

ENGLISH LEARNING PLANNING MANAGEMENT IN THE TIME OF COVID-19 PANDEMIC

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Abstract

The purpose of this study is to describe the English language learning management plan carried out by UPB (Unit Pengembangan Bahasa) UIN (Universitas Islam Negeri) Antasari during the Covid-19 pandemic, as well as to analyze this English language learning process carried out by UPB UIN Antasari during the Covid-19 pandemic through a learning management plan perspective. This research is qualitative at large. The data were collected through observation during the teaching-learning process and interviews with UPB managers, teaching staff (tutors), and program participants (students), as well as textbooks and other learning documents. The results showed that during the Covid-19 pandemic, UPB had implemented learning management plan in its intensive English learning. UPB has carried out preparations for the effective week according to the academic calendar, as well as making annual and semester programs in the form of textbooks. In terms of honorarium, UPB exceeded the generally accepted standard thanks to the consistency of tutor fees even in the midst of the Covid-19 pandemic. The main drawback of the implementation of learning management plan by UPB was the absence of lesson plan documents and syllabus. However, the absence of these two learning documents did not necessarily make this intensive program a failure, because UPB had provided textbooks to replace it. Based on the final exam results, it was proven that this intensive program was successful in improving students' English skills.

Keywords: *English Language Learning, Language Development Unit (UPB), Learning Management Plan; Pandemic of Covid-19*

INTRODUCTION

In general, higher education institutions provide English language learning with a Semester Credit System as part of the curriculum that students must follow. Pure English department study or English language education department

study certainly provides a large number of credits for these language courses. However, non-language study programs can only allocate a small number of their total credits, because they have to focus more on the expertise of each study program. The Early Childhood Education Teacher Education Study Program (PG-

PAUD) of Trunojoyo University, for example, only allocates 5-7 credits for English courses (Dja'far, 2017). Likewise, the Jember State Polytechnic offers English General Basic Courses (MKDU) for 6 credits (Zuhro, 2016). The College of Informatics and Computer Management (STMIK) Pranata only provides 2 credits for this course (Santoso et al., 2020).

But apart from the habits of these other tertiary institutions, UIN Antasari offers a different way of presenting it, where language courses are presented intensively for 90 minutes every day (Monday-Saturday except holidays) in semesters 1 and 2 at 07:00 s/ d 08:30 WITA. Intensive English learning is managed by a separate unit outside the faculty, namely the Language Learning Unit (UPB) (*Learning Program Schedule at UPB Odd Semester Academic Year 2020/2021*, 2020). Based on the author's observation, this method of presentation in the Banjarmasin area only exists at UIN Antasari, and not at other campuses including Lambung Mangkurat University (ULM) and UNISKA.

This intensive English learning program is mandatory for all students of UIN Antasari. This is regulated in the Circular of the Chancellor of UIN Antasari Number In.04/1.1/PP.009/476/2014 Concerning Intensive Learning of Arabic and English for Students of IAIN Antasari Banjarmasin which states that a certificate of passing intensive learning of English and Arabic is a prerequisite to be able to take a comprehensive exam, carry out a thesis munaqasyah, and get a grade transcript. Unfortunately, learning English with this intensive system has had to be disrupted due to the pandemic that has hit the world since January 2020, where the entire learning process must be carried out online. Based on these problems, the authors are interested in conducting research on the management of English learning planning at UIN Antasari.

There has been a lot of research on learning planning management during the pandemic. Suryapermana (2017), for example, in his article conveyed theoretically that learning planning needs to be carried out by schools as a whole for each school apparatus, starting from planning the classroom environment, developing learning strategies, and preparing factors that play an essential role in learning such as teachers, students, and its infrastructure.

Ninoersy et al. (2019) examined the management of lesson planning at West Aceh 1 Public High School for Arabic subjects. They found that at the school the Arabic teacher had prepared a lesson plan and syllabus as part of the lesson plan. Next, the teacher also plans learning methods as well as various media such as examples that will be used for the purposes of implementing learning. However, this research seems to have been carried out before the Covid-19 pandemic, because it was published in 2019.

Next Adri et al. (2021) examined the management of lesson planning at MTsN 3 Pasaman which used blended learning during the Covid-19 pandemic era. Blended learning in question is implemented with a shift system, where school teachers are directed to carry out offline learning for a week, and online learning for the following week alternately. This blended learning seems to be quite successful because it has succeeded in increasing the average grade of the students from 74.51 to 84.44 in the next cycle.

