The Implementation of English Language Teaching Management from An English-mediated Early Childhood Education School in Salatiga

Mozes Kurniawan
Faculty of Teacher Training and Education, Universitas Kristen Satya Wacana
mozes.kurniawan@uksw.edu

ABSTRACT

English is a language that has been widely studied at the educational level. The introduction of English at kindergarten level is also growing these days. In practice, the use of English in kindergarten needs to be optimized, especially with good governance of English learning. This study aims to capture best practice ideas from an accredited private kindergarten school in the city of Salatiga. Respondents of this study were the principal, teacher representatives and parents in the research object. Data collection techniques in this study used semi-structured interviews. Acquisition data were analyzed qualitatively by reducing and categorizing according to management aspects. Research results showed that at the planning stage, the school properly manages the vision and mission, curriculum, and school policies that support learning with English as the language of instruction. At the organizing stage, the school regulates the recruitment of human resources for educators and external parties who collaborate in learning at the school so that language communication qualifications are maintained. For the implementation stage, various interesting learning methods were developed and added to the exposure of English content so that children were used to it and continued to develop their language skills. Then, at the supervision stage, schools assess the learning process and teacher qualifications including providing assistance to maintain the quality they already have.

Keywords: Early Childhood Education, English, School Management

INTRODUCTION

Early childhood education (kindergarten) is the first level of education a child goes through in his educational journey to optimize its developmental aspects. Kindergarten emphasizes intensive assistance to children in increasing their basic self-potential and maximizing development in various aspects of children's development (Mukminin & Cahyani, 2017). There are various aspects of development that become the focus of educational services in kindergarten such as the development of physical-motoric aspects, social emotional, cognitive, language, art and moral-religious values. These six aspects are completely developed through integrative learning (Kids Sense, 2017; Kahironi, 2018). When a child goes through these phases of development, the child cannot independently go through the developmental phase without guidance, assistance and reinforcement from other minds. Therefore, in an effort to optimize the development of these various aspects, a kindergarten institution is present which functions to assist, guide and provide complete services in an effort to
maximize the potential of children, achieve complete individual development and prepare children to enter the next education level (Hartati, 2018; Kristiawati & Yunitasari, 2018).

If the view on optimizing the aspects of child development is narrowed down to one aspect of development, namely the language aspect, parents and academics as practitioners in the world of early childhood education can begin to see what phenomena have been done, even if they are still being developed in the education services for early childhood. The development of children's language aspects has been supported and has become one of the concerns of the Indonesian government. It is proven by the statement of child development achievement standards in the Regulation of the Minister of Education and Culture Republic of Indonesia (Permendikbud RI) Number 137-2014 about National Standards of Early Childhood Education. This shows that the development of the language aspect for early childhood is one of the priorities because it has an important role in preparing individuals who have good, potential, quality, intellectual abilities and are able to express the results of thoughts for the development of civilization in the future (Sulaiman, 2017; Wijaya, 2017). In recent years, kindergarten institutions have begun to include one component of language development at the kindergarten level, namely foreign languages. There are various kinds of foreign languages that are introduced from an early age, one of which is English that has been claimed as an international language and a language that is widely used for various purposes in today's life (Kusuma, 2018). The addition of an English language learning component in kindergarten has become a common practice in several regions in Indonesia. In fact, several schools have started to include the English language requirements of prospective teachers to be recruited. This indicates that the need for English is starting to increase. English provides opportunities to obtain various goodness in life from practical to educational benefits such as opening up communication at a wider (global) level, opening up opportunities to obtain various positions in the work place, stimulating creative and critical thinking, bringing opportunities to study, developing stronger primary language skill, using various sources of information that are widely and globally presented (Abbas, 2018). In fact, the addition of English to the educational curriculum is one way of developing in an effort to provide a more insightful learning experience for students (Kurniawan, 2017). In various studies, English, which is a foreign language, also states that it can be learned from an early age to prepare a more advanced and qualified generation. For sure, foreign languages are introduced to various interesting activities such as playing activities, contextual learning and so on so that they can be studied optimally (Sinaga, Manurung & Marpaung, 2017). These kinds of goodness can be obtained if an individual has good English language skills. This is what underlies the introduction of English from an early age.

