

## Analysis on English Village of Parit Baru Management, Organization, and Environment

Asih Rosida Hidayah<sup>1</sup>, Sahrawi<sup>2</sup>, Maliquil Hafis<sup>3</sup>, Aunurrahman<sup>4</sup>

<sup>1,2,3</sup>English Education Study Program, Language and Arts Education Faculty, IKIP PGRI Pontianak

<sup>1,2</sup>[asihrosidahidayah004@gmail.com](mailto:asihrosidahidayah004@gmail.com)

<sup>3</sup>[maliquilwiya@gmail.com](mailto:maliquilwiya@gmail.com)

<sup>4</sup>[yarrha@gmail.com](mailto:yarrha@gmail.com)

### Abstract

The purpose of this research was to find out how the management, organization and environment of English village in Parit Baru. This research use a qualitative approach with a descriptive design with interview and observation as the tools of data collection. The subject for this research interview were informants selected by the researcher, are the head of Parit Baru village, the head of the English Education Study Program IKIP PGRI Pontianak, one of tutors in Parit Baru village, and one of the student parents.

The result showed that the management of the English Village in Parit Baru existed since 2020, but activities were hampered due to Covid in 2021 after that the next activities went well as before. The English Village in Parit Baru is administratively coordinated by the Head of the English Education Study Program, IKIP PGRI Pontianak. English Village activities are held at the Parit Baru Village Office.

**Keywords:** *Management, English Village in Parit Baru, English Education Study Program IKIP PGRI Pontianak*

## INTRODUCTION

English is a foreign language which means that English is only served and used as learning in an educational institution, namely formal, non-formal, and informal educational institutions. English is not a basic language because it is not used as a language in social life and daily interactions. There are many ways with various teaching programs to learn English. One of them is holding a course institution in the field of English education which is quite well known and is often called the English village. English language course institutions are non-formal English language training institutions held by individuals and organizations.

The English Village was originally founded in Pare, Kediri Regency which was founded by Mr. Kalend Osen. English Village is an English language course institution that is like a student complex. This is because the people who come and study there come from various regions. English village also one of the educational destinations. Many students visit there to fill the school holidays. Pare English Village has unique characteristics as a center for English education in Indonesia (Mubarok, 2012). The uniqueness of English Village is there is no age limit for study. Most of the residents there also speak English. also immigrants from all regions of Indonesia. The most characteristic of English village is that has several programs and various course institutions that suit the needs of language course seekers want to improve their English skills. The naming of the English Village is inseparable from the many language course institutions that have been established in Pare, especially English course institutions which were founded in 1977 (Basya, Mawardi, & Nuralam, 2018).

In Kubu Raya, especially in the village of Parit Baru, there is already an English village which is still active until now. English Village of Parit Baru is a collaborative program between Parit Baru village and IKIP PGRI Pontianak. The existence of the English Village has an influence on the development of the education sector because the English Village is a reference center for non-formal learning. This English village is very useful according to the needs of language course for someone who want to improve their language skills.

Management of course institutions by the community is very important for the sustainability of the English village program. The role of the surrounding community can be seen by providing land, providing course buildings, and overseeing village order. However, this research also analyzes the problems experienced by the community in managing course institutions, which is the organization and the environment. The other aspects of managing course institutions like planning, organizing, directing and controlling is a reference for researchers in conducting this research.

During the activities of the English Village in Parit Baru continues, researcher try to find out how the English Village management with its organization and environment. Since the emergence of the English Village in Parit Baru, the role of cooperation between the Parit Baru village and the IKIP PGRI Pontianak was very important for the management, organization and environment of the English Village in Parit Baru. Then, the presence of students also influenced how the management of the English Village in Parit Baru was realized. The description of the background above made the researcher conduct this research to describe how the management, organization and environment of English Village in Parit Baru use qualitative research method with a descriptive design.

Prior to conducting the research, the researcher found a some research related with this research are, the first by Nur Afni Lathifah. Agus Purnomo. Sukamto (2020) entitled *Dinamika Pengelolaan Kampung Inggris oleh Masyarakat di Desa Tulungrejo Kecamatan Pare Kabupaten Kediri* studied the analysis of the management of English Village by the community in Tulungrejo Village. In this previous research it was concluded that the management of English Village was divided into 3 processes namely planning, implementation, and evaluation.

