THE OVERVIEW OF ENGLISH LANGUAGE LEARNING MANAGEMENT AT SMP NEGERI 3 NUMFOR BARAT PAPUA

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Abstract

English language learning management is a process of planning, organizing, implementing, and evaluating English language learning activities aimed at creating a conducive and effective learning environment. This management involves the management of resources, teaching techniques, interactions between teachers and students, and monitoring students' language proficiency development. Therefore, English language learning management, particularly in remote areas, must be carried out effectively and efficiently to help students master both spoken and written English. This study aims to describe the condition of English language learning management at SMP Negeri 3 Numfor Barat, Biak Numfor Regency, Papua, with a focus on planning, organizing, implementing, and evaluating the learning activities. The research method used is qualitative descriptive with data collection through observation, interviews, and documentation. The research subjects include the headmaster, English teachers, and several students at SMP Negeri 3 Numfor Barat. The data were processed through stages of data collection, data presentation, data reduction, and conclusion drawing. The findings show that the learning management functions implemented at SMP Negeri 3 Numfor Barat had not been carried out effectively and efficiently. These results can serve as a foundation for future research to develop a more contextual English language learning management model for junior high schools that aligns with the conditions and needs of schools in Papua.

Keywords: *Effective and Efficient, English Language Learning Management, Remote Areas*

INTRODUCTION

Generally, English language learning management consists of planning, organizing, implementation, and evaluation, which are carried out periodically to create a safe, comfortable learning environment that supports the achievement of the expected goals. To achieve quality education, especially in English language learning, effective and efficient management is required. According to Fakhrurrazi (2018), effectiveness refers to changes that have a specific impact, meaning, and benefit. In this context, effectiveness is not only measured by how well something is done but also by how well the results meet the desired objectives. The effectiveness of English language learning does not solely rely on the teacher's competence but also on the good management of the entire learning process. This aligns with what Mashuri & Hasanah (2021) stated, that ideal learning is achieved through stages such as preparation, implementation, and evaluation, which are integrated into the teacher's performance. In this context, learning is not only about the concept but also about how the process unfolds and enhances its quality to remain meaningful.

The status of English as an international language plays a vital role in global communication, making English proficiency an essential skill for students at all educational levels, including in Junior High Schools

(SMP). This is emphasized by Sari et al. (2024), who note that the first step toward globalization is learning English. Therefore, the application of optimal learning management is crucial, especially in remote areas, which naturally face unique challenges in implementing education. Vania et al. (2021) pointed out that poor access and the difficulty of meeting basic needs in remote areas are sources of problems in utilizing existing educational facilities. These factors certainly influence the quality of English language learning. This also presents a challenge for education in these areas, particularly in achieving the learning process standards set by the government.

Based on the Decree of the Head of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 008/H/KR/2022, students at the Junior High School level are expected to use English through oral, written, and visual texts to interact and communicate in various situations, both formal and informal. They can read different types of texts such as stories, descriptions, procedures, short messages, advertisements, and authentic texts, which are the main materials for learning English at this stage. Students also use English to discuss and express their desires or feelings. Their understanding of written texts continues to improve, and they begin to infer information that is not explicitly stated. They also write and create visual texts in English with better structure and more varied vocabulary, while understanding the purpose and audience when producing these texts. Meanwhile, Ulfah (2021) specifically explains that in the English curriculum for junior and senior high schools, vocabulary mastery is very important. Each level of education has different vocabulary standards. For beginner students, such as those in elementary and junior high school, they are expected to master between 500 to 1500 words.

In order to achieve proficiency in English at the Junior High School level ast stated above particularly in remote areas like Numfor Island, English language learning should be tailored to local conditions. Teachers must use contextual and culturally relevant materials that connect with students' daily lives and experiences in Papua, which helps make the learning more meaningful. Contextual learning can be understood as a learning approach that provides students with the opportunity to relate the subject matter to real-life situations. This is further emphasized by (Nababan, 2023), that Contextual Teaching and Learning (CTL) model is a teaching strategy that emphasizes fully engaging students in exploring the material they are learning and connecting it to real-life situations, so they are encouraged to apply it in their daily lives. Interactive and student-centered learning approaches should also be prioritized, such as group discussions, role-playing, or project-based learning that engage students actively in the language-learning process. According to Rohmalina Wahab in (Firdausia et al., 2023), interactive learning is a method or technique used by teachers when presenting lessons. In this approach, the teacher plays a key role in creating an interactive and educational environment, involving interactions between the teacher and students, between students themselves, and with learning resources to help achieve learning objectives. By implementing these methods in effective and efficient learning management, English language learning in Papua can be more effective and accessible, despite the logistical challenges in remote areas.

