learning-based English learning management model. This product is tested to get feedback on the effectiveness of the product to revise the product so that the product is even better.

RESULTS AND DISCUSSION (HEADING 1 STYLE)

The results of the study presented data on the English language learning model that had been implemented previously in the Education Management Study Program at Surabaya State University, the competence of students' English language skills, the obstacles faced in learning English, and the development of an English language learning model developed based on the needs analysis of Education Management study program students.

The factual conditions described before being implemented previously reflect that the English learning model is still conventional without any development that adapts to the needs of students. It is clearly seen in the field that English teaching trainers still use the lecture method and learning refers to mastery of writing and reading competencies only. So that learning has not been effective, too monotonous, and conventional. In addition, in the learning process there is no good planning, so that the learning outcomes are not optimal. In addition, learning activities have not integrated the communicative approach, so that the cadets' English speaking skills are still not optimal. There is no standardized model to be implemented in the learning process, especially integrated with the communicative approach to improve speaking skills. This is indicated by the results of the assessment of the speaking practice of Education Management students who on average are still unable to communicate fluently in using English.

The desire of the students is good to move forward, especially in mastering English, but unfortunately it has not been able to be optimized, there is a need for motivation from students to increase students' interest in learning to communicate using English.

Based on the phenomena and empirical findings that have been described, it can be analyzed and identified the weaknesses of the factual model are as follows:

First, the planning of learning activities is still focused on receptive skill activities (listening and reading) and not on productive skill activities (speaking). In the planning aspect, trainers have not made many innovations in English language learning that refer to speaking skills.

On the implementation side, English learning implementation activities are still conventional which results in the quality of the process being neglected, the implementation of the communicative approach has not been carried out effectively. The existing English learning materials are also still considered not on target.

In terms of evaluation, speaking competence is still not ideally fulfilled, especially seen from learning activities that are still conventional and lead to reading and writing that are more fulfilled. Learning strategies and methods are not yet appropriate, causing the understanding and mastery of English communication is still not optimal.

Empirical findings and gap phenomena that occur in the field can be concluded that in the factual model it is found that English learning management activities have not been integrated with communicative competence, so that students lack the ability to communicate actively.

The obstacles experienced by English teachers/trainers in the Education Management study program are the consistency of English learning development has not been carried out optimally by trainers. Trainers need adaptation to carry out these learning activities. Environmental conditions in learning English for students are also not yet supportive and still encounter obstacles, namely teachers are still adapting to be able to synergize with the needs of Education Management students. In addition, several supporting activities that support the development of English competence have not been monitored continuously. Facilities and infrastructure are also a supporting factor in learning activities that are still inadequate.

The solution to the problems of English learning in the Education Management Study Program is the need to develop an active learning-based English learning model to overcome the problems or gaps that occur in English learning activities in the Education Management Study Program. The development of the management model includes the development of learning modules, learning methods tailored to the need analysis of the needs of Education Management students.

The development of an active learning-based learning management model is expected to be a solution in overcoming the problems of English learning activities for students that were previously conventional. The development of this learning management model includes three aspects of management activities including the following:

1. Planning

In the planning aspect, several things need to be prepared, including: 1) determining learning achievement indicators and learning outcomes that are adjusted to the analysis of student needs, 2) designing an active learning-based English learning model, 3) designing learning activities as an effort to

improve student competencies in English which include speaking, listening, writing, and reading 4) determining competency standards, achievement indicators, 5) designing an active learning-based English learning syllabus that refers to the achievement of student competencies.

In the activity of identifying basic competencies and learning outcomes, students' needs are analysed so that they can interpret and determine the learning activity model that suits their needs. The following achievement indicators and learning outcomes are developed and refer to the cognitive, affective and psychomotor domain abilities of mentors:

Table 2. Learning Indicators and Learning Outcomes

Basic Competences	Success Indicator
students have competence in speaking English (speaking skill)	students are able to speak English actively
students have competence in reading English (reading skill)	students are able to read English texts
students have English writing competence (writing skill)	students are able to write English articles
students have English listening competence (Listening Skill)	students are able to understand native English speaking

The determination of learning outcome indicators is very crucial in ensuring a learning model that suits the needs of students. The success of learning activities lies in effective and innovative learning models.

2. Implementation

The Implementation of the development of an active learning-based English learning model can be seen from the competencies to be achieved, the learning strategies or methods used, the media and facilities for learning activities and learning evaluation activities used to measure the success of learning activities.

3. Evaluation

Evaluation activities to measure the success of learning activities carried out by going through several stages including: 1) giving quiz to students at the end of learning activities to measure competency achievement after participating in learning activities, 2) conducting feedback activities carried out by holding reflection activities at the end of learning.

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Discussion

The results of expert validation of the development of active learning-based learning models obtained input from learning experts. Through Focus Group Discussion (FGD) activities. In the Forum Group Discussion (FGD) which presents practitioners who have the competence of experience and skills in the field of learning models and management models such as education management experts and product user experts who will be given a questionnaire that includes components of the level of importance, relevance, and effectiveness of the model and active learning-based learning management model guidelines. The results

of the questionnaire will be used as a basis for analyzing and reflecting on the design of the development of learning management models to improve student competence. The results of the analysis and reflection can be seen in the following table:

Table 1. Results of the Learning Model Development Product Validation Questionnaire

No	Aspect	Amount	Percentage%	Criteria	Description
1	Training Model Structure	22,1	88,4	Very Appropriate	No Revision
2	Content Suitability	17,4	87,0	Very Appropriate	No Revision
3	Construction Appropriateness	21,8	88,2	Very Appropriate	No Revision
4	Language	13,5	90,0	Very Appropriate	No Revision
5	Practicality Level	22,4	89,0	Very Appropriate	No Revision
6	Writing Organization	13,2	89,4	Very Appropriate	No Revision
	Amount	110,5	89,5	Very Appropriate	

Based on the results of the questionnaire from the experts, the validation of the product development of the English language learning model for students shows that 89% of the development products are declared feasible to be implemented in the Education Management study program. The validation test with learning model experts aims to get input as a model development. The development model of English learning management based on an active learning approach after going through several stages of revision from experts/expert models which then refined the preparation of models and guidelines that will be used as guidelines for implementing English learning activities that can improve student competence.

The researcher then conducted a validation test of the user model. The assessment of the product validation test is to get feedback or input from users related to the feasibility of the model. The results of the model design validation are as follows:

Table 2. Model Validation by Users

No	Indicator	Percentage (%)	Description
1	Learning Model Structure	88%	Very Appropriate
2	Learning Model	80%	Very Appropriate
3	Learning Method	86%	Very Appropriate
4	Situational Effectiveness Implementation of active learning-based learning model	76%	Appropriate
5	Learning Media	70%	Appropriate
6	Appropriateness of learning material	82%	Very Appropriate
7	Communicative Learning	86%	Very Appropriate
8	Communicative Trainer	88%	Very Appropriate
9	Interesting Team Building and Ice Breaker Guide	78%	Appropriate
10	Overall, the training activities are useful	94%	Very Appropriate
	Average	82,8%	Very Appropriate

Based on the results of the questionnaire given by the users to the learning model based on the active learning approach applied to students to improve English language skills, it shows that 82.8% that the model is declared feasible to be used to improve students' English language skills. Validation test activities with users were carried out in limited groups, after receiving input from users and developers, after being declared feasible by product users, the English language learning model based on an active learning approach was declared feasible for implementation. The validation test with users and developers of this model was carried out once because it was declared valid with notes on editorial input and no crucial input.

Learning management theory and constructivistic learning theory as a reference for developing an active learning-based training management model. The practical and theoretical implications of the learning management model are used as a reference in improving students' competence in speaking English fluently. The following results are expected with the development of an active learning-based learning management model:

- a. Learning activities are carried out in the education management study program effectively and optimally.
- b. Trainers feel helped by the existence of an active learning-based learning management development model to improve students' English language skills.
- c. Improving speaking, reading, writing, and listening skills, so that students have professional competence and are able to apply it to bilingual classes.

CONCLUSION

The evaluation criteria for the feasibility of an active learning-based English language learning management model are as follows:

1. The students of Education Management are motivated to learn English actively
2. Education Management students can take part in learning activities with a conducive and pleasant atmosphere, students are able to communicate actively during learning activities
3. English teaching tutors can be helped during the learning process.

The development of an English learning management model for students is needed by students in Education Management. The development of the model is adjusted to the analysis of student needs, including: 1) learning materials tailored to the needs of students to support the improvement of student competence, the material includes a syllabus and curriculum developed and systematic learning programs, 2) the implementation of learning is managed effectively, easy to understand, and applicable and there is a follow-up after learning activities as an effort to guide students, 3) professional instructors in the field of English, 5) facilities and infrastructure which include a place of learning, equipment, and media.

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