The next research by Eva Yuliningtyas (2021) entitled *Kontribusi “Kampung Inggris” Sebagai Wisata Edukasi Dalam Meningkatkan Pemberdayaan Ekonomi Masyarakat Lokal* Communities in the department of social science education , faculty of tarbiyah and teacher training at the state Islamic university of maulana malik ibrahim Malang learned about what contributions are made to society Tulungrejo Village after the English Village Education tour.

Then, the research by HadiSaputra. Masdani. Nasuhi. Mufida. Putra (2021) entitled *Implementasi Kampung Inggris dan Manfaatnya Bagi Siswa Sekolah Menengah Atas di Kecamatan Sikur Didin* learn about the synergy between the tri dharma elements of higher education and local government to the community in English village institutions through Pengabdian Kepada Masyarakat (PKM) activities. The need to provide motivation, especially by providing an understanding and a map of strengthening English village activities in the future, and requires support from all parties, both from elements of higher education as strategic partners for service locations and from the local government . Therefore, in this activity it was found that it is very important to provide motivation about mastering English conversation from an early age, because this can provide very broad and very large benefits in the career path of potential English village participants.

The latest previous research by Murdiana Asih Heningtyas. Sjamsiar Sjamsuddin. Minto Hadi (2014) entitled “Peran Pemerintah dan Masyarakat Dalam Upaya Pengembangan Pendidikan” studies the role of government and society in efforts to develop non-formal education in English Village, Kediri Regency. From the results of previous studies which show that the community facilitates migrants by providing various needs, this at the same time creates business opportunities for the surrounding community which can improve their economic level. Meanwhile, the government's role is more as an activator than the role that has been carried out by the community.

## **METHOD**

The method that is used in this research was qualitative approach with a descriptive desgin. This research seeks to describe and analyze how environmental organizations are managed in the English village of Parit Baru village. The subjects in this research were informants who were individuals or groups that had been determined by the researcher as sources who were considered to have credibility and were considered capable of conveying the information needed to complete this research. Selection of informants in this research employ a purposive sampling technique, as has been disclosed by (Sugiyono, 2017: 85) in his book "Qualitative and Quantitative Research Methods" states the purposive sampling is a technique for taking sample of data sources with certain considerations. Informants on this have a look at are: The Head of the English Education Study Program in IKIP PGRI Pontianak, The head village of Parit Baru Village, One of the Tutor in English Village of Parit Baru and One of the students parent in English Village of Parit Baru. This research use two data collection techniques are direct observation and direct communication. There are two tools data collection in research, namely interview and observation. Data analysis in this research use data

analysis according to Miles and Huberman, namely data reduction, data display, and conclusions or verification (Saldana, 2014).

## **FINDINGS AND DISCUSSION**

### **Findings**

English Village in Parit Baru is located in the Kubu Raya district, Sungai Raya sub-district, to be precise, in Parit Baru Village. Parit Baru Village is divided into several Dusun, there are Dusun Lestari, Dusun Cempaka, Dusun Nurul Huda, Dusun Sungai Seribu, and Dusun Banjar Baru. The formation of Parit Baru Village has been stipulated in the Regional Regulation of Kubu Raya Regency No. 4 of 2011. The English Village of Parit Baru was held at the Parit Baru Village office. English Village activities are carried out on the second floor of the Parit Baru Village Office, while the first floor is used as the course of the Parit Baru Village Office activities. The second floor is used because it has a large room and is rarely used for village office activities. The activity also took place on Saturday afternoon, so it doesn't interfere with the activities of the Parit Baru village office. The Parit Baru Village Office is on Jalan Pd. Indah Lestari No.E3 No.1, Sungai Raya, Kubu Raya Regency, West Kalimantan. English Village activities at the Parit Baru Village office are supported by existing facilities and infrastructure.

The implementation of English Village management in Parit Baru started in 2020. Meanwhile, the implementation of the English Village activities continued. English Village in Parit Baru has been effectively implemented for 4 years through the collaboration between IKIP PGRI Pontianak, especially English Education Study Program and Parit Baru. Then, this study describe the existing data on the management of English Village in Parit Baru based on several stages: planning, organizing, implementing and coordinating. This is based on the theory explained by Fattah (2011: 1).

#### **a. Planning**

This program was planned by IKIP PGRI Pontianak, the English Education Study Program and the Rector of IKIP PGRI Pontianak with the head of Parit Baru Village in 2020. Previously, IKIP PGRI Pontianak had participated in the implementation of a government program, MBKM Kampus Merdeka. The English Village Program in Parit Baru is one of the activities of MBKM, Independent Study Program, which is conducted independently by the English Education Study Program to implement the government programs in IKIP PGRI Pontianak.



**Image 4.1 Opening process of English Village in Parit Baru 2021**

The opening of the English village was carried out again in the Parit Baru village as an implementation of the independent study government program from the MBKM Kampus Merdeka after the covid pandemic with the health protocol. After the implementation of the English Village in Parit Baru as the implementation of the government program Pengabdian Kepada Masyarakat (PKM) in 2020.

**b. Organizing**

In general, the responsible for the English Village program in Parit Baru is the head of the English Education Study Program. In the implementation of the activities in English Village, it was carried out by the students who were selected as the tutors. This was stated by the head of the English Education Study Program in an interview, namely :

“So for the program, administratively from us, of course, the study program head is responsible, but in the field it is implemented by students and for the village side, it is the responsibility of the village office which is handled by Ms. Urai.” (interview on 29 May 2023)

The English Village of Parit Baru has been implemented for 4 years. The students who be the tutors will be different from year to year.

**c. Implementing**

The English Village in Parit Baru has been implemented since 2020. Every year the activities of the English Village in Parit Baru are carried out effectively. There was a year when English Village activities were not effective due to Covid. In 2022 the activities of the English Village in Parit Baru will start to effective again. The schedule for English Village activities is held every Saturday at 13.00 to 15.00. Students consisting of preschoolers (TK) and elementary school children (SD) are combined into one class. English Village activities are carried out in the village office on the 2nd floor in Parit Baru Village, Kubu Raya Regency with adequate facilities.



Image 4.2 The learning process in English Village

During the activity, students are provided with a 10-15 minute break for eating and going to the toilet. Before the class end, the tutor invites students to play games or sing for students to get an exciting and fun class.

d. Coordinating

Since the beginning of the implementation of English Village program in Parit Baru, the English Education Study Program at the IKIP PGRI Pontianak has been responsible. The English Education Study Program of IKIP PGRI Pontianak is also responsible for tutors recruitment from English Education Study Program students who be the teacher on English Village. In addition, the village administration is also responsible for coordinating the implementation of the English Village in Parit Baru, which is coordination by Mrs. Urai for the activity information with the tutors. Students as the tutors are not accompanied by lecturers in learning process, completely in the field tutors carry out the activities.

Two year the activities of English Village in Parit Baru were inhibited by covid. Covid was one of the biggest inhibiting factors for the English Village program in Parit Baru at that time. Furthermore, at this time the English Village program has been carried out as usual. The tutors have difficulty to revive the enthusiasm of the students to participate in English Village activities after the English Village activities had stopped due to Covid. Then, the tutor and village officials tried to persuade the children in Parit Baru Village to participate in the activities of the English Village in Parit Baru.

Based on the results of interviews with the head of Parit Baru Village, explained:

"Yes, that was the problem. Incredible incident including the Covid are part of our obstacles. So there the children started to get excited, because it had not been held for 2 years so they came down again, were contacted again, their parents persuaded them to join English Village like that....." (interview on 19 May 2023)

During the learning process, the obstacles for the tutor were students not consistently attend every week. If the first week there were 10 students came, then the next week only 9 people came. So it is difficult for tutors to monitor students grades every week. In addition, the tutor has difficulty in providing written material because there is no blackboard for learning.

With the English Village program in Parit Baru, the IKIP PGRI Pontianak can implement the government MBKM programs, Independent Study Program by assigning English Education Study Program students as tutors. The English Village program was well received by Parit Baru Village so that the IKIP PGRI Pontianak could properly implement government programs and collaborate with Parit Baru Village.

The general form of an activity after it is carried out produces an impact. Students who participate in the English Village program get positive impacts such as becoming proficient in learning English and other additional knowledge according to the material provided by the tutor. During the activities every week, various materials provided by the tutors help students understand many English lessons. Based on information obtained from one of the tutors there named Annisa, explained:

" For the students themselves, the impact is very good for those who can master the basics, they can already count, so they can get to know their family in English, that's a very good impact, because English is very important when young children have started learning just the basics. For society, especially their parents, maybe it doesn't really have an impact because they don't participate in student learning. But maybe for the society they are excited or very happy "oh my child can already speak English" maybe they are pinning their hopes that in the future their children can speak fluent English."  
(Interview May 19, 2023).

Then, there is another internal impact, the two coloboration partners who carried out the English Village program from 2020 have been able to work together until now so that communication also defended. With English Village program every year IKIP PGRI Pontianak and Parit Baru Village can produce quality students as well as tutors.

### **Discussion**

Based on the results of the research, the English Village program in Parit Baru has been around since 2020. The activities of the English Village in the field are managed by students of the English Education Study Program of IKIP PGRI Pontianak who become the tutors. Then, several stages in the management of English Village in Parit Baru, are planning, organizing, implementing, and coordinating.

#### **a. Planning**

Regarding the planning for the English Village in Parit Baru, the head of Parit Baru Village and the IKIP PGRI Pontianak have carried out the process of planning an activity design study. Planning according to Conyers and Hill (1984) in Hariyono (2010: 5) planning is an ongoing process that produces decisions, or choices, about alternative ways of using possible resources, to achieve a part of the goal certain period in the future. Then, the planning for the English Village in Parit Baru has gone through a process made this program implemented until now.

**b. Organization**

At this stage, the English Village program in Parit Baru requires a responsible person who is handed to the head of the English Education Study Program IKIP PGRI Pontianak. Every year this activity is carried out by different IKIP PGRI Pontianak students as tutors. As stated in (Jones, 2013) how the organization uses its human resources and technology determines how much value is created at the conversion stage. The amount of weight an organization places on is a function of the quality of its skills, including its ability to learn from and respond to the environment. Then, with the replacement of existing human resources in the English Village in Parit Baru within the organization, the needs can be fulfilled from time to time so that skills and abilities are increasing.

**c. Implementation**

Based on the results of the research, the English Village in Parit Baru was held every Saturday in the Parit Baru Village office. English Village students in Parit Baru Village consist of preschool (TK) and elementary school (SD) in various children every year. Based on the statement from (Ehrens, 2015) implementation is the action that must occur after the original idea for something to happen. Which means implementation is the execution or application of any plan, technique or design, idea, model, specification, general or policy to engage in something.

**d. Coordinating**

The process of implementing the English Village in Parit Baru was carried out in coordination with the two partners through the designated representative. According to Galbraith (1973) in Perttu Dietrich (2007) Coordination through formalization and standardization involves the use of written policies, rules, job descriptions, and standard procedures that define the required behavior in advance. By requiring each actor (individual or group) to adopt the appropriate behavior, integrated behavior patterns will be created. That is, someone has to carry out the task of being responsible for the activities of the English Village in Parit Baru so that they run well as expected.

In accordance the existing obstacles, the solution provided is in the form of controlling and monitoring activities for the next year. Furthermore, in a research conducted by Udey, et. al. (2009) revealed that educational system is plagued with multi-various problems notably are inadequate funding, quality/standard learning, the problem of access, political and social.

The management of Kampung Inggris in Parit Baru is supported by several factors, especially Human Resources (SDM) which are sufficient and integrated. The human resources are students who participate in English Village activities. In addition, other factor that support the implementation of the English Village is social support. Social supports can be categorized into structural and functional aspects (Mishra, 2020). The structural aspect consists of life preparation, frequency of relationships, and participation in social activities. Functional factors consist of emotional assistance, encouragement of certain feelings, giving suggestions or facts information, as well as material support.

The implementation of English Village in Parit Baru resulted on many positive impacts in several aspect criteria such as social and innovation. The results of the study stated the main social benefits for students were get additional knowledge from learning English in English Village, Parit Baru Village. Then the existing partnerships can better defend the existing coloboration. The English Village Program in Parit Baru is one of the village's developments in the education sector. There are many goals to be achieved through village development, such as increasing the welfare of village community, especially based on the competence and capabilities of natural resources (SDA) through increasing the excellence of existence, competence and community initiative with the presence of human resources (SDM). Therefore the implementation of English Village has a very big impact on the people of Parit Baru village, especially students and the village government. The process of enhancing the condition of the village community towards improving their welfare is finished continuously in line with the characteristics and needs of the village community by means of regarding all stakeholders, which include the community, exchange agents, and the government (Endriatmo Soetarto, 2013).

The essence of the goal of development is to realize a prosperous society, both individually and socially. Basically development is based on quality human resources. (Miradj & Sumarno, 2014). To find out whether the Kampung Inggris program always has an impact on the development of Parit Baru village, it can be seen from the level of success in implementing activities every year.

## **CONCLUSION**

Based on the results of research that were achieved at English Village at Parit Baru, it may be concluded as follows.

The English Village of Parit Baru was held at the Parit Baru Village office. English Village activities are carried out on the second floor of the Parit Baru Village Office. English Village in Parit Baru is located in the Kubu Raya district, Sungai Raya sub-district, to be precise, in Parit Baru Village. The Parit Baru Village Office is on Jalan Pd. Indah Lestari No.E3 No.1, Sungai Raya, Kubu

Raya Regency, West Kalimantan. English Village activities at the Parit Baru Village office are supported by existing facilities and infrastructure. The implementation of English Village management in Parit Baru started in 2020. The English Village Program in Parit Baru is one of the activities of MBKM, Independent Study Program, which is conducted independently by the English Education Study Program to implement the government programs in IKIP PGRI Pontianak. When implement of English Village activities in the area, it was managed by tutors who were students of IKIP PGRI Pontianak as teachers. The responsible for the English Village program in Parit Baru is the head of the English Education Study Program. In addition, the village administration is also responsible for coordinating the implementation of the English Village in Parit Baru, which is coordination by Mrs. Urai for the activity information with the tutors.

Covid was one of the biggest inhibiting factors for the English Village program in Parit Baru at that time. During the learning process, the obstacles for the tutor were students not consistently attend every week. The management of Kampung Inggris in Parit Baru is supported by several factors, especially Human Resources (SDM) which are sufficient and integrated. The human resources are students who participate in English Village activities. The general form of an activity after it is carried out produces an impact. Students who participate in the English Village program get positive impacts such as becoming proficient in learning English and other additional knowledge according to the material provided by the tutor.

## References

- Basya, M.F., Mawardi, M.K., & Nuralam, I.P. (2018). *Analisis Preferensi Konsumen terhadap Keputusan Menggunakan Jasa Kursus Bahasa Inggris (Studi pada Pelanggan Lembaga Kursus Bahasa Inggris di Kampung Inggris Pare)*. *Jurnal Administrasi Bisnis (JAB)*, 58 (2), 197-205.
- Dietrich, P. (2007). *Coordination Strategies In Organizational Development Programs*. Thesis. Helsinki University of Technology.
- Ehrens, T. (2015). *Implementation*. Retrieved from [searchcustomerexperience.techtarget.com:https://searchcustomerexperience.techtarget.com/](https://searchcustomerexperience.techtarget.com/)
- Endriatmo Soetarto, M.S. (2013). *Desa dan Kebudayaan Petani. Pembangunan Masyarakat Desa*, 1(1), 3-5.
- Hariyono, Paulus. (2010). *Perencanaan Pembangunan Kota dan Perubahan Paradigma*. Yogyakarta: Pustaka Pelajar.
- Milles, M.B., & Hubberman, A.M. (2014). *Qualitative Data Analysis*. USA: SAGE Publication Inc.
- Miradj, S., & Sumarno, S. (2014). *Pemberdayaan Masyarakat Miskin, Melalui Proses Pendidikan Nonformal, Upaya Meningkatkan Kesejahteraan Sosial Di Kabupaten Halmahera Barat*. *Jurnal Pendidikan Dan Pemberdayaan Masyarakat*, 1(1), 101.

- Mishra, S. (2020). Social networks, social capital, social support and academic success in higher education: A systematic review with a special focus on 'underrepresented' students. *Educational Research Review*, 29 (June 2018).
- Mubarok, A. F. (2012). *Penyesuaian Diri Pendatang di Lingkungan Baru*. *Journal of Social and Industrial Psychology*, 1 (1), 21-27.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, CV
- Udey, Ebuara, Ekpoh & Edet. (2009). Management and Administration of Nigerian Education System: Problems, Challenges, and the way forward. Being a paper presented at the 11th International Conference of Educational Management Association of South Africa (EMASA) 7th – 9th August 2009.