Daryana (2019) in boarder scope research examined all aspects of management from planning to assessment in class X mathematics at State Vocational High School (SMKN) 6 Surakarta. He argued that SMKN 6 Surakarta had implemented the principles of learner management quite effectively because the

human resources were sufficient, the Learning Implementation Plan (RPP) was complete and in accordance with the 2013 Curriculum, the learning process was followed by character education through praying together and singing the Indonesia Raya song before studying and working together in group discussions, and assessing the learning according to the previously planned RPP.

The purpose of this study is to describe the management of lesson planning carried out by UPB UIN Antasari during the Covid-19 pandemic for English language learning, then analyze it from a learning planning management perspective. To the author's knowledge, there has been no research on the management of intensive English language learning planning at the tertiary level during a pandemic. So this research will be useful as a *benchmark* for other tertiary institutions that wish to carry out intensive English learning during the Covid-19 pandemic era as at UIN Antasari.

The definition of learning planning itself according to Arifin & Muhammad (2016) is a process for making decisions obtained from the results of rational thinking, related to learning objectives and plans for the development of student behavior after completing learning. This also includes the efforts made by teachers and schools need to do in order to achieve these goals. In a more concrete context, at this stage of lesson planning, schools and teaching staff must develop the learning tools.

Components of learning tools at the learning planning stage that need to be prepared by the teacher, which the authors then use as indicators to analyze research data, are (Awalludin & Fuadi, 2019; Khoirudin, 2013):

1. Determining Time Allocation and Effective Week

Determining the effective week and time allocation aims to find out how many learning hours per semester or per school year are available for learning purposes in each subject that the school offers. The availability of these hours is important for teachers to know so that the teacher can plan the weight of learning material that must be delivered at each meeting, so that the desired competency standards in the applicable curriculum can be delivered entirely in that one semester or one year period.

2. Developing the Yearly Program (*Prota*) and Semester Program (*Promes*)

The yearly program is the next stage after determining the effective week and time allocation that is to plan general programs that teachers need to develop to achieve competency standards and essential competencies (curriculum objectives) in each subject they taught. The yearly program is written again in a more detailed manner in the form of a promissory note. The difference between these two documents is that in *prota*, the teacher determines the number of hours he/she needs to achieve curriculum objectives. As for promissory notes, the teacher determines in detail the competencies or sub-competencies to be delivered each week, along with the number of hours the teacher will need to present each material. *Prota* and promissory notes are mandatory for the teacher to formulate before starting learning so that each meeting can be properly planned and carried out according to the plan (Afandi, 2021; Mufasiroh, 2020).

3. Developing a Learning Syllabus and Lesson Plan

A syllabus is a learning planning documents containing the elaboration of the curriculum into learning materials, which arranged sequentially for each subject at each class. A syllabus document at least contains the identity of the subject, the themes in the lesson, the competency standards, the basic competencies, the subject matter according to the learning theme, plans for the forms of learning activities, indicators of achievement of competencies, the elements that form the basis of student assessment, time allocation for each material, and the resources or references needed for learning. The syllabus is then arranged in a more concise form in the learning implementation plan document. The teacher can also arrange the syllabus along with the lesson plan in an integrated manner with the school environment if there is a material that requires the environment as teaching material in the learning process (Setiyoningsih, 2017). These two documents serve as a guide for teachers in carrying out classroom learning activities (Iskandar & Narimo, 2019).

METHOD

This is a qualitative-field research, where researchers go into the field to make in-depth observations of certain natural phenomena (Moleong, 2005). In this case, the observed phenomenon is the planning of online and intensive foreign language learning at UIN Antasari.

The research data was collected using observation techniques, interviews, and document studies (Barlian, 2009). Observations were made during the teaching-learning process, the interview targets were UPB administrators, five tutors/lecturers, and 25 students who were undergoing an intensive foreign language

program, while document studies were needed to obtain data regarding policies in the implementation of learning by the UPB. In addition, we also collected learning documents such as Standard Operating Procedures (SOP), Semester Learning Plans (RPS), lists of pretest and posttest scores, as well as various information sourced from the official website of UPB UIN Antasari.

The data validation technique that we applied in this research is the source triangulation technique, especially in the interview section, where we cross-checked the data that obtained from UPB management, lecturers, and their students. The data is then analyzed descriptively by generalizing and grouping the data according to the indicators of learning management planning that the we presented in the theory section.

