THE EDUCATIONAL MANAGEMENT AND DEVELOPMENT OF AN ENGLISH COURSE

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Abstract

This article is a case study research about the educational management and development of an English Course conducted at an English course in Pare, Kediri, East Java. The data were obtained through observation, interview, and document analysis. The three steps applied to analyse the data are; (a) data reduction; (b) data analysis; and (c) conclusion drawing and verification which was developed by Miles and huberman in Sutopo (2006: 113). The findings of this study showed that the implementation of educational management in an English course including (a) the implementation of curriculum management, (b) the implementation of tutors and administrative staffs management (c) the implementation of students management (d) the implementation of facilities and infrastructure management, (e) the implementation public relation management, and (f) the implementation of financial management ran well. The implementation of educational management in an English course was regarded well because it implemented the four functions of management: planning, organizing, directing and controlling. Secondly, the educational management implemented in an English course gave good contribution in developing the course. It could be seen from some facts as follow: (a) the number of students, programs, learning material in an English course in Pare increases because the implementation of curriculum management, tutors and administrative staffs management, students management, facilities and infrastructure management, public relation management makes the alumni have reliable English language skills and they can be accepted by the society, (b) the implementation of good financial management makes an English course have saved enough fund for future physical or facilities development. In conclusion, an English course can develop well because of good implementation of its educational management.

Keywords: management, non formal education, English Course
INTRODUCTION

In Indonesia, informal education as a part of educational systems has an important function in education development. It has functioned as supplementary of formal education and also supports the concept of long life education in Indonesia. The Indonesian Law Number 20 of 2003 chapter 26 section 1 says that in-formal education is organized for citizens who require educational services that has function as a substitution, addition, and complement of formal education in supporting long life education.

The development of informal education is widely opened for society to fulfill their certain needs. The forms of informal education which are developed by society are divers. According to the Indonesian Law Number 20 of 2003 chapter 26 section 2 (2003: 10), informal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, vocational education and job training, educational equality, and other education aimed to develop the ability of learners. Informal education consists of courses, training institutes, study groups, learning centers, “majelis taklim”, and similar educational units. A course is one of informal education that is developed by the society, especially citizen.

A course provides individuals an opportunity to develop knowledge and skills required to work and generate income; to enable individuals to proceed to a higher level within the formal educational system; and to fulfill needs of individuals, families, and communities that cannot be met through the formal education system. According to the Indonesian Law Number 20 of 2003 chapter 26 section 5 (2003: 10), courses and training are organized for people who need knowledge, skills, life skills, and attitudes to develop self-esteem, profession, work, independent business, or to continue their education to a higher level.

Nowadays, most of students or people choose a course to add their knowledge. This makes the numbers of courses grow very fast. According to the data
of Directorate of Courses and Training, there are 26846 courses in 2014. The big numbers shows that societies demand on a course is still high.

Next, English course will be discussed further to elaborate its development. In Indonesia, the development of English course is fast. According to the data of Directorate of Courses and Training, there are 4330 English courses in 2014.

The raising of English courses drives some people to build an English community in Kediri, East Java which is known as Kampung Inggris. In Kampung Inggris, there are about 150 English courses in January 2013.

However, not all of English courses in Kediri are well developed. A good management plays the important role in accomplishing its goals and objectives. According to Daft (2003:4), “Management is the attainment of organizational goals in an effective and efficient manner through planning organizing leading and controlling organizational resources”.

In general, there are four functions of management which are widely known by the public. Those functions are: planning, organizing, directing, and controlling. In organizing functions, there is a function of the establishment staff (staffing). Planning is an activity to make the company's goals and it is followed by making various plans to achieve its intended purpose. Organizing is a regulatory activity on human resources and other physical resources of the company to carry out a predetermined plan and to achieve company’s goals. Directing is a function of leadership to improve the effectiveness and efficiency maximally and create a healthy and dynamic working environment. Controlling is an activity to assess the performance based on the standards that have been made and then make changes and improvements if necessary.

Considering the importance of management, the researcher is eager to take management in an English course as the topic of this research. Because this research deals with an institutional education, later it will discuss about educational management. According to Nawawi (2003), there are six scopes of educational management. They are; curriculum management, student management, tutor and
administrative staff management, media and infrastructure management, financial management and public relation management. To know the implementation of educational management in an educational institution is regarded well, if it implements the four functions of management: planning, organizing, directing and controlling (Purwanto, 2009:14).

