
English Course Program in Karang Indah Village, Mandastana District

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Article History

Received: 03/04/24 Review: 21/10/24 Revision: 25/10/24 Available Online: 01/11/24

Abstract

Currently, students still have relatively low English proficiency. This causes the improvement of English skills to be done to obtain maximum results. One of them is the English Course Program in Karang Indah Village, Mandastana District. Karang Indah Village as the location for the implementation of the English Course Program makes it specific compared to other villages in Barito Kuala Regency. Research Objective: To describe the English Course Program in Karang Indah Village, Mandastana District. This study uses a qualitative approach with a descriptive method. The collection techniques in this study are Observation, Interview, and Documentation. The instruments in this study are the researcher himself assisted by interview guidelines, recording tools, and stationery. The data analysis techniques in this study are in the form of data reduction, data presentation and conclusion drawn. Test the validity of the data used by credibility tests, transferability tests, and dependability. Research results: In its implementation, the English Course Program in Karang Indah Village, Mandastana District has several stages, namely the planning stage and the implementation stage of learning activities. The planning stage includes: tutor/teacher training, course participant registration, cost plan, learning location, learning plan. Meanwhile, the stage of implementing learning activities includes: making learning implementation plans, learning materials, learning media, learning methods, and assessment of learning activities. The existence of the English Course Program in Karang Indah Village is expected to improve the quality of human resources through English language skills.

Keywords: Program, English Course, Karang Indah Village, Mandastana District.

Abstrak

Saat ini pelajar masih memiliki kemampuan berbahasa inggris yang tergolong rendah. Hal ini menyebabkan peningkatan keterampilan dalam berbahasa inggris perlu dilakukan untuk memperoleh hasil yang maksimal. Satu diantaranya yaitu dengan adanya Program Kursus Bahasa Inggris di Desa Karang Indah Kecamatan Mandastana. Desa Karang Indah sebagai lokasi pelaksanaan Program Kursus Bahasa Inggris menjadikannya spesifik dibandingkan desa lainnya di Kabupaten Barito Kuala. Tujuan Penelitian: Mendeskripsikan Program Kursus Bahasa Inggris di Desa Karang Indah Kecamatan Mandastana. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan pada penelitian ini adalah Observasi, Wawancara, dan Dokumentasi. Instrumen dalam penelitian ini adalah peneliti sendiri di bantu dengan pedoman wawancara, alat perekam, dan alat tulis. Teknik analisis data dalam penelitian ini berupa reduksi data, penyajian data dan penarikan kesimpulan. Uji keabsahan data yang digunakan dengan uji kredibilitas, Uji Transferabilitas, dan Dependabilitas. Hasil penelitian: Dalam pelaksanaannya Program Kursus Bahasa Inggris di Desa Karang Indah

Kecamatan Mandastana memiliki beberapa tahapan yaitu tahap perencanaan dan tahap pelaksanaan kegiatan pembelajaran. Tahap perencanaan meliputi: pelatihan tutor/pengajar, pendaftaran peserta kursus, rancangan biaya, lokasi pembelajaran, rancangan pembelajaran. Sedangkan, Tahap pelaksanaan kegiatan pembelajaran meliputi: pembuatan rencana pelaksanaan pembelajaran, materi pembelajaran, media pembelajaran, metode pembelajaran, dan penilaian kegiatan pembelajaran. Keberadaan Program Kursus Bahasa Inggris di Desa Karang Indah diharapkan dapat meningkatkan kualitas sumber daya manusia melalui keterampilan berbahasa Inggris.

Kata Kunci: Program, Kursus Bahasa Inggris, Desa Karang Indah Kecamatan Mandastana

PRELIMINARY

The English course is one of the school's extracurricular activities that encourages the improvement of students' English skills. English is the first language used for international communication, so it must be learned actively or passively, orally and in writing (Ulfa & Kom, 2017). English is very important as a means of communication today. By understanding English, individuals are able to advance their insights and skills, this is certainly useful in finding a more competitive job, besides that it can also be the foundation and initial focus to open jobs for other individuals (R. A. Komalasari et al., 2020).