In relation to management systems, Dezhbankhan et al. (2020) highlight that a management system is a collection of elements that work together to set and achieve goals efficiently and effectively. In the context of teaching English in remote areas, it is important to carefully plan lessons, choose teaching strategies that fit students' needs and learning styles, and organize the use of limited resources effectively. Moreover, regular and organized evaluations are essential for teachers to assess students' progress and make improvements when necessary. On the other hand, George R. Terry in (Syahputra & Aslami, 2023) argues that management is a process that involves steps of planning, organizing, directing, and controlling to set and achieve goals by utilizing human resources and other resources. In the context of teaching English in remote areas like Papua, effective management is essential for planning lessons, organizing resources, guiding students, and ensuring that limited resources are used effectively to achieve learning goals.

SMP Negeri 3 Numfor Barat, located on Numfor Island in Biak, Papua, is an example of a school in a remote area that faces challenges in English language learning management. As part of efforts to improve the quality of education in the region, it is important to study how English language learning management is implemented at this school. This research aims to describe the conditions of English language learning management at SMP Negeri 3 Numfor Barat, focusing on planning, organizing, implementation, and evaluation in learning activities. This study is expected to provide a clearer understanding of the challenges faced and offer suggestions for developing an English language learning management model more suited to the conditions and needs of the area.
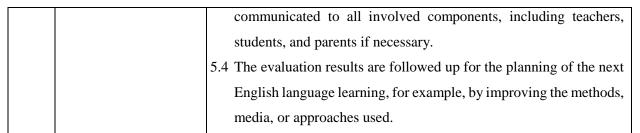
MATERIAL AND METHODS

This research employs qualitative research with a descriptive approach to explore the phenomena related to English language learning management at SMP Negeri 3 Numfor Barat. According to Sugiyono (2023), qualitative research is a process conducted naturally, in accordance with the conditions or situations in the field, aimed at exploring meaning and understanding human experiences. It is further stated that in qualitative research, data collection is carried out in a natural setting, using primary data sources. The data collection techniques mainly involve participant observation, in-depth interviews, and documentation.

The research subjects were selected through purposive sampling, focusing on informants with relevant knowledge, such as the principal, subject teachers, and students at SMP Negeri 3 Numfor Barat. This sample consists of 1 principal, 1 English teacher, and 15 student representatives. The data collected is qualitative, and the researcher serves as the primary instrument, using theory as a tool to understand the situation. An interview guide was used to ensure effective and substantive data collection.

Table 1. Field Interview Guide

No	The Function of Management	Indicators of Management Functions
1	Planning	1.1. The planning of English language learning is carried out by involving all components of the learning activities (teachers,

		students, and other relevant parties).
		1.2. The planning of English language learning uses available internal information, such as the curriculum and students' needs.
		1.3. The planning of English language learning also considers relevant external information, such as developments in English language education trends and government policies.
		1.4. The planning is conducted using a SWOT analysis to design effective learning strategies.
		1.5. A concrete and structured learning plan is available, including learning objectives, methods, media, and assessment.
2	Organizing	2.1 Learning objectives are clearly defined and measurable.
		2.2 The learning structure is well-organized.
		2.3 Adjustments are made according to the needs and skill levels of the students.
3	Implementing	3.1 The implementation of English language learning is carried out according to the plan that was previously prepared.
		3.2 Obstacles and challenges in the implementation of English language learning are identified and managed effectively.
		3.3 There is a strategy or teaching method that is appropriate.
		3.4 All components of English language learning are effectively implemented, such as delivering material, exercises, and assessments.
		3.5 Adjustments to the plan are made in the field when necessary, for example, to align with class dynamics or student development.
4	Controlling	4.1 The implementation team coordinates effectively, including between teachers, students, and administrative staff.
		4.2 The school leadership provides alternative solutions when there are obstacles or challenges in English language learning.
		4.3 There is effective supervision of each learning component, such as monitoring the implementation of lessons and assessing student learning outcomes.
5	Evaluating	5.1 Relevant evaluation instruments are available and align with the objectives of English language learning.
		5.2 The evaluation of learning is carried out effectively and comprehensively.
		5.3 The results of the English language learning evaluation are

| | | communicated to all involved components, including teachers, students, and parents if necessary.
5.4 The evaluation results are followed up for the planning of the next English language learning, for example, by improving the methods, media, or approaches used. |
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The study was conducted at SMP Negeri 3 Numfor Barat for several reasons. First, the school faces unique challenges in managing English language learning due to limited resources and its remote location. The school has 139 students, 8 teachers, and offers general education without specialized programs, focusing on foundational skills, including English language proficiency. Geographically, the school is located in a remote area with limited access to professional development and educational resources. Conducting the research at this school is important as it provides insight into how English learning management can be adapted to such conditions. The findings will offer valuable perspectives not only for SMP Negeri 3 Numfor Barat but also for other schools in similar geographic and resource-constrained settings.

Data analysis in this study follows Miles and Huberman's (2014) framework, which involves three main stages: data reduction, data presentation, and conclusