

Conference Paper

Genealogy of Capacity Building Through English Language Learning Implementation for Elementary Schools in the Digitalization Era

Suryani Jihad*, Juanda Nawawi, Nur Indrayati Nur Indar, Muhammad Tang, Muhammad Akmal Ibrahim

Universitas Hasanuddin Makassar, Indonesia

ORCID

Suryani Jihad: <https://orcid.org/0000-0002-9889-6751>

Abstract.

The digitalization era deals with the rapid developments of technology and information, making the role of the English language very important for success in today's globalized competition. This condition affects capacity building through English in the era of globalization, which should be prioritized by the government, especially in local content in elementary schools in Indonesia. This can be traced back to 1993 through the Decree of the Minister of Education, who authorized the schools to teach English, as one of the subjects in the field of local content, at elementary level. This is done to provide benefits to students so they can learn English with the idea of developing the skills they have in dealing with the current era. However, geography proves that English education in elementary schools needs to adapt its implementation to changes in policies and curricula set by the government.

Keywords: Geanology, capacity building, English language

Corresponding Author: Suryani Jihad; email: jihads21e@student.unhas.ac.id

Published 3 January 2024

Publishing services provided by Knowledge E

© Suryani Jihad et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the ICHELSS Conference Committee.

1. Introduction

A defining characteristic of failing schools is the complete lack of any professional community, conversation, or trust. There is a culture of cooperation and a shared commitment to teamwork in improving schools. This environment does not just happen; it is the outcome of deliberate discussion, growth, and dialogue among individuals who work for the business [1]. This shows that in geography, strengthening capacity building in English language education is needed with the so-called three characters just now in order to create the expected achievement.

Accordingly, it has been said that capacity building can be managed through school improvement, which involves building capacity for change and development both externally and internally. One of them is the role of Language Experience Approach (LEA) as

OPEN ACCESS

an external agent of change, where the role of LEA in building capacity for school improvement focuses on highly successful and effective school improvement projects that refer to relevant empirical evidence to explore the role of LEA as an agent of change[1]. Professionalism, communication, and trust, as well as several approaches to teaching, are needed in determining the direction of geology for strengthening English language education at the elementary level.

One of them can be seen in *The Student's Perceptions Towards Learning Listening by Using English Song* where it was discovered that 88% of students have a positive perception of learning to listen to English songs. Students claim that they are interested, motivated, relaxed, and happy about learning, which leads to improved listening skills and vocabulary pronunciation. And there are also about 12% of students who have a normal perception of learning to listen to English songs because students tend to choose to learn using other media in listening learning. Regarding the findings of interviews with several some students more interested when using songs while learning listening in English class [2].

Professionalism, communication, and trust are crucial factors to consider when selecting how to employ geology to enhance primary English language training. According to one expert , Less than ten years have passed since the year 2000, and since then, there have been changes in the world and new insights that have challenged our understanding of what it means to improve schools and create capacity for improvement. In this article, seven recent problems are examined together with their effects on “building capacity for improvement”. It concludes that new terminologies and approaches may be required to represent the rapidly evolving scene [3].

. Efficiency is defined as the amount of time and resources required to achieve an outcome. The following are listed as the dimensions, focus, and forms of activities by Grindle [4]: Aspects of human resource development, with a concentration on technical and professional staff [5].

Additionally, Indonesia must currently improve social ties and integrate into economic growth in the age of globalization. As a result of information globalization, Indonesia is now considered to be a part of the global information society, necessitating the creation of national laws governing the use of information technology in response to regional and global developments. Information and communication technology (ICT) is used in this scenario. ICT holds considerable promise for advancing a country's growth. ICT is a key driver of national progress, but in order to prevent a digital gap, its potential to support community or human resource development should not be overlooked. Having access to media in times of need and controlling market expansion [6].

Based on the explanation above, it can be seen clearly that in a capacity-building geography, special research is needed regarding the implementation of English language education as a means of strengthening capacity-building in elementary schools in Indonesia facing the digitalization era.