In this day and age, everyone really needs the ability to speak English. A person's ability to speak English is not only used in the academic field. However, it is very important in facing competition in the world of work which is getting narrower due to the era of globalization that is increasingly widespread (Abbas et al. 2023; Mutiani et al. 2021; Mutiani and Faisal 2019). Simorangkir and Passandaran (2017) stated that nowadays, every individual is required to master more than one language and English is one of the most important languages to master. However, in Indonesia, the reality has not reached expectations. Generally, the English language skills of students are still relatively low, especially in countries where English is only considered a foreign language, as is the case in Indonesia (Warman et al., 2020).

The Directorate of Course and Institutional Development explained that, English courses are programs that focus on competencies and improve participants' skills that will enable them to engage in a wide range of learning experiences and significantly affect their lives (Fadhillah and Ediyono 2023; Maulana et al. 2023; Rajiani et al. 2023). Therefore, the learning program must have competency standards. The standard is used for guidelines for compiling a curriculum based on competence, so that education and training institutions can use it as a basis to make national education standards in accordance with Law Number 20 of 2003 concerning the National Education System and Government Regulation Number 19 of 2005 concerning National Education Standards.

One of the efforts to improve English language skills through the implementation of the English Course Program in the community. Karang Indah Village, which is located in

Mandastana District, Barito Kuala Regency, has an English course program called "Kampung Anh Transmigration" which is one of several business units of Village-Owned Enterprises (BUMDes) Amanah (Rusmaniah et al. 2023, 2024; Sari and Hasanah 2019). The British Transmigration Village was created by the Barito Kuala Regency Government in collaboration with the Ministry of Manpower and Transmigration, following the same system as the British Transmigration Village in Pare, starting from management and ending with tutors who first studied at the British Transmigration Village in Pare.

Karang Indah Village is the only village in South Kalimantan that was deliberately built to develop the quality of human resources with an English language development program for the transmigrant community. Based on the observation results, the improvement of the quality of human resources was carried out with the participation of children in the English Course Program in Karang Indah Village. Improving the quality of human resources, especially in English language skills, has been instilled since they were still in their teens (Handy et al. 2024; Ilhami 2024; Jumriani et al. 2022). This aims to prepare a more qualified young generation in the midst of the development of an increasingly advanced era, especially in terms of finding a job because the majority of the livelihoods of most people in Karang Indah Village are farmers and traders. Therefore, parents certainly hope that their children will get a better job.

Based on the background that has been made, the researcher was led to study the English Course Program in Karang Indah Village, Mandastana District (Aniah et al. 2024; Sigit Triyono et al. 2024; Syarifuddin et al. 2024). In other words, this study aims to find out how the implementation of the English Course Program activities in Karang Indah Village and the improvement of community English skills through the existence of the English Course Program in Karang Indah Village, Mandastana District.

METHOD

In this study, the researcher uses a qualitative approach with a descriptive method. In this case, Sugiyono (2017) defines qualitative research as research that is used to research a natural object. Therefore, researchers are said to be key instruments of qualitative research. This research, which uses a qualitative approach, aims to describe the data from the existence of the English Course Program in Karang Indah Village. In this case, the researcher will also interact directly with the managers and participants of the English Village and the researcher will also describe the situation directly regarding the phenomenon of the existence of the English Course Program in Karang Indah Village, Mandastana District. This qualitative research was carried out in Mandastana District, Barito Kuala Regency, which is precisely in Karang Indah Village,

RT. 03 because the location is the location for the implementation of the English Course Program activities. The implementation of this research starts from October 14, 2022 to May 19, 2023. The subjects in this study are the Secretary of Karang Indah Village, the Chairman of the Karang Indah BUMDes Management, the Head of the English Village, the English Village Tutor and the English Village participants. The instrument in this study is the researcher himself who tries to collect data related to the research topic in various ways, namely asking, requesting is usually done when the researcher wants to ask for data in the form of profiles and population data, taking and listening and assisted by interview guidelines, recording tools, and stationery. As for data collection, researchers conduct observations, interviews, and documentation. The data analysis in this study is data reduction, data presentation, and conclusion drawn. To test the validity of the data, the researcher conducted a credibility test, a transferability test, and a dependability test.