The researcher chooses an English course in Pare Kediri because it is the oldest and the biggest English Course in East Java. Wahani (2001:6) regarded it as one of the largest English courses in Kediri even in East Java. It is the oldest in Kampung Inggris Pare Kediri. The objectives of this research are to (1) explore the implementation of educational management in an English course in Pare Kediri, (2) identify to what extent that educational management helps an English course in Pare Kediri to become exist and develop.

**RESEARCH METHOD**

This research was conducted at “an English course” which located at a small district named Pare which was about 30 kilometers in the north east of Kediri Regency, East Java.

The research design of this research is a case study. The reason of the researcher using case study is that because this research needs to explore the detailed information of the development of a particular group or situation in a period time.

The data in this research were collected from 3 resources: informants, events and documents. Informants consist of tutors, students and administrative staffs of an English course. The events are related to the classroom teaching activities and students’ attitude in an English course. The document of written information included kinds of program, schedule of program, learning books, learning media, learning evaluation, data of teacher, data of administrative staffs, and data of students.

The data collection was conducted in three ways: interview, observation and document analysis. In this study, the researcher used in-depth interviews. In-depth
interview was used to investigate thoroughly about the interviewer last experience and his expectation toward the management at an English course in Pare Kediri.

The observations enable researchers to gather the data on the following: 1) the physical setting (i.e. the physical environment and its organization of an English course). 2) The human setting (i.e. the organization of people, the characteristics and formation of the group or individuals being observed, for instance, gender, class, etc.). 3) The interactional setting (i.e. the interactions that occur, formal, informal, planned, unplanned, verbal, non-verbal, etc.). 4) The programs setting (i.e. the resources and their organization, pedagogic styles, curricula and their organization).

Document analysis was conducted by collecting data from documents and archives in the form of used handbook. The researcher had tried to get all of the documents needed about this organization. The documents were taken from the director, tutors and administrative staffs. Those documents give contribution to the accuracy of the data or the additional data related to the implementation of educational management system in an English course Kediri.

After the data taken from interviews, documents and observations had been collected, the next step was analysing the data collected. Data analysis techniques used in this research was an interactive analysis techniques. In this model, the components of analysis data, data presentation, drawing the conclusion or verification, and its activity were conducted interactively, both among these components and with data collection process, as shaped in the cycle process. Therefore, this analysis process had been conducted since the data was still collected.

Next, researcher continued to discuss the three components of the analysis of research. Miles and huberman in Sutopo (2006: 113) says that there are three main component of data analysis such as (a) data reduction; (b) data analysis and (c) drawing conclusion and verification.
FINDINGS AND DISCUSSION

The findings of this research show: (1) the implementation of educational management in An English course, (2) the effect of educational management to the development of an English course.

1. The implementation of management in an English course
   a. Curriculum management

   An English course uses various teaching method in the teaching and learning process. Teaching learning process is conducted on Monday until Saturday for 4 hours. This means that students have more time to practice English

   b. Tutor and administrative staff management

   Tutor and administrative staff are recruited anytime based on a certain situation and condition. Selecting tutors and administrative staff is organized by the director of an English course in Pare. There is no test in the selection, especially for tutors, he chooses the tutors from the alumni of an English course in Pare.

   Talking about the amount of teachers’ honorarium is a taboo thing in an English course in Pare. The amount of salary is well enough to cover teachers’ daily needs and the institution always increases the salary time by time. Besides regular honorarium, the director of an English course in Pare also permits all tutors to open some extra programs by using English course’s facilities and the fee of these extra programs will be accepted by the tutors themselves.

   The director of an English course in Pare always evaluates the tutor and administrative staffs’ activities. He uses the “money time” every month to evaluate the tutors and other staffs. But he also will conduct a meeting anytime if it is necessary.

   c. Facilities and Infrastructure Management

   An English course in Pare tries to complete their facilities and infrastructure. The director will add extra media and build extra infrastructure if an English course needs them.
d. Student Management

In every period, an English course in Pare receives 400 students, 200 for female and 200 for male students. Studying English intensively at an English course in Pare takes six months to complete three levels. Three months must be completed by the students to join the basic programs called BTC (Basic Training Class) and CTC (Candidate Training Class). The arrangement of BTC and CTC is based on the students’ request to prepare them more intensively before joining TC (Training Class), the final three-month level.