2. Research Methods

Implementation of this research using a qualitative approach, the main reason for this approach was chosen because this research seeks to find out, describe, and analyze the reality of the events studied so that it makes it easier for the writer to obtain objective data in order to know and understand capacity building in education management in Elementary School. The process of a qualitative approach used by researchers when entering the object of research, often called a social situation (which consists of places, actors, people, and activities), where researchers will ask what is the focus of research, then think about what will be asked [1] After thinking until they found what to ask, the next researcher asked the people they met at that place [2]. After the question is answered, the researcher will analyze whether the answer given is correct or not [3]. If the answer to the question is considered correct, a conclusion is drawn [4]. In the fifth stage, the researcher Mencandra [5] back to the conclusions that have been drawn. conclusion, whether what has been made is credible or not. To ensure the conclusions were made, the researcher entered the field again and repeated the questions in different ways and from different sources, but the goal was the same. If the conclusion is believed to have high credibility, the data collection is declared complete [7].

Data sources in this study can be divided into two categories: primary data sources obtained from interviews and secondary data sources in the form of documents that are relevant to the research focus, such as pictures, photographs, notes, or writings that are related to the research focus. 1) Primary: conducting field research. The primary data was obtained through interviews; in this case, the researcher interviewed informants who were directly related to the application of English education. The informants are set up temporarily and will develop in the field that is, the Head of the South Sulawesi Provincial Education Office, the Elementary School Principal, the Elementary School Teachers, the Elementary School Students, the Elementary Parents, and the Elementary School Committee. 2) Secondary: collecting data obtained indirectly from the object or phenomenon being studied or through decisions, namely conducting research by reading books and reading sources related to this discussion. As well as the existence of a documentation study, namely data collection techniques based on indirect data.

Documents in this research can be in the form of written notes, recordings, pictures, or objects related to all matters relating to the field of English education. By using a qualitative approach, research is directed at collecting data that depends more on the researchers themselves as data collectors. The data collection techniques used in this study included interviews, observations, data documentation, and FGD [8].

3. Results and Discussions

3.1. Geanology of capacity building through english language learning implementation for elementary schools in digitalization era

The process of understanding or digestion that varies from one student to another or differs from one individual to another is important for a teacher to observe and guide so that the process or learning objectives are achieved. The question is, in the current era of the Industrial Revolution 4.0, does the teacher still have this central role? This era has changed the order or perspective on the educational process that has been inherent so far. With the shifting of learning processes that use digital technology, changing perspectives or concepts that have been running so far is not so easy. Related to this, an important concern is the role of the teacher, which cannot be replaced by technology and must be our concern. because, as we all know, the success of students is influenced by the learning process itself. This condition is strongly influenced by the role and competence of the teacher. What are the roles of the teacher, the role of a teacher according to [9] view is a certain pattern of behavior that is characteristic of a job, where there are nine of these roles. In addition, it is also explained that there are several teacher roles that are often carried out in teaching and learning activities, including those of information, organizer, motivator, director, mission to, transmitter, facilitator, mediator, and evaluator. These strategic roles must be our concern to improve and develop students' abilities in the process of achieving educational goals while also not giving up the role and function of the teacher as educator and teacher [10].

In addition, it is also explained that several teacher roles are often carried out in teaching and learning activities including information, organizer, motivator, director, missionary, transmitter, facilitator, mediator, and evaluator. These strategic roles must be of concern to us together to improve and develop students' abilities in the process of achieving educational goals and not giving up the role and function of the teacher as educator and teacher. There are several things that must be considered such as:

1. Reference Book

Adequate reading sources as material processed by the teacher becomes the main concern of an educator, the teacher must first read the material to be studied explained to students the purpose is when in studying material with students the teacher already has better understanding than their students. Because in this digital age where sources of information can be obtained anywhere, of course the teacher must have appropriate and reliable references. Therefore, a teacher must be able to keep up with developments era in the field of technology and information so as to keep up with developments of the material that will be given to students.