RESULTS AND DISCUSSION

The English Course Program (English Village) in Karang Indah Village was established on August 2, 2012. The purpose and purpose of the establishment of the English village is to improve the quality of quality human resources in the field of social and cultural education. In 2014 Kampung Anh already had learning groups that had started from an early age. Kampung Anh Karang Indah Village is one of the business units of the Amanah Village-Owned Enterprise, Karang Indah Village, but there is no intervention from the BUMDes Village-Owned Enterprise itself. From an interview conducted by the researcher with the chairman of the management of Kampung Anh Mr. Agus Priyadi (43 years old) and the Chairman of the BUMDes of Karang Indah Village, Mr. Ismail (45 years old) about the position of Kampung Anh as one of the business units of Village-Owned Enterprises said on December 20, 2022 that currently the existence of Kampung Anh is still under the intermediary of Village-Owned Enterprises because it is still in the improvement stage after the flood disaster and the covid 19 outbreak. The English Course Program in Karang Indah Village had experienced obstacles due to the Covid 19 outbreak and the flood disaster that hit the Barito Kuala area from 2019 to 2021. So, learning activities were stopped for 3 years and started activities again in September 2022. The implementation of the English village is divided into 3 class programs, namely there is a *promotion class*, a *happyland class* and a *funland class*.

In the community, the existence of course institutions such as Kampung Anh is one of the non-formal education in the community. Non-formal education according to Law No. 20 of 2003 concerning the National Education System is a way of learning that exists outside of formal education so that it can be regulated gradually and systematically. The manager of the

English Course Program "Kampung English" in Karang Indah Village must prepare a plan before implementing the program. As explained by Widoyoko, the program is a series of activities that have been planned correctly and take place for a long time and take place in an organization involving more than one person (Munthe, 2015).

In the implementation of the Kampung Anh program in Karang Indah Village, it is inseparable from the role of the village government, which is very important to improve the progress of Kampung Anh activities itself, namely by adding facilities and infrastructure, both classroom buildings and stationery in learning activities. The statement is in accordance with the opinion of Mr. Ijai as the Secretary of Karang Indah Village, stating:

"The plan is that in 2023 we will make a meeting hall building that can be used for children to study and used for meetings and meetings". (Interview, January 18, 2023)

The English Course Program (English Village) in Karang Indah Village is carried out through several stages, namely the planning stage of the English Course Program and the implementation stage of learning activities. The planning stages implemented in activities in Kampung Anh Karang Indah Village include Kampung Anh tutor training, registration of Kampung Anh participants, cost design, placement of learning locations, and learning plans. According to Umberto Sihombing (2000), planning refers to setting goals that need to be achieved, designing the tools and infrastructure needed to support the goals, and calculating the resources and costs needed to achieve the goals or objectives set by the educational institution provider. Regarding the planning stage of the English Course Program in Karang Indah Village, it can be explained as follows:

1. English Village Tutor Training

The English Course Program "Kampung English" in Karang Indah Village currently has 4 teaching tutors who initially had 10 teaching tutors. In this case, training before becoming an English tutor needs to be carried out in order to improve the understanding and ability of tutors in teaching English well. Prospective tutors before becoming teachers in Kampung Anh conducted training located in Pare, Kediri with the aim of being able to deliver learning materials effectively and efficiently. The statement was explained by Mr. Agus Priyadi as the head of the English village, namely:

"So before becoming tutors, they were sent to Pare, Kediri for 3 months and took an exam by having conversations with tourists in Bali to become tour guides. The exam is by memorizing vocabulary of about hundreds of sheets for the final test. Registering to become a tutor is the same as applying for a job in general". (Interview, December 20, 2022)

2. Registration of English Village Participants

Registration of students who want to join learning activities in Kampung Anh itself is carried out manually without any selection of student selection. The ease of registering to become a participant in the English village is expected to increase the desire or participation of the community in the implementation of the program. This statement was supported by Mr. Agus Priyadi as the head of the English village, stating:

"Registration is participants to be able to participate in the English village class, please contact me and other administrators. If there are more than 10 students, learning activities can be carried out in 1 class". (Interview, January 18, 2023).

