

Effective English Learning Through Scientific Approach In The Era Of Digital Technology

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Abstract

Fun learning will bring the teaching and learning situation to be comfortable and harmonious, the interaction between educators and participants can also flow smoothly, especially students who are currently educating people are between the Y and Z generations who were born in the era of digital technology. Designing and creating fun classes for students cannot refer to the perceptions of an educator. The Scientific Approach has been considered as an effective learning model in the era of digital technology like today. The Scientific Approach is a learning that focuses on the use of scientific methods. This can be applied by educators in planning and implementing English language learning programs at every level of education. Because it uses a scientific approach, the methods used in learning English in the form of Observing, Questioning, Associating, Experimenting, Networking.

Keywords: digital technology era, effective, english, learning, scientific approach.

Introduction

Education is one indicator of the progress of human civilization, so it is not surprising if there are international surveys that place education as an important element in assessing and determining the ranking of a country. Education becomes an absolute thing that needs to be considered by a country, because without education, a country will be easily dictated by other countries and it is difficult to keep up with the changing times that are so fast changing. This responsibility is carried out by the government as the main holder of responsibility in advancing education in his country, this is because the government is the executor of state organizations that are given the trust of the community to organize and run the government in the name of the state, then delegated to teachers and lecturers as the spearhead of reforming and developing education from the elementary, secondary, and college levels.

The mandate delivered at the opening in the 1945 Constitution of the Republic of Indonesia known as the state constitution stated that “then that to form

an Indonesian State Government that protects the entire Indonesian nation and the entire Indonesian bloodshed and to promote public welfare, improve the nation's intelligence”¹ interpreted into organic regulations, namely in Article 6 of Law of the Republic of Indonesia Number 14 Year 2005 concerning Teachers and Lecturers who regulate that “the position of teachers and lecturers as professionals aims to implement the national education system and realize the goals of national education, namely the development of potential students to be a human being who is safe and devoted to God Almighty, has a noble character, is healthy, has knowledge, is capable, creative, independent, and becomes a democratic and responsible citizen”. On this basis, it can then be interpreted as a delegation of government responsibility in the field of education to teachers at the elementary and secondary levels, as well as to lecturers at the university level. To realize this mandate, an effective learning model is needed, and adjusts to the demands of the era especially in the digital era as it is today.

English education is a very important lesson nowadays, especially the era that is increasingly global and seems to eliminate inter-state barriers so that it wants it or not, the importance of mastering foreign languages becomes a necessity in every level of education, not only in Indonesia but throughout the country facing the same challenges of globalization. Many view that foreign languages (mainly English, according to the most widely used survey in the whole world) will erode the mother tongue which is at the same time the Indonesian language of unity, namely bahasa. However, the assumption was ignored by Penggabean² who argues that mastery of foreign languages including English does not inhibit even strengthen the mastery of mother tongue, namely bahasa. In order for English learning to be on target and in accordance with its objectives, the learning model must be effective, according to J. Priansa³ that the learning model is the teacher's blueprint in preparing and implementing the learning process. Further according to A. Fachrurrozi and E. Mahyudin⁴ that the method is planning learning that is structured systematically from beginning to end regarding the implementation of language learning in the classroom based on a particular approach. Therefore educators (teachers and lecturers) have the main challenge to plan and implement good educational activities through effective learning models.

The fact is that there are currently many students (both at the middle and college levels) who do not or do not yet master basic English, there are even students who do not know the basics in English even though they have been at the elementary school, junior high school, up to He studied English in each level of the high school, he could imagine 12 years (Class I Elementary School to Class XII High School) he learned English but the basics were not mastered at all. This indicates that there is something wrong in the method of teaching English in schools, even if there is a possibility that in higher education there are methods of learning English that are also wrong. Even though times do not wait for us to improve ourselves, especially in terms of education, it is we who must constantly

update the learning method so that it can be effective, right on target, achieve goals, and adjust to the development and needs of the current era.