RESULTS AND DISCUSSION

English learning planning management of UPB UIN Antasari

Intensive learning program starts at the beginning of the academic calendar. In odd semesters, the English intensive schedule is in every Thursday, Friday, and Saturday from 7:00-8:30 WITA. Meanwhile, in the even semester, the English intensive schedule is in every Monday, Tuesday, and Wednesday at the same hour as well. This intensive program was scheduled by UPB at that hour because regular lectures would start from 08:30 until the afternoon, so the classrooms that UPB used had to be emptied at 08:30. This provision also applies during a pandemic, so that UPB's intensive program schedule does not clash with regular class schedules and students can manage their time easily.

The technical lectures were then explained by Syarif as an official of UPB as follows:

"Lectures are conducted in full online course. We also have rules, regulations, and guidelines, so that they (tutors) don't teach carelessly. At least UPB as the organizer has principal directions of what to do and what not to do, yet they are also flexible. The guidelines are in the form of online learning guidelines."

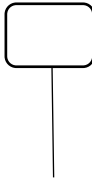
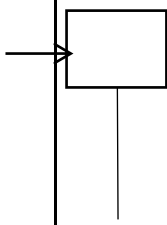
The guidance that Syarif mentioned was written in an official letter No. 25/Un.01/VI.3/A/02/2021 regarding the Rules of Online English Lectures on Even Semester for 2020/2021, that lectures are held in *full online*, but tutors are required to carry out learning using teleconference media such as Google Meet or Zoom at least twelve times out of a total of forty meetings. As for the remaining twenty-eight meetings, tutors are free to teach using other media, including via chat facilities in the WhatsApp group.

Next, in terms of curriculum and materials, UPB has provided the book titled "Your English Partner" for this purpose. The Your English Partner book is divided into three, namely the *beginner* for students who get low scores on the

placement test in odd semesters, the *pre-intermediate* for students who get high scores on the placement test in odd semesters, and the *elementary* for even semesters. The three books have material with different levels of difficulty to suit the English language abilities of program participant students.

In addition to these textbooks, UPB also provides facilities in the form of a Teacher's Guide book that accompanies each Your English Partner book for tutors. This Teacher's Guidebook also replaces the functions of the syllabus and lesson plans.

Finally, in terms of costs, UPB prepares a budget to support operational activities such as teaching honorarium for tutors, exam correction fees for tutors, printing costs for Your English Partner and Teacher's guidebooks, book delivery fees, administrative fees, and others. Proof of receipt the use of the budget is then archived by the UPB for reporting purposes.

No.	Activity	Executor			Standard Quality			Expl anati on
		Payer	Treasurer Expenses	Lecturer	Completeness	of Time	Output	
1	Treasurer makes a list of receipts for Arabic, English, Tahsin and Bipa tutor's fees				PMA 20/2017	Minutes	Document	
2	List of receipts for honorariums of Arabic language, English, Tahsin and Bipa tutors are handed				PMA 20/2017	15 Minutes	Document	

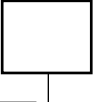

	over to the finance department of UIN Antasari							
3	List of receipts for Arabic, English, Tahsin and Bipa tutors signed by the tutors	√			PMA 20/2017	95 Minutes	Document	
4	Treasurer archives list of tutors' receipts for activity reports				PMA 20/2017	5 Minutes	Document	

Figure 1. SOP for UPB Tutor Honors Receipt List

The amount of honorarium for UPB tutors is IDR 66,500 for each meeting. Based on the narrative of the UPB treasurer confirmed by the tutor, this tutor's honorarium has not decreased at all despite the Covid-19 pandemic.

Analysis of English language learning management planning of UPB UIN Antasari based on the perspective of learning planning management

In the learning planning stage, as mentioned in the literature section, things that must be prepared by the management of educational institutions and teaching staff before learning activities are effective weeks, annual programs, semester programs, syllabus, and lesson plans. In addition, the formulation of the budget for learning operational needs such as honorarium for tutors, book printing costs, book delivery fees, administrative fees, and other budget items are also included in the planning, because costs are part of the resources that must be available to achieve learning planning objectives (Ananda, 2019).

In terms of determining the effective week, UPB has made it with the academic calendar as its reference. This is in accordance with the learning planning management principle, that determining an effective week will maximize teaching and learning activities, clarify the number of active days and holidays during one semester, as well as being a benchmark for other UPB policies, especially in terms of costs and budget (Adipratama et al, 2018).