There is no maximum age for registration of Kampung Anh participants and is shown by all walks of life. Mr. Agus Priyadi (43 years old) explained that all people in Karang Indah Village and outside Karang Indah Village can take part in the English Village with the condition that there are at least 10 people in one study group.

1. English Village Fee Plan

In the cost plan, Kampung Anh obtains savings funds obtained from various sources, namely from the local government and also the province. The funds are used for the purpose of implementing the Kampung Anh program in Karang Indah Village as well as funds for the departure of tutors in conducting training in Pare, Kediri. This was conveyed by the head of the English village, Mr. Agus Priyadi, namely:

"The draft budget is supported by funds from the regions and provinces. In addition to money, it is also in the form of laptops and learning desks, for the funds tutors go to Pare because we are still supported by the province so they are given funds by the province because the English village is one of the icons of South Kalimantan". (Interview, January 18, 2023).

The cost plan in the implementation of the English Village Program was also explained by Mr. Ismail (45 years old) as the chairman of Village-Owned Enterprises (BUMDes) in Karang Indah Village, adding that the funds obtained from the local government and also the province were given through the intermediary of BUMDes in Karang Indah Village. After that, it was given to the manager of the English Village.

2. Location of Learning Activities

Learning activities are carried out in different places according to the classes they take, including some in schools and also in the secretariat building and in the gazebo. This statement is reinforced by the opinion of Mrs. Siti Aisyah as a tutor of English village teachers, stating:

"If the place is different according to the class, if the one in the elementary school is still for 2nd grade elementary school children and it also happens to be a promotion program from us, then if the place is in the secretariat office for 2 other learning groups, namely for the happyland and funland classes, (Interview, January 18, 2023).

In the location of the implementation of learning activities in Kampung Anh Karang Indah Village, Mr. Agus Priyadi (43 years old) added that currently he usually still uses the Gazebo. This is also useful so that course participants do not get bored and sleepy quickly when learning activities take place. The location of the implementation of learning activities in Kampung Anh Karang Indah Village is adjusted to the level of the program class. The Promotion class is located at the current Karang Indah State Elementary School, the happyland class is located in the Gazebo, and the Funland class is located at the Karang Indah Village Secretariat office. The limitation of these learning places resulted in the government having to play a role in providing classroom buildings that are useful for teaching and learning activities in Kampung Anh Karang Indah Village.

3. Learning Plan

The learning design in the English village is carried out by making a learning implementation plan (RPP) in which there are steps to implement learning activities at each learning meeting which also contains the determination of learning media, learning methods and learning assessments. The learning design was also made so that each class got the appropriate material and also their order in getting the material could be structured and also sequential starting from the elementary level to the final level which stated that the participant was worthy of being declared proficient in English. This statement was strengthened by Mrs. Siti Aisyah as a tutor of English village teachers, namely:

"We also use lesson plans in learning activities. The material has a level according to their class starting from self-introduction and so on, the learning plan that I do is usually in addition to making lesson plans and also preparing materials and searching on youtube to continue to make games about our material that day so that they are excited". (Interview, January 18, 2023)

In addition to going through the planning stage, the English Course Program in Karang Indah Village also has a stage for implementing learning activities which includes: making a learning implementation plan (RPP) in which there are steps for learning activities, namely preliminary activities, core activities and closing activities. In addition to preparing a learning implementation plan (RPP), tutors also determine learning materials, learning media and also learning methods, assessment of learning activities. Regarding the stage of implementation of

the English Course Program learning activities in Karang Indah Village, it can be explained as follows:

1. Preparation of Learning Implementation Plan

Based on the preparation of a Learning Implementation Plan by tutors in Kampung Anh Karang Indah Village, the implementation of learning activities in Kampung Anh is divided into three activities, including the following: preliminary, core, and closing activities. In accordance with the opinion of Mulyasa (2006), the learning steps in the Learning Implementation Plan (RPP) consist of initial activities, core activities, and closing activities (Sulistyo, 2016). This statement is strengthened by the opinion of Mrs. Siti Noor Khofifah as a tutor/teacher of the English village, namely:

"Usually the first step of the preliminary activity is to say hello and ask how we are doing using English. After that, sometimes we repeat the previous material a little or last week's material. Continuing in the core activities of our learning, it usually depends on the material from what we teach. Then the closing activity of learning usually uses the final project of learning and reading the prayer home". (Interview, January 13, 2023).

