

Effectiveness of The International Class Learning Program For Students of SD Muhammadiyah 3 IKROM

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Abstract. The School Field Introduction Program is an assignment activity to students to implement learning outcomes through observation of the learning process in schools or educational institutions. The activity program aims to improve knowledge and expertise for students and provide teacher mentoring experience at the elementary school level and strengthen educational academic competencies for PGSD study program students. The research methodology used is observation, data collection techniques carried out through observation accompanied by various recordings of conditions and objects in the field. This program was carried out for 1 week at SD Muhammadiyah 3 Ikrom. The results obtained that in the school there is a special class, namely ICP (International Class Program), that students who are included in the learning program must pass a selection process. In the learning process students are accustomed to communicating using English and there are learning methods to make it easier for students to develop their ability to master the English language.

Keywords : Mentoring, English, Elementary School

I. INTRODUCTION

Introduction to the school field (PLP) is one of the mandatory programs for students to train students to get to know the real world of teaching before they actually enter the world of education. The activity program aims to increase knowledge and expertise for students and provide experience in assisting teachers at the elementary school level and strengthening educational academic competencies for PGSD study program students. The implementation of the Introduction to the school field program (PLP) 1 was carried out for 5 days, we carried it out at SD Muhammadiyah 3 IKROM, this school is an Islamic elementary school located in the Wage area, Taman sub-district. SD Muhammadiyah 3 IKROM has a very good vision and mission, the vision of SD Muhammadiyah 3 IKROM itself is the formation of a Muslim generation that excels in intellectual devotion, independence and leadership based on the Quran and As Sunnah. And SD Muhammadiyah 3 IKROM has 3 missions, namely:

1. Making the school community devout and religious based on the Quran and As Sunnah.
2. Making students intellectual with innovative, creative, competitive, fun learning. and
3. Making students independent and have a global-minded leadership spirit.

SD Muhammadiyah 3 IKROM has one of the special classes, namely ICP (International Class Program) where there are students who always use English every lesson and talk, before entering the class students must take part in the selection first, preschool form of school facilities for students who have chosen the ICP program. The purpose of preschool is to prepare new prospective students to get used to the learning and habituation model at SD Muhammadiyah 3 IKROM. In addition, it provides basic English language materials and fosters confidence in speaking English.

The reason why we examine the program is because it improves language skills: By using English as the main language of instruction, their English proficiency can improve significantly. And to develop Critical Thinking Skills: ICP runs an international program designed to develop students' critical thinking, problem solving and communication skills.

ICP also encourages students to conduct independent research and presentations, helping them to develop confidence and speaking skills. ICP can help students develop those skills and knowledge so that they can succeed in an ever-changing world.

By researching the ICP program thoroughly, we can make an informed decision on whether the program is suitable for primary school students. It is important to remember that each ICP program is different. Therefore, it is important to carefully research each program to ensure that it meets clear needs and objectives.

II. METHOD

The research method used is observation and uses a qualitative approach which is done by collecting data or information directly at the place of research.

This research was conducted at SD Muhammadiyah 3 Ikrom with the research subject being grade 1 students at the school. Then the object of research chosen is the English language learning program or also called the International Class Program. Data collection was obtained from observing students' understanding in obtaining and applying the material obtained in the learning process.

III. RESULT AND DISCUSSIONS

A. Planning Stage

Assistance activities in this planning are carried out with several steps, namely; first, survey or observation.

There are several stages that will be carried out in this school field introduction (PLP), namely;

1. Conducting a survey and meeting the Head of SD Muhammadiyah 3 IKROM to ask permission to carry out the service and determine the time of implementation of the assistance.
2. Requesting information from the Head of Madrasah and the head of curriculum regarding the target achievement in the implementation of the assistance.
3. Developing concepts related to the materials that will be delivered such as the introduction of subjects, numbers, colors, greetings, vocabulary that is often used such as eat, drink, sleep, wash, buy and so on.

The importance of improving English language learning at SD Muhammadiyah 3 Ikrom, by providing school English language assistance in learning in elementary schools through ICP (International Class Program) class activities with permission from the Muhammadiyah Sidoarjo University Institute After obtaining permission from the Muhammadiyah 3 Ikrom Elementary School, then the servants coordinated with the Muhammadiyah 3 Ikrom Elementary School to carry out this activity.

According to the Principal of SD Muhammadiyah 3 IKROM, the introduction of school field activities in English language assistance in schools in learning in elementary schools is very important to overcome the low level of foreign languages of students of SD Muhammadiyah 3 Ikrom, Furthermore, dpl asked permission from the head of SD 3 Muhammadiyah Ikrom regarding the introduction of school culture and at the same time observing the school field and English language assistance in schools in learning in elementary schools. The head of SD Muhammadiyah 3 Ikrom positively welcomed this activity.

He feels it is very important that this activity is carried out to change the quality of English for children at SD Muhammadiyah 3 Ikrom, The next activity is to prepare materials related to the English language assistance movement in learning in elementary schools. ICP at SD Muhammadiyah 3 IKROM school has been running for approximately 3 years. This school field introduction activity was carried out on April 29 to May 03, 2024.