Nur Aedi and N. Amaliyah stated that in the current era of globalization and instant, students starting from elementary school and even kindergarten have been required to compete in English subjects.⁵ Because of the importance of English, so that it is used as a compulsory national general basic course, based on this, all universities in Indonesia are required to enter English Language Education in their curriculum at least in semester 1, and English courses must be studied by all students in all majors without exception. If you see the fact that many students have not mastered the basics of English, this raises a big question, what is the teaching system taught by English teachers in elementary schools, high schools, and lecturers in universities. Even though times have changed, the current era is a condition where competition is urgently needed, in the era of digital technology where transactions and communication have eliminated the boundaries of regions and even the state, so whether we want it or not, we are forced to adapt to the current conditions. Based on this, the problem that will be discussed in this paper is how is the effective learning model in the era of digital technology like today? and what factors influence the effectiveness of a learning model in the era of digital technology?

Research Method

The research method is the way in which a study meets scientific standards of science, in a way that reveals a problem and then examines it with the method in question. Ibnu Hadjar explained that research is a systematic process of gathering and logical analysis of information (data) for certain purposes.⁶ Research is basically a search (inquiry), collecting data, conducting measurements, analysis, synthesis, comparing, looking for relationships, interpreting things that are puzzles.⁷ Research in this paper uses a qualitative approach. Qualitative approaches are often called naturalistic research because their research is carried out in natural conditions. This research is based on postpositivism philosophy, namely the interpretive and constructive paradigm which views social reality as something holistic/intact, complex, dynamic, full of meaning and interactive relationship symptoms.⁸ The data used is secondary data obtained through literature studies.

Results and Discussion

Scientific Approach as an Effective Learning Model in the Era of Digital Technology

The main task of the teacher or lecturer is to condition the environment in order to support the occurrence of behavioral changes and the formation of student competencies. For this purpose it is necessary to condition a conducive environment and challenge the curiosity of students, so that the learning process will take place

effectively. The problem now is how to change the mindset of educators to get back to their main tasks by providing learners with ease of learning so that their curiosity arises and the learning process is calm and pleasant. Joy, full of enthusiasm, not anxious, and openness are basic capital for students to grow and develop into humans who are ready to adapt, face various possibilities, and enter the era of globalization which is full of challenges.⁹ These challenges must be overcome by teachers and lecturers so that the learning process will take place effectively, a conducive learning atmosphere and students who feel comfortable in the learning model used by educators (be it teachers in primary or secondary schools, moreover lecturers in college) the material acceptance to students will be easier and more directed, so the goals to be achieved will be realized and the learning model will be right on target.

Designing and creating fun classes for students cannot refer to the perceptions of an educator. The introduction of learner characteristics and learning styles will be a more important reference to be able to design enjoyable learning. A fun learning strategy and approach can be applied by paying attention to and considering the closest environment of the students. The needs and desires of today's students tend to be more pleased with the use of technology because they have become part of the digital generation. Changes in technology have influenced the way to improve their learning. Technology has also provided opportunities for them to form more social networks. They like learning a lot in informal contexts by moving the contents of textbooks on their tablet PCs. Finally this change forces an educator to make adjustments and facilitate students to be able to support their improvement in performance by conditioning their learning in the same era.¹⁰ A number of adjustments are absolutely necessary so that the learning model that has been used so far can be improved comprehensively, especially adjusting to the needs of an increasingly complex and digital era, the role of educators to update technology should be pursued as seriously as possible.