Although English began to be introduced at the kindergarten level with various variations of learning, in reality, there are still obstacles faced by schools in accommodating English learning in schools. The quality of learning English in schools is influenced by how the school is presented and managed to support the introduction of this international language. There are schools that specialize days in introducing English to students. There are also those who use the percentage of the language of instruction to accommodate English at school. Not a few also teach English in the form of integration in learning in kindergarten. These various methods certainly have their own rationale and are tailored to the needs, the availability of supporting resources and the qualifications of
the school's teaching staff. Therefore, it can be said that school governance in preparing for English division has an important role (Pransiska, 2020). If this governance is neglected, it is possible that various problems will occur in teaching English to early childhood. Teachers who experience various pressures in teaching English due to lack of ability are potentially becoming less qualified in conducting teaching learning process. Schools that do not have a global vision or perspective have the opportunity not to support English learning, even there is no regulation in learning about how English is presented in the lesson components are also obstacles that will reduce quality English education and learning services in schools. Returning to school governance, the integration of something new, namely English into the circulation of learning in schools, cannot be separated from the management carried out in these schools. Standardized governance, the role of teachers, school leaders and other parties can also improve standardized learning for students. This has the potential to support the achievement of learning objectives and optimize the methods used in implementing the learning components (Zhang, 2019).

Talking about school governance, there are several components that are of concern to the school in carrying out good governance to achieve certain goals. School management in particular at the kindergarten level is in accordance with the management standards of the Regulation of the Minister of Education and Culture Republic of Indonesia (Permendikbud RI) Number 137 - 2014 about National Standards of Early Childhood Education, including: 1) program planning, 2) organization, 3) implementation of work plans, and 4) supervision. In its implementation to manage learning, especially the integration of English in teaching practice in schools, there are special terms used in managing English learning from the perspective of practitioners of management, namely English Language Teaching Management (ELTM). In ELTM practice, schools cannot let go of these management standards so that the optimization of English learning can be achieved. For program planning, schools need competent human resources, namely those who do have mastery of English so that they can use it appropriately in learning for early childhood. The vision, mission, and expectations of the school are also the basis for whether the integration of English is an effort to achieve the school's vision. This is also reflected in the school curriculum. In the organizing stage, the arrangement of the components involved in integrating aspects of English in teaching plays an important role. These components can be in the form of the availability of qualified human resources who have pedagogical potential, the availability of supporting infrastructure, the availability of supporting teaching materials and materials, the relationship between the implementation of activities in English at school and outside of school and so on (Arumsari, Arifin & Rusnalasari, 2017).

Then, at the implementation stage of the work plan, the aspect of class arrangement according to the existing plan becomes important, the learning method used also plays a role in supporting the work plan carried out by the school, and handling of school dynamics needs to be done. The combination of methods, media and learning assessments based on interesting and varied game activities has the opportunity to improve the results of the development of aspects of the foreign language being taught (Ulya & Hasanah, 2020). In the last stage, namely supervision, it is necessary to carry out an evaluation so that the management of English learning in schools can be monitored and further developed. Evaluation and supervisory actions also play an important role in this governance.

Apart from the various dynamics that can arise in the practice of governance of
English learning, these management components need to be the basis for achieving optimal governance of English learning. This research aims to gather the perspectives of how chosen school implement English Language Teaching Management followed by sharing insights of managing English learning in early childhood education institution. This research focus on the issues that have been carried out by an accredited private school in the city of Salatiga, Central Java, Indonesia. Research that carries this best practice framework is expected to be an inspiration for kindergarten practitioners, educators and leaders in kindergarten institutions, including parents who have a role in the development of aspects of language, especially early childhood English language skills. By finishing this research, the reader will get the ideas to enhance instructional management that suit to recent need which is well managed English language learning adoption in school.