Activities on the first day, Monday, April 29, 2024 were socialization about Plp and class division in elementary schools. The activity started at 7.30 WIB. The second day, Tuesday, April 30, 2024 PLP activities continued with activities to observe the classroom environment and observe the school. This training activity is guided by the homeroom teacher. The students looked very enthusiastic about the icp program assistance that will be implemented at SD Muhammadiyah 3 Ikrom. Many of them asked questions related to the program created. On the sidelines of making the school English assistance program.

Participants shared the barriers to the implementation of the school ICP program at SD Muhammadiyah 3 Ikrom, as well as the possibilities that will occur if implementing the ICP assistance program that will be created. The school ICP program that has been made is consulted with the team. School English Assistance in Learning at Elementary School. The plan maturation activity was carried out on Wednesday, May 01, 2024, and coincided with the "Labor Day" holiday. Assistance activities carried out on Thursday, May 02, 2024 to provide direction and input related to the implementation of the assistance program from the school that has been made to be implemented at SD Muhammadiyah 3 Ikrom.

From the results of the assistance, each class at SD Muhammadiyah 3 IKROM implemented 15 minutes of reading vocabulary before class time. The implementation of this program on the first day was quite difficult. However, the school always motivates students, both during the flag ceremony and in class when learning begins. Visiting activities with the aim of observing the ICP class at 10:00, on Friday, May 03, 2024. Followed by an interview with the curriculum teacher conducted after the break.

B. Implementation stage of mentoring

English learning assistance was carried out on Monday, April 29, 2024 at 07.20-08.00 for class 1. The number of participants in the ICP class was 17 students. At the beginning of the mentoring, the facilitators introduced themselves and motivated the participants about the importance of mastering English. Then, the assistant delivered the initial material, namely the alphabet and sang the ABC song. After that, participants were asked to take notes on the material, and after that the assistant conveyed how to pronounce the alphabet correctly.

Then, the assistant modeled how to spell (spelling) their own name. And after that, the participants were asked to spell their own names to their classmates with a short dialog such as what is your name, how to spell it.

Mulis / English Learning Assistance.

1. English Learning Assistance Material

The learning assistance process always begins with greetings, greetings such as good morning everybody, how are you today with the aim that participants get used to and understand how to express and respond to greetings in English. Then, before continuing the material, the assistant asks the participants to recall the material in the previous meeting, for example "let's say the alphabet in English together" (this uses English). This activity (asking participants to remember and mention the previous material) is always applied to move on to further material.

This is done in two ways, collectively (all participants) and individually (some participants) asked one by one to mention the previous material. After that, the facilitator presents the advanced material and then explains the proper pronunciation and asks participants to remember or memorize the material (vocabulary) or certain expressions learned.

In this assistance, the facilitator delivered the basic material that had been prepared previously using the drilling method. The drilling method referred to in this assistance is asking participants to imitate examples or models delivered by the facilitator repeatedly. This method is used so that participants get the opportunity to understand the material more deeply. Then participants repeat certain material together or individually by mentioning the meaning of the word in Indonesian.

Setiadi in (Tika, 2022) states that drilling is a method for teaching language that emphasizes the formation of student habits by repetition, memorizing grammatical structures, and tense transformation, using the target language and the culture in which it is spoken.

This method is very effective in introducing English where they will be more familiar with the use of the language (Sari, Rachmawati Syarif and Muflihun, 2022; St. Hartina, Kisman Salija, 2019; Yohaidah, 2021). Therefore, this drilling method is also very relevant for developing learning languages that learn languages at an early age (Hidayatset al., 2022).

English language learning class I sd muhammadiyah 3 ikram. Evaluation activities in this English learning assistance First, the evaluation was carried out in the middle of the duration of the mentoring time, namely on April 30, 2024. The technical implementation of the first evaluation is that participants get a written test and an oral test. The test material is related to the material that has been studied. The results of the test are used as evaluation material related to what material has not been understood by the participants and mapping the abilities of each participant who has not reached the target with the material that has been learned.

This is done to find out the material that has not been thoroughly understood by the participants. So that the facilitator can repeat the material again before continuing with other material. Likewise, the implementation of the second evaluation carried out on May 02, 2024 included a written test. The results of this second test showed an understanding and basic knowledge of English that had been carried out in mentoring.



Figure 1. Observation in ICP class

IV. CONCLUSION

This mentoring activity was carried out for 1 week involving 1st grade students of SD Muhammadiyah 3 Ikrom which is located on Jl.TarunaVIII C kav. 282-288 Wage Taman Sidoarjo. This English learning assistance is carried out in class 1 and Language Learning Assistance as well as the techniques used during this assistance are drilling techniques, namely by repeating the material, especially for mastery of vocabulary until the participants can imitate or repeat the pronunciation of the word correctly.

Based on the evaluation results in the second test, the level of mastery of the participants with the assistance material that has been delivered is still classified as various, low, sufficient, and moderate. With the assistance provided in accordance with procedures and planning every day, it is hoped that students will improve their ability to speak foreign languages. Teaching routinely in daily habituation, such as going home from school with short vocabulary guesses in general. Therefore, children will get used to hearing and remembering vocabulary. The words taught are simple ones, such as alphabets, colors, number names and others. However, in general, the participants are familiar with the basic English language materials before they go to the next level of education in junior high school.

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