Indeed, it is very sad if students or students are always objects that are blamed when there is a failure in education. They often get negative labels or predicates that are less fun for them such as stupid, lazy, less concerned, as they wish and others. The fact is that there are many students who like to play truant, fight, play in the Mall compared to studying in the classroom. If analyzed, it might be possible to behave like that because they did not get something expected from the teacher or the lecturer. They may be bored with what the teacher or lecturer says because only to pursue the target regardless of their understanding. Even though the indicator of the success of learning is marked by the understanding of students in the teaching and learning process. Because educators are highly demanded to be able to create a pleasant learning climate that can lead to maximum understanding of students.¹¹ Failure in education is a result of many factors, it cannot be justified by just one or two factors, because everything is interrelated, say students, educators, educational facilities, curriculum monitoring and evaluation as well as

learning models until the supervisory role of parents becomes a factor determinant of failure in an education.

Psychologically, pleasant learning will bring teaching and learning situations to be comfortable and harmonious. Besides that, the interaction between educators and participants can also flow smoothly. Conditions like this naturally will foster a high learning spirit of students and motivate them to be actively involved in each teaching and learning process. So that the ease of educators in controlling the class directly will have a positive impact on improving the quality of learning which leads to the achievement of maximum values.¹² Lancaster and Stillman have divided human groups into four generations based on the age of their birth:¹³

- 1) The Baby Boomer is a generation born between 1946-1964;
- 2) Generation X which is the generation born between 1965-1980;
- 3) Generation Y is the generation born between 1981-1999; and
- 4) Generation Z is the generation born between after 2000.

By looking at this generation classification can be used as a reference for educators that the students they are facing are between the Y and Z generations. Each of these generations has different characteristics. But in general the Y and Z generations still have some similarities. When generalized both generation Y and Z in detail have the following properties:¹⁴

- 1) Tech Savvy. Generation Y and Z in their lives have never been separated from computers, mobile phones, gaming systems, MP3 players and the Internet. They are “digital natives” who are familiar with e-mail, texting and computer applications. They are able to track and master technological progress faster than the previous generation;
- 2) Social. Social networking sites and short messages have grown common for Y and Z generations so they sometimes lack attention to personal problems and even spread them to strangers. With cell phones, the impact is that they are very fast communicating so they are more creative. When they work, they will dramatically change their workplace according to their style and expectations;
- 3) Multitasking. Because Generation Y and Z are very comfortable with technology, they are finally born with many talents. They can write, read, watch, talk, and eat at the same time. Talents that outperform adults. Whatever answers they need and who they want to talk to are only just ‘click’;
- 4) Speedy. With a lot of talent, information to them must be done quickly and concisely so that it is quickly understood. Generation Y and Z usually grow fast in excitement. With such characteristics, it makes it harder for educators to teach if they do not switch to forms of teaching that use more sophisticated technology. They must adapt to their lives with technology because people do not want to back down. Therefore,

learning will be meaningful if educators are more familiar and educated with technology.

After learning about the characteristics of the Y and Z generations, Lancaster and Stillman explained in detail about the generation of learning styles, namely:¹⁵

- 1) Learn from Experimentation. They prefer learning while doing rather than just being explained or reading static books. They are able to intuitively use various IT devices and update the internet. They are familiar with up to date electronic gadgets, such as iPods, MP3 players, and cell phones. Students like it because they can touch and play with the tools. They like to explore the internet to learn new students, make new friends, make photo albums, or make blocks and so on. Brands like to learn something by themselves and have the initiative to learn new things;
- 2) Prefer visual learning. Because it is used to technology in their lives, this generation feels comfortable in a media-filled environment, surrounded by various types of digital devices such as computers, LCD projectors, PDAs, iPods, MP4 and iPhones. Living in this multimedia environment, they want to show themselves with interactive computers such as games and movies both at home and at school. TV and computers provide many visual effects;
- 3) Like to work in groups. They like teamwork with their peers by using collaboratively like Google Apps. Generally students prefer learning with a supportive environment for group work. The characteristic of this learning fits Vygotsky's theory, namely the zone of proximal growth theory. They achieve their confidence and support when collaborating with their peers and sharing knowledge. There is no shame when they don't understand something new, instead they are happy to share it in their group. Google has developed many innovative applications to create a good work environment for these learners;
- 4) Have short attention spans and multi-task well. The media and Y generation of Z's environment has made them seem less attentive. If they are told to do the same job for a long time, they may be disappointed or frustrated. They may enjoy their activities more if they get many tasks simultaneously because they can usually move from one task to another quickly. Therefore, teachers or lecturers need not be surprised when they see their students listening to songs, playing the internet, calling someone while working on assignments.
- 5) Edutainment. The word "Edutainment" is a juxtaposition of two words: education and entertainment, which refers to entertainment that is educational or educational fun. Product content gives users specific skills development or strengthening learning in entertainment settings. For the digital generation learning is considered as an interactive activity

and must involve calming activities. Instead, learning is considered interactive and involves fun activities. They want teachers or educators to include fun games and activities in the curriculum.

However, in the context of learning in Indonesia, the use of the internet is still not entrenched. According to Handayani, the current learning method still does not utilize internet technology to the full. In fact, learning using internet technology is considered to provide a plus. For some people, technological sophistication may be a difficult thing. They think so because they are not used to it. Even though in learning it is necessary to have creativity and innovation that are entertaining. This is done so that the message to be delivered through learning is more acceptable to students.¹⁶ The use of the internet must be immediately cultivated in educational institutions, in the era of digital technology such as the current use of the internet is a necessity and necessity for students, educators, and education personnel. The number of jobs that require an internet connection and a source of information from the center to regions that are already digital, educational institutions must adjust to civilizing the use of the internet.

The socialization experienced by individuals began to expand. Individuals begin to interact with their peers. This makes individual social skills increase.¹⁷ Scientific Approach is a learning that focuses on the use of scientific methods. This can be applied by educators in planning and implementing English language learning programs at every level of education. Because it uses a scientific approach, the methods used in learning English are in the form of:

- a. Observing, students are faced with material in the form of watching education related to English, observing the culture of conversation, and observing educators in facilitating the transfer of knowledge to students who become objects.
- b. Questioning, students are accustomed to always ask when there is something unknown both about the structure of sentences in confusing English, the use of vocabularies that are appropriate to the context, even other things that have to do with English subject matter taught by teacher.
- c. Associating (reasoning), students are accustomed to reasoning, can be in the form of analyzing a discourse, the use of conjunctions, to find the right connecting sentence through multiple choice.
- d. Experimenting (trying), students are accustomed to always trying, both trying to make essays in English related to their experiences, activities during the holidays, as well as trying to practice conversations in English. Educational institutions in each level can only apply language days (on certain days of the week), where students and teachers/lecturers (other than teachers/lecturers who teach English) may not use languages other than English.
- e. Networking, this is the most important thing in the scientific approach, forming networks is a learning method for students to be independent

and creating various opportunities related to self-potential, this must be done because in the era of competition such as today requires graduates who independent and can create opportunities for themselves.

Community-based education management is a professional and needs-based education management, because it is based on need so as to provide an opportunity for everyone in the community to enrich science and technology through lifelong learning. Management education based on the needs of the community, then the community decides goals, objectives, financing, curriculum, test standards, teachers and classification, student requirements and so on.¹⁸ Excellent and competitiveness of education management is not a mere slogan of formality, every school must use the essence of “quality and competitive education” in each of its visions even with different editors.¹⁹ Scientific Approach also contained in government regulations. In the context of Curriculum 2013, it is stated in the Regulation of Minister of Culture and Education Number 103 Year 2014, when implemented in the teaching and learning process scientific method is conducted through a number of steps.²⁰

1. Observing

The aspects of a phenomenon are observed by using the senses (listening, watching, smelling, feeling, or tasting) with or without a tool to identify problems.

2. Questioning

Questions related to the problems are formulated. In this step hypotheses or temporary answers are formulated based on the existing knowledge. The activities can be asking questions, asking and answering questions, and discussing what is not understood or additional information to find out as clarification.