METHOD

This is a qualitative descriptive research. This descriptive research is based on the best practice framework of an accredited private kindergarten (BS) institution in the City of Salatiga. This study aims to capture the results of best practice management of English learning supported by school governance in optimizing the development of early childhood English language skills. The research was conducted by involving the principal, teacher representatives, and representatives of parents of students in private kindergarten institutions which were the object of the research.

This study uses data collection technique in the form of semi-structured interviews with interview guides that are tailored to the governance framework of English learning in schools which are the object of research. The technique is chosen for having in depth and a rich understanding of issues taken in this research (Kallio, Pietila, Johnson & Kangasniemi, 2016). The results of data collection are then reduced and categorized into several components to be presented in the discussion of research results. The data reduction and presentation components use aspects of management, namely 1) program planning, 2) organization, 3) implementation of work plans, and 4) supervision.

RESULT AND DISCUSSION

Result

The result of this study gathered from qualitative research data. The data is presented in a form of categorized table based on aspects of management such as: 1) program planning, 2) organization, 3) implementation of work plans, and 4) supervision. Here, Table 1 shows result data categories related to stages of management aspect.

<table>
<thead>
<tr>
<th>Program Planning Stage</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision &amp; Mission</td>
<td>Developing the knowledge and abilities needed to adapt to the environment and for future growth</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>Curriculum development that accommodates strengthening of English at every level of education</td>
</tr>
<tr>
<td>School Policy</td>
<td>School policy also determines whether or not the introduction of English at an early age will take place</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Organizing Stage</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Recruitment</td>
<td>Schools conduct a selection of prospective teachers who register at the school</td>
</tr>
<tr>
<td>Internship Program Selection</td>
<td>The acceptance of apprenticeship programs from universities or partner school educational institutions that are prioritized for students who have sufficient English proficiency</td>
</tr>
</tbody>
</table>

Table 1. Result Data Categories Related to Stages of Management Aspect
Program Implementation Stage | Information
--- | ---
Teaching Learning Methods | Storytelling is done based on the educational aids or the object used by the child which then the teacher directs the child to tell a story
Teaching Learning Language | The use of themes that are contextual and real is one of the strengths of the school expressed in proportional English

Program Supervision Stage | Information
--- | ---
Student Guidance | The school provides individual guidance services
Learning Extension | School adds learning services in terms of child development outcomes regarding to existing teacher formations

Discussion
Planning Stage of English Language Teaching Management
At the ELTM planning stage, BS schools underlie all forms of governance including the integration of English in each learning component based on the inspiration of the school’s vision and mission. With the keyword "shine from beginning", BS school wants the students in the school to shine, especially in their daily lives and in preparation for the next level of education. This vision statement is supported by a mission, one of which is "Developing the knowledge and abilities needed to adapt to the environment and for future growth" which is in line with the implementation of English language learning at every level. The appreciation of the vision and mission underlies the school's efforts to provide stimulation to achieve optimal development, even from the language aspect, to be able to master international languages for future provisions. Management in the form of establishing policies in the vision, mission or achievement standards of school graduates can be one of the supporters of the achievement of English language introduction programs in kindergarten institutions.

Still in the ELTM preparation stage, the BS school is also developing a curriculum that accommodates strengthening of English at every level of education. In this school, there are three groups in the kindergarten unit level, namely the pre-school group or termed as a nursery, a play group and a kindergarten group. In each group in the school, the introduction of English is applied according to the stages of development of the language aspects of each group. In the nursery group, the introduction of English is still limited to the use of a few terms or words in English. The use of Indonesian still dominates in this group. For playgroups, schools have added a limited use of English to their curriculum. Meanwhile, in the kindergarten group, the addition of an English component to the curriculum has increasingly reached full use of English for Kindergarten B.

It appears that in supporting the optimization of English learning, the school has designed the curriculum in such a way that there is an emphasis on the use of English in the process of learning and playing children.

In addition to philosophical support and the school curriculum, at this stage of governance planning, school policy also determines whether or not the introduction of English at an early age will take place. The policy in question is the existence of school rules that regulate the use of language at a certain time. In line with the implementation of the curriculum for each group of children, rules for using English are also enforced in the school environment. In addition to lesson hours for Mandarin, Indonesian and the introduction of local (Javanese) culture, English is used as a whole according to the level of the education group at the school. In play groups, students and teachers are advised to use English together with the use of Indonesian proportionally. Whereas in the kindergarten group, students and teachers have been asked to use English predominantly to full-time use of English.
during the learning and playing process at school. With the support of regulations or policies like this, the use of English in these schools can be adjusted to the child's developmental level and maximized to an optimal point. Of course, this policy is applied specifically in these BS schools and cannot be generalized to all kindergarten institutions considering the need to consider several other aspects of management that are also discussed in this study.

**Organizing Stage of English Language Teaching Management**

At the ELTM organizing stage, the school fulfills the needs of qualified human resources. In governance practices that support the implementation of the use of English as the language of instruction in learning, BS schools conduct a selection of prospective teachers who register at the school. Based on the data obtained, the teachers at the school have undergraduate academic qualifications. Several teachers who come from the field of English education then also develop their academic qualifications in the field of early childhood education. This is the school's strong point in practicing English-based learning in each group in kindergarten. The school admits that having resources who have good and active English qualifications enables the learning process to run smoothly and the process of mentoring students with English mediation can be maximized to provide a meaningful learning experience. This shows that the selection of teachers in addition to being based on the standards of educators and education personnel following the Regulation of the Minister of Education and Culture Republic of Indonesia (Permentekbud RI), also accommodates the needs of supporting programs run in these schools, namely English language qualifications / skills. School governance support for this qualification component appears to be in line with the thinking of Arumsari, Arifin & Rusnalasari (2017) where the qualifications of human resources determine the success of the established learning process.

This is also reflected in the acceptance of apprenticeship programs from universities or partner school educational institutions that are prioritized for students who have sufficient English proficiency to accommodate the needs of curriculum, discipline and learning conditioning so that it becomes more meaningful. The English proficiency of students who are accepted in the school apprenticeship program is also something the school has prepared for. If there are practical students who have weaknesses in terms of mastery of English, the school arranges assistance, namely by arranging a teaching practice schedule in the form of team teaching and / or mentoring school teachers which can be a back up in maintaining the fluency and quality of the English learning process for certain groups in the school.

In addition, the supporting facilities and infrastructure for learning cannot be separated from the attention of the school in making English-based learning successful. Several learning facilities are used as a medium to support the delivery of teaching materials such as children's magazines in English, English storybooks, audio-visuals in the form of children's songs in English and so on. These learning media provide opportunities for children to develop their English language skills and condition the learning environment so that children get a strong exposure to the language they are accustomed to. The output that can be seen from the integration of English learning media shows that children's mastery of simple English sentences is increasing. Table 2 below shows the learning support media and language skills that are stimulated or developed.
Table 2. Learning Infrastructure Facilities Connected to Language Ability

<table>
<thead>
<tr>
<th>Infrastructure Used</th>
<th>Competence</th>
<th>Language Aspects</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Magazines &amp; Books</td>
<td>3.11 / 4.11</td>
<td>Express simple sentences</td>
</tr>
<tr>
<td>Kids Songs &amp; Music in English</td>
<td>3.10 / 4.10</td>
<td>Listening and understanding content</td>
</tr>
<tr>
<td>Educational Teaching Aids</td>
<td>3.11 / 4.11</td>
<td>Stimulation of storytelling skills</td>
</tr>
<tr>
<td>Literacy-based Classroom</td>
<td>3.12</td>
<td>Reading writing &amp; understanding the association of forms and meaning</td>
</tr>
</tbody>
</table>