An English course in Pare gives certificate signed by the director of an English course himself. The students’ score is listed A, B, or C in the certificate based on their achievement.

Student management in an English course in Pare is provided in the form of a guided activity. The tutors always give students guidance. They can also consult their problem in learning English to the tutor. Besides that, there is an obligation for students to speak English at an English course in Pare. This is aimed at improving students’ speaking skill.

e. Public Relation Management

An English course in Pare also has very good relationship with the courses surround it. Many courses in Kampung Inggris are established by the graduates of an English course themselves. An English course does not regard them as competitors but as partners. By having many courses surround it, an English course presence will raise. If there is only one English course, an English course, the Kampung Inggris will not exist.

f. Financial Management

The director manages the input and the output of the money by himself. This financial management is also very simple. He manages the income to run the recent program and also to invest it in the future.
To answer whether the implementation of educational management in an English course in Pare good or not, I analyze the implementation of educational management above and divide them into the four functions of management. First, operational planning focuses on planning required to accomplish the responsibilities of a specific job, section, or department. It can be a single-use plan, e.g. program and a budget or an on-going plan e.g. policies and procedures. It is like the plan of the director to make an ideal library and build a new building. Second, organizing activity can be seen from the director divided the tutors’ job based on their competency. Third, directing activity can be seen from the director directed how to be good tutors, how to teach well, etc. He also directed the students how to study effectively. He does not only speak but also gives examples. Fourth, controlling activity is done by doing evaluation every month.

2. The effect of educational management to the development of An English course.

Educational management and an English course’s development has very close relation. Before discussing their relationship, the researcher will show the main development of an English course in four aspects. Those are; the numbers of students, the programs, the learning material and the building.

The numbers of an English course’s students in Pare increase rapidly from 2 students to 21.000 students. In 1977, it only had 2 students, in 1983, it had 20 students. And now it has more than 21.000 alumni.

The building also develop, started in the veranda of Darul Falah mosque and then it turns to have its own building made of bamboo and today it has big strong buildings of its own.

The program also develops from three programs (BTC, CTC and TC) and then it turns to have four programs (BTC, CTC, TC and MS). MS program is a program preparing students to be tutors. As the result of the programs, the learning materials also need to be developed. In MS program, the students learn how to be good tutors, how to teach, how to apply education psychology, and how to solve
problems of teaching.

There are some aspects which drive many people to study in an English course in Pare. They are (1) curriculum management that creates graduates with reliable English skills and can be accepted by society. The emphasis of practice rather than theory helps students to speak English very well. The students also study and speak English every day. They are taught to speak English with the correct grammar. (2) Student management that accommodates all the needs of the students makes them feel comfortable and appreciated in learning with teachers’ guidance and the strict regulation motivates them to learn seriously. This condition is very appropriate for teaching and learning process. (3) Media and infrastructure management is good enough. An English course in Pare has enough classrooms, many chairs, speakers, fans, a café, a hall, the miniature of Borobudur, a table tennis, and a mosque. (4) Financial management that promotes inexpensive fee course drives many students to learn in An English course. By having many students, An English course gets more fund and it can be used to build the infrastructure. The director implements a good financial management. He manages the available income as a form of investment or savings so it can be used to develop the English course’s building in the future.

CONCLUSION AND SUGGESTION

Having conducted the research about the management and development of an English course, the researcher may conclude that the implementation of the educational management in an English course runs well. It can be seen through how the English course implements four functions; planning, organizing, directing and controlling.

Curriculum management, student management, tutor management, media and infrastructure management and administrative staff management that are implemented in an English course make it still exist and develop.
Finally, the researcher would like to give some suggestion for local government, the director of the English course, tutors, and other English courses. For local government, it should give more attention to An English course by providing media or infrastructure. Government can also help to promote an English course to some school and society and give them information that An English course is the right a place to learn English for it has good atmosphere. For the director, he is expected to write and record all teaching and learning activities, such as curriculum, syllabus, and other teaching learning documents. Therefore, the next generation of the English course can read those documents to run the course in the future. For tutors, they are expected to improve their ability and knowledge about English by joining trainings and seminar. By joining trainings and seminar, they will get new methods of teaching. For other English courses, they are expected to adopt some positive aspects in the implementation of educational management in an English course.
References