2. Alternative Learning Resources.

With technological developments that allow students to get information from anywhere, teacher must be able to map the abilities of students in mastery of the material so that this mapping is useful in providing appropriate or appropriate enrichment resources and provide information to students wherever possible used as a reference or information to add their knowledge, this provides an alternative or choice to them to look for learning resources that other.

3. Learning Material Mapping

Mapping the subject matter aims to make it easy for teachers and students to learn, for example teachers determine which core material and additional material or material that has been given to students 2. Alternative Learning Resources. With technological developments that allow students to get information from anywhere, teacher must be able to map the abilities of students in mastery of the material so that this mapping is useful in providing appropriate or appropriate enrichment resources and provide information to students wherever possible used as a reference or information to add their knowledge, this provides an alternative or the choice to them to look for learning resources that other.

Especially, students at elementary school needed teachers as motivation, support, and inspiration for their skills and with digitalization era use [10].

4. Conclusion

Apart from this, it can be seen from changes in government policy from curriculum changes that have changed, but all of this can be resolved if we have human resources, especially teachers who have the following competencies:

- (a) Reference Book, Law number 14 of 2015 concerning teachers and lecturers: “Teachers are required to have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and have the ability to realize national education goals. Lecturers must have academic qualifications, competence, educator certificates, be physically and mentally healthy, and meet other qualifications required by the higher education unit where they are assigned and have the ability to realize national education goals.
- (b) Alternative Learning Resources likes; URL, some of the sources by digitalization. This can be seen by Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards CHAPTER VII concerning Standards of Facilities and Infrastructure Article 42 paragraphs 1 and 2 which reads: (1) Each educational unit is required to have facilities which include furniture, educational equipment, educational media, books, and other resources. other learning materials, consumables, and other equipment needed to support an orderly and sustainable learning process (2) Each education unit is required to have infrastructure that includes land, classrooms, education unit leadership rooms, educator rooms, administrative rooms, library rooms, laboratory room, workshop and service room, production unit room, canteen room, power installation, and services, a place to exercise, place of worship, place to play, place to play, a place to be creative, and other spaces/places needed to support an orderly learning process and sustainable.
- Article 42 paragraphs 1 and 2 of PP Number 19 of 2005 shows that every educational institution must have supporting facilities and infrastructure as an effort to improve the quality of education so that students are able
- (c) Learning Material Mapping, Law no. 22 of 1999, Law no. 32 of 2004, and Law No. 23 of 2014, the law explicitly emphasize that the implementation of education affairs is part of government power which is the authority of the president whose implementation is carried out by regional governments to protect, serve, empower, and prosper the community.

References

- [1] Harris. Building the capacity for school improvement. 2001;21(3):261–70.
- [2] Wiranda. The students’ perception towards learning listening by using English Song. [Manado]: IAIN; 2021.

- [3] Stoll L. Capacity building for school improvement or creating capacity for learning? A changing landscape. *Journal of Educational Change*. 2009 May;
- [4] Grindle SM. Getting good government; capacity building in the sector of development countries [Internet]. 2nd ed. Lippincott D, Davis J, editors. 1997 [cited 2022 Nov 16]. 1–503 p. Available from: <https://www.amazon.com/Getting-Good-Government-International-Development/dp/0674354176>
- [5] Wira D, Arianto A. Capacity Building Strategy. 2021;
- [6] Hubies. Perilaku Masyarakat dalam Pemanfaatan Informasi dan Teknologi Komunikasi dalam Mendukung Pengembangan Masyarakat Global. *Jurnal Komunikasi Pembangunan*. 2010;08(2).
- [7] Sugiyono. Metode Penelitian Kombinasi (Mix Methods). 2018.
- [8] Huberman, Milles. *Qualitative Researcher's Companion*. 2002.
- [9] Hamalik O. *Proses Belajar Mengajar*. 2006.
- [10] Suci S, Indrawan I, Wijoyo H, Kurniawan ferry. *Tranformasi Digital dan Gaya Belajar* [Internet]. 2020 [cited 2023 Sep 2]. Available from: <http://eprints.binadarma.ac.id/4348/>