By paying attention to the association of the use of facilities and infrastructure and children's English language skills, the conclusion obtained is that the management of learning facilities and infrastructure has a good impact on the learning process in improving children's abilities, especially the ability to understand and use English according to the basic competencies of the kindergarten education level. Learning management is carried out by associating facilities and infrastructure with the need for language skills including learning designs that provide exposure in developing language skills.

**Implementation Stage of English Language Teaching Management**

In implementing learning, BS schools apply interesting learning methods. One of the things done by the school is using one of the educational props as a lighter for children to be able to tell news, of course, in English. This method is called storytelling. Storytelling is done based on the educational aids or the object used by the child which then the teacher directs the child to tell a story that has something to do with that object. In addition to providing a pleasant learning atmosphere, children are stimulated to use their English vocabulary to tell the objects used.

The use of themes that are contextual and real is one of the strengths of the school in being able to provoke children's knowledge so that children have materials to communicate. The teacher's task is to direct children to use English in accordance with the learning activities being carried out. Activities carried out indoor and outdoor also enrich the introduction of English vocabulary to children according to existing study groups. Based on the pattern of implementation and management of learning in English, it shows that the results for Kindergarten B level children (age of 5 - 6) are able to fully or 100% carry out the learning process in English while for Kindergarten A (age of 4 - 5) using a range of 90% of learning in English.

The management of the use of English and Indonesian has taken into consideration and is based on the needs of student development that the school is trying to achieve. This is in line with the idea of Kurniawan (2018) regarding the use of English, Indonesian (mother tongue) and the composition of the translation needed between the two languages which, if properly arranged, will produce a meaningful English learning experience.

**Supervision Stage of English Language Teaching Management**

Supervision activities in the practice of managing English learning are carried out since the assessment process of child development. If in the implementation of learning there are children who have trouble or do not achieve certain achievements set by the school, especially in learning with the introduction of English, the school provides individual guidance services. Individual guidance is a form of continued supervision of management practices so that the learning process and the results achieved, especially the mastery of children's English skills, can be maintained properly. The teacher provides guidance on specific activities or assistance in mastering the content presented in the language of instruction in English.
Other supervision conducted by schools apart from adding learning services in terms of child development outcomes; schools also pay attention to existing teacher formations. The teacher formation in question is to see the results of the evaluation of learning and teacher performance at a certain time. In this supervision activity, if there is a need related to teacher qualifications that need to be improved, the school will provide assistance and training specifically for the teacher in question. This is solely intended so that the management of learning services made aware of the use of English can continue according to what was planned and get the best results in terms of the implementation of the learning process and the development of children's language skills in particular.

CONCLUSION

Conclusion

Based on the analysis results of the data that has been obtained, it can be concluded that the English language teaching management carried out by BS schools is a form of best practice which is hoped to be an inspiration for other parties who want to develop school governance that supports learning English at the kindergarten level. For the planning stage, the school properly manages the vision and mission, curriculum, and school policies that support learning with English as the language of instruction. At the organizing stage, the school regulates the recruitment of human resources for educators and external parties who collaborate in learning at the school so that language communication qualifications are maintained. For the implementation stage, various interesting learning methods were developed and added to the exposure of English content so that children were used to it and continued to develop their language skills. Then, at the supervision stage, schools assess the learning process and teacher qualifications including providing assistance to maintain the quality they already have.

Suggestion

Based on the results of the ideas in this study, schools that will adapt the English language teaching management pattern can base their governance on the applicable management standards. Based on these management standards, school leaders, teachers and parties involved in school governance need to support an effort where children served in kindergarten institutions can develop including mastery of English as a language that provides good opportunities for the future.

REFERENCES