Next regarding the functions of yearly program (*program tahunan*), promissory notes, syllabus, and lesson plan are summarized by UPB as a whole in textbooks and Teachers Guide compiled and self-published by UPB. These documents are quite compact, containing learning competency goals/targets, a number of hours/meetings per learning material, including the learning material itself. In terms of yearly program and promissory notes, it may not be a big problem in the scope of tertiary institutions. As for lesson plans and syllabi, if these two documents do not exist, the learning activities in class might potentially become not well-directed and

conceptualized. In addition, without lesson plan and syllabus, learning activities between one tutor and other tutors will be non-uniform and partial.

The effect of the absence of RPS and syllabus is also very pronounced at the learning implementation stage. The main provisions in the stages of implementing learning such as a review of previous material, explanation of material objectives, material conclusions, assignments, and information on subsequent material become difficult to measure or evaluate in the absence of the lesson plan and syllabus. Each tutor must take the initiative on his own to implement the five provisions without guidance of the lesson plan and syllabus, so this has the potential to exacerbate this discrepancy between tutors.

However, the absence of a lesson plan and syllabus does not mean that this intensive program has practically failed, because these two learning documents have been replaced by textbooks that UPB has created in a systematic, structured, complete manner, and contains guidelines for tutors. Based on the data on the written placement test and final test scores that the authors obtained from UPB, it can be seen that there was a significant development in the acquisition of the average score that students managed to achieve. In the placement test, the average score was only 46.57, whereas in the final written test, the average reached 66.48. After completing this intensive English language program, the program participants also managed to gain the ability to understand English references. This can be seen, for example, in the thesis bibliography from Rahmi (2020) of UIN Antasari entitled "*Management of MDMQ Savings Funds (Mudharabah Mutlaqah) at BMT Khairul Ikhwan Martapura*" which includes five English references (see at <https://idr.uin-antasari.ac.id/15211/9/DAFTAR%20PUSTAKA.pdf>). Likewise, Saifullah

(2020) of UIN Antasari also referred to two English references in his last assignment entitled "*The Influence of Price, Location, Store Atmosphere, and Quality of Service on Purchasing Decisions at De Kopi Arwana*" which refers to (see at <https://idr.uin-antasari.ac.id/15111/9/DAFTAR%20PUSTAKA.pdf>).

Furthermore, in terms of honorarium, the consistency of the tutor fee applied by UPB is one of the best practices in learning financing management, in the midst of temporary reductions in salary and honorarium that have occurred in many other tertiary institutions. In general, institutions apply a temporary reduction in salary or honorarium for the reason that the transportation and preparation costs that educators have to spend in online learning are less than direct learning, and are considered an excellent alternative to having to terminate employees to reduce operational costs (Sukwaningsih, 2020).

The management of the Intensive English lesson plan by UPB UIN Antasari is conceptually quite similar to the results of Susilo (2021) at SMP 2 Negeri Parenggean. Susilo stated that teachers at the school had to recreate teaching tools such as syllabus, lesson plans, time allocations, annual programs, semester programs, and educational calendars for online teaching and learning activities. The difference is that at UIN Antasari the learning planning tools are provided directly by UPB, and tutors only need to apply them when teaching.

CONCLUSION

During the Covid-19 pandemic, UPB carried out most of the lesson planning management in an intensive online English language learning program. UPB has carried out effective week preparations according to the academic calendr, and

made annual programs and semester programs in the form of textbooks. In terms of honorarium, UPB is even above the generally accepted standards, due to the consistency of tutor fees even in the midst of the Covid-19 pandemic.

As for the management provisions of lesson plans that have not yet been implemented by UPB, it is the provision of lesson plan and syllabus documents. However, the absence of a lesson plan and syllabus does not necessarily make this intensive program a failure practically, because these two learning documents have been replaced by a systematic, structured, and complete textbooks, and it contains guidelines for tutors also. Based on the evaluation results, it is proven that it was successful in improving students' English skills.

This research only uses qualitative methods to describe and analyze how the implementation of learning planning management has been carried out by UPB UIN Antasari in the intensive English language learning program during the Covid-19 pandemic. Therefore, further researchers can develop this research by, for example, researching the intensive Arabic language learning program, or quantitatively examining the effect of the implementation of learning management on the development of students' foreign language skills. By using these two analytical models, it is possible that the results of the research will be different, contradictory, or may confirm the results of the analysis that the researchers used in this research.

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