The existence of preliminary activities, core activities and closing activities in learning activities can be explained as follows: The core activities carried out in learning activities in Kampung Anh Karang Indah Village are usually by asking for news between tutors and course participants and course participants and other participants. In addition, the core activities in learning in Kampung Anh were also filled with activities to repeat the learning material in the previous meeting. The core activity in learning in Kampung Anh Karang Indah Village by explaining the material through the lecture and singing methods. The closing activity on learning in Kampung Anh Karang Indah Village was carried out by giving assignments both in written and oral form which aimed to remember the material that had been given that day and continued with singing and praying. These activity steps are the implementation of the learning implementation plan (RPP) that has been made by tutors/teachers.

2. English Village Learning Method

According to (Muryanti, 2011) the methods used in learning activities have a great impact on the learning outcomes of students. Some suitable methods for teaching English to early childhood include Total Physical Response (TPR), singing, playing, and storytelling (Astari et al., 2020). The learning method has been determined and adjusted to the expertise of the teacher/tutor of each class. Listening to the tutor explain is done through the lecture method to explain the material that has been learned in the previous meeting. Then, continue with the

material at the next meeting by combining practices and *games* that support the learning material. Finally, it was followed by a question and answer session and assignment. This was conveyed by the English village tutor, Mrs. Siti Aisyah, namely:

"The learning activity is also a repeat of the previous learning material. For example, we give material about introduce/introduction, so first we explain the material, how to read and all kinds of things they continue to practice thoroughly so that all participants can hone their speaking skills by asking questions and answers to their friends, most of them are interspersed with games as well so not only learning can be done by singing too, the learning method of each tutor is also different". (Interview, January 18, 2023).

This statement is reinforced by the opinion of Tiara Amelia in grade 6 elementary school as a participant in the happyland class course, namely:

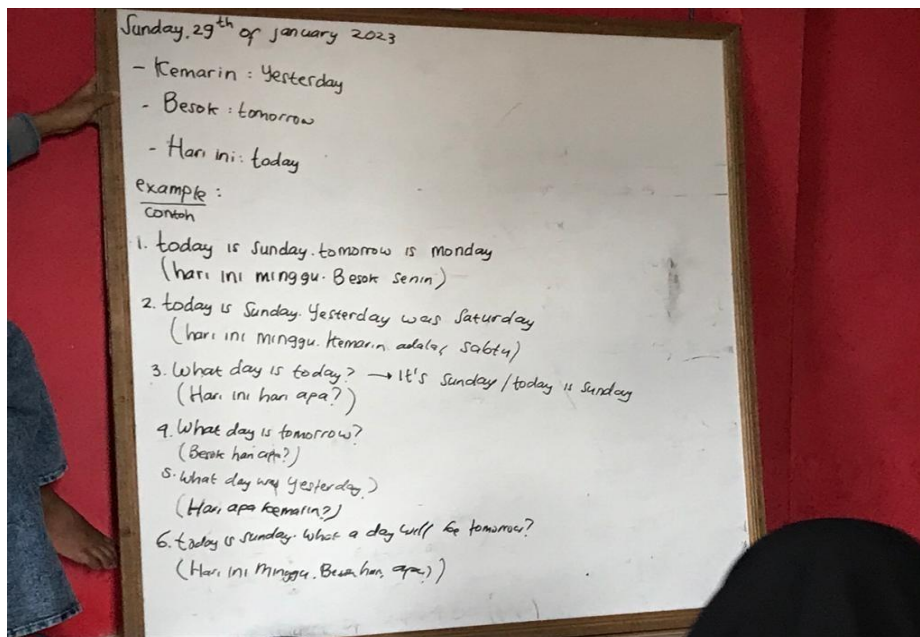
"Here, the learning usually uses English songs. If you teach the miss, it is also good and can understand the students, so we can easily understand it". (Interview. January 29, 2023).

Based on the results of the interview above to reinforce this statement, the researcher made a direct observation (January 15, 2023) in the classroom to confirm the results of the interview, that when delivering learning materials. Tutors/teachers use the learning method by singing, during the initial learning activities of course participants always sing songs about the day and songs about the month that are memorized by all course participants. Then, at the end of the lesson, the course participants also sang a song entitled *I Have a Dream-Westlife* which was memorized by all course participants.

3. Materi Pembelajaran Kampung Inggris

Menurut (Richard, 2001) penyampaian sebuah materi dalam pembelajaran bahasa Inggris biasanya berperan sebagai fondasi untuk banyak masukan bahasa yang diterima dan dipraktikkan oleh anak-anak di dalam kelas (Astari et al., 2020). Dalam penelitian ini materi pembelajaran adalah sebuah bahan yang akan disampaikan pada para peserta kursus di Kampung Inggris. Isi dari materi pembelajaran yang tersedia di Kampung Inggris Desa Karang Indah telah dirangkai secara sistematis dan disesuaikan dengan tingkat kelas peserta kursus masing-masing. Pernyataan tersebut sesuai dengan pendapat ibu Siti Aisyah selaku tutor kampung inggris, yaitu: *"Yang di kelas promosi itu berbeda tingkatannya dengan kelas yang lainnya karena di kelas promosi itu diisi dengan anak SD kelas 2 jadi tingkatan materinya juga berbeda dibandingkan dengan kelas yang lebih tinggi, materinya juga dimulai dari materi dasar seperti introduce, pengenalan, alfabet, warna- warna, ekspresi, bagian tubuh dan lain sebagainya". (Wawancara, 18 Januari 2023).*

Picture 1. English Village Learning Materials



Source: Personal Documentation 2023

To reinforce the above statement, the researcher made a direct observation in the classroom (January 15, 2023) and found that in the learning activities in the classroom, the material was delivered in accordance with the lesson plan and was delivered sequentially, starting from the initial meeting, namely self-introduction to the material of the names of the days in English, and when the tutor/teacher learning activities always related the learning material that had been delivered at the previous meeting so that students can remember the material at the past meeting.

1. English Village Learning Media

The learning media used in Kampung Anh Karang Indah Village is very diverse, including: Storybooks, dictionaries, flashcards, speakers, poster images, whiteboards and so on. This statement was also strengthened by Mrs. Siti Aisyah as a village tutor explaining that: *"The media can be in video, audio listening media but most of the practice is direct, and yesterday there were also students from ULM who also came here to give speakers, story books of all kinds and pictures pasted on the wall for children are also used for their learning media"*. (Interview, January 18, 2023). Gerlach & Ely classifies media that can be used in English learning as follows: 1) still images in the form of text, display boards, slides, film strips, and overhead projectors; 2) moving images in black and white or color, voiced or voiceless; 3) sound recordings in the form of cassettes or CDs; 4) television; 5) English learning application software that appeals to children (Astari et al., 2020).

Picture 2. English Village Learning Media



Source: Personal Documentation 2023

In learning activities, the use of media greatly affects the level of understanding of course participants. The researcher made a direct observation (January 29, 2023) in learning activities that when tutors/teachers use media in learning activities, course participants quickly understand the material being delivered, this can be seen when course participants are able to answer several questions from tutors/lecturers in the English Village. This statement is reinforced by the opinion of Tiara Amelia, a 6th grade elementary school student as a participant in *the happyland* class course, namely: *"Usually she learns while singing using speakers. If there is a word that you don't understand, you can also look it up using a dictionary together"*. (Interview, January 29, 2023). Through the use of learning media, students will feel motivated to learn and are expected to improve their writing, speaking, and imagination skills. In addition, the application of learning media by educators also has potential. Overcoming boredom or boredom that students may feel during learning activities in the classroom.

1. Assessment of Learning Activities

According to (Nicholls, 2005) assessment is a stage of collecting, reporting student learning outcome data by presenting the right authentic evidence. In this case, the assessment of learning activities provides detailed information for teachers regarding student progress, so that teaching can be improved and achieve the learning needs of students. (Astari et al., 2020). Tutors/teachers do various ways to test the academic ability of participants after participating in learning activities, both oral tests and written tests according to the classroom situation and the material being taught. This statement is strengthened by the opinion of Mrs. Siti Noor Khofifah as an English village tutor, namely: *"For oral assessment, we usually give examples of questions and who can mention the meaning in English will get additional points and for written test scores, we can also tell them to come forward to write English from a word or it*

can also be a correction of the answer to a friend who has written the answer on the board and it also gets a score plus". (Interview, January 13, 2023)

Picture 3. Final Learning Assessment Activities



Source: Personal Documentation 2023

To further corroborate this statement, the researcher made a direct observation (January 29, 2023) during the learning and found that the tutor or teacher provided information that there would be a written test at the end of the learning that would provide additional value. Therefore, course participants will try harder to understand the explanation of the material provided by the tutor/lecturer in order to be able to answer questions at the end of the lesson. The following is a table regarding the results of the exam assessment in the written and practical tests:

Table 1. Exam Scores of English Village Course Participants

No	Nama	Nilai Tulis	Nilai Praktek	Rata-Rata
1	Adilla	90.00	75.00	82.50
2	Aulia Salsabinna Tranoto	0.00	20.00	10.00
3	Aulia Ramadhani	2.86	20.00	11.43
4	Destya Noviarti Putri	15.71	20.00	17.86
5	Dhea Qaulia Zahra	0.00	30.00	15.00
6	Galang Surya Mukti	28.57	45.00	36.79
7	Karina Syifa Az-zahra	90.00	60.00	75.00
8	Layla Fatimah Azahra	0.00	35.00	17.50
9	M. Hafiz Anshari	72.86	47.50	60.18
10	M. Nor Fikri Saputra	18.57	10.00	14.29

11	M. Raffy Mauludi	58.57	75.00	66.79
12	Mutiara Dwi Az-zahra	30.00	60.00	45.00
13	M. Saiful Karim	94.29	75.00	84.64
14	Nabila Nur Aini	67.86	52.50	60.18
15	Neisya Ferinda Chyntia	0.00	0.00	0.00
16	Rahman Gazali	0.00	7.50	3.75
17	Tiara Amelia	0.00	30.00	15.00
18	Vera Ayudya Ningrum	0.00	0.00	0.00

Source: English Village Tutor (2023)

The table above explains that for the names of participants who are marked with a yellow color with an average score above 60, namely 60.18 to 82.50, they are declared to have passed and are entitled to a certificate. Mrs. Siti Aisyah (22 years old) added that the average score was obtained from the results of exams that had been carried out by the course participants 7 times. Then, many of the course participants who get a score below average one of the reasons is that they do not take the exam and the implementation of the exam is carried out in the month of Ramadan so that many participants are absent. From the explanation above, it can be concluded that the assessment carried out by the English Village tutors in Karang Indah Village through an exam conducted 7 times obtained through written scores and practice scores with an average score of students above 60 are entitled to a certificate.

CONCLUSION

The English Course Program in Karang Indah Village or often referred to as the English Village was established on August 2, 2012. The English Village had a vacuum for 3 years, namely in 2019-2021 due to the Covid-19 pandemic and the flood disaster that hit the Barito Kuala Regency area. The program began to run again in 2022, precisely in September, Kampung Anh began to run its program again. The implementation of the English village is divided into 3 class programs, namely there is a *promotion class*, a *happyland class* and a *funland class*. The existence of the program is expected to improve the quality of human resources, especially in English language skills.

There are several stages before implementing the English Village program. Starting from the planning stage to the implementation stage of learning activities in Kampung Anh. In this case, the planning stage includes tutor training as teachers, student registration, cost design, learning location and learning plan. Meanwhile, the stage of implementing learning activities

in Kampung Anh includes making a learning implementation plan (RPP), determining learning materials, learning media, learning methods to assessing learning activities.

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