3. Experimenting (collecting data or information) using various techniques

In this step some activities can be carried out, for example exploring, trying, conducting experiments, discussing, demonstrating, imitating certain movements, and reading various other resources (in addition to textbooks), and collecting data from resource persons through interviews or questionnaires.

4. Associating (Analyzing)

The data that have been collected are analyzed to draw conclusions by categorizing them, associating or relating phenomena or information to find certain patterns, and finding arguments and concluding the interrelationship between two facts/concepts, and making interpretations.

5. Communicating

In this fifth step, the answers of the questions (conclusions) as the product of analyzing (associating information/data) are presented either in the written or oral form, for example written or oral reports, charts, diagrams, graphs, etc. Up to this step, factual, conceptual, procedural, and/or metacognitive knowledge are already constructed.

6. Creating

Due to the different natures of various subjects, the five steps above can be followed by creating. This step is not explicitly mentioned in the regulation. In this step, products or ideas are created and/or innovated by using the knowledge that has been constructed. What is created constitutes the application of the constructed knowledge and can be either tangible or non tangible.

The five or six steps do not have to be covered in one single meeting. For instance, in the first meeting only observing, questioning, and experimenting are carried out. The second meeting will continue with the steps of associating (analyzing data or information). Finally, creating is done in the third meeting.²¹ Although basically the six stages above (Observing, Questioning, Experimenting, Associating/Analyzing, Communicating, Creating) the substance is the same as what the author explained earlier (Observing, Questioning, Associating, Experimenting, Networking) in practice it can produce different outputs, this is greatly influenced by the competence of the teaching staff, the culture of education in an area, the influence of the background of the students, and facilities owned by educational institutions to support learning English, such as the procurement of language laboratories. The difference between Experimenting and Creating is if Experimenting reads a variety of other resources (other than textbooks) and collects data from sources through interviews or questionnaires, while Creating is a product or idea created and/or innovation using built-in knowledge.

Factors Affecting the Effectiveness of a Learning Model in the Era of Digital Technology

In addition to Law of the Republic of Indonesia Number 14 Year 2005 concerning Teachers and Lecturers which is an organic law as a translation of the mandate of the 1945 Constitution of the Republic of Indonesia, there are laws and other organic regulations which form the basis of responsibility in the field of education, namely Article 40 paragraph (2) of the Law of the Republic of Indonesia Number 20 Year 2003 concerning the National Education System which stipulates that educators and educators are obliged to create a meaningful, pleasant, creative, dynamic and dialogical educational atmosphere. As well as Article 19 paragraph (2) of the Government Regulation of the Republic of Indonesia Number 19 Year 2005 concerning National Education Standards which stipulates that the learning process in educational units is held interactively, inspiring, fun, challenging, motivating students to actively participate, and providing space enough for the initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. These organic laws and regulations are intended so that the education system in Indonesia can be targeted and effective for students to produce graduates who are competitive. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 103

Year 2014 is the implementation of the Law of the Republic of Indonesia Number 14 Year 2005, so there is no difference between the two.

There are three elements of language that play an important role in supporting these four skills, namely pronunciation, vocabulary, and grammar (language structure). To achieve optimal English language skills, a professional language instructor is needed to produce quality students. In addition, mastery of material and practice must be given in a balanced portion. However, to realize the ideal language class is not an easy thing. In addition to having sufficient material understanding, a language teacher should know the level of mastery of the language of each student. If all conditions are generalized, it will be difficult to achieve the expected learning goals. Because basically every student has different characteristics including learning techniques and portion of absorption of subject matter as in the concept of multiple intelligence.²² The three elements in question (pronunciation, vocabulary, and grammar) must be broken down into the Scientific Approach in the form of Observing, Questioning, Associating, Experimenting, Networking.

Along with the times that are already cross-country,²³ of course we all know the benefits and needs of English in this globalization era, especially for the needs of work, higher levels of education and association. The curriculum system should be adjusted according to student competencies proportionally. Obviously by reordering the material that is truly basic and in accordance with the reality in the field, so that the conflict does not occur. Only if we think in that direction, it is impossible to implement it, because the system has stood tall and firm and designed in such a way that the outcome targets are clear. Moreover, this may affect various stakeholders, both politically and economically. Another obstacle is due to the dense load of English language subjects given at school. On the other hand, these subjects must be completed within the duration specified in the curriculum. But in reality, there is not enough time, so that it is finally delegated in the form of a task. others such as teacher competency and discipline, for example teachers do not enter class but only assign assignments to students, teacher competencies that have not reached the expected standards in mastering English-language skills, lack of innovation methods, there are still many teachers delivering material in class using methods conventional, so the way of delivery tends to be monotonous and boring.²⁴ The Scientific Approach is in the form of Observing, Questioning, Associating, Experimenting, Networking must be sought by every educator (teacher and lecturer) in planning and implementing an English learning program that he teaches, this of course requires support from the educational institution in which he serves.

The next inhibiting factor is the moving class can cause delays, even the duration of the meeting becomes a little because it is corrupted by the condition. Even though education is the right of all Indonesian citizens without exception. Formal education should be the main goal of the community able to bring the spirit of education in accordance with the actual national education goals. So not only rolling trends or making English subjects seem high and high-quality, if they are

more difficult, complicated and complex. Responding to the above, of course, must be balanced or through an appropriate and innovative method concept. The analogy is:²⁵

- a. Language is controlled by the mind through feedback from hearing and mouth position. If you want to be fluent in English, it is very important to retrain your tongue simultaneously, consequently automatically hearing and memory can also be trained.
- b. The concept of the right method is how students can simultaneously train memory (organ of memorizing), hearing (organ of hearing), pronunciation (organ of speech) simultaneously. This is intended to be able to achieve the actual goals. There are always debriefing in English skills that are taken home by each student at each hour of their time in the classroom and the indicators of their success can be felt. Not a stack of tasks that will add to the burden of learning and are not inspiring, which in fact does not train anything in mastering their English skills. This means that English language education only runs in the cognitive and psychomotor aspects of students.

Finally, the factors that also influence the effective learning model are the participation of schools in learning English, there are schools that do not support the existence of English learning, this can be seen from the lack of facilities that support the creation of a pleasant English learning atmosphere, and also lack English training is provided for educators who teach English subjects, even though facilities that support English language learning and trainings given to English educators make the material given to students easy to understand so that the process of learning activities to be alive and make the goals to be achieved by English educators easy to achieve. In addition, in the implementation of English in the classroom the teacher still has no desire to use facilities that support the smooth process of teaching and learning activities in the classroom such as examples of the use of laptops, infocus, tape, even though these facilities are used so that students can understand the material being taught, and make learning English in the classroom interesting, fun, and students will feel at home in the classroom, and make students also have a great curiosity.²⁶ If these factors can be addressed properly, effective learning can be achieved, especially in creating graduates who are independent and able to compete in the current era of digital technology. In practice, the lack of innovative methods carried out by teachers so that affect the effectiveness of digital technology learning models in the classroom, whereas currently the use of digital technology is very popular with millennials who have the potential to increase student learning interest.

Conclusion

The Scientific Approach has been considered as an effective learning model in the era of digital technology like today. The Scientific Approach is a learning that focuses on the use of scientific methods. This can be applied by educators in planning and implementing English language learning programs at every level of education. Because it uses a scientific approach, the methods used in learning English in the form of Observing, Questioning, Associating, Experimenting, Networking. The factors that influence the effectiveness of a learning model in the era of digital technology are the density of English language courses given at educational institutions in each level (mainly at the secondary school level), these English subjects must be completed within the duration specified in the curriculum although in reality there is insufficient time, competence and discipline of teachers, lack of innovation methods, moving classes, and educational institutions in each level that are less supportive of the existence of English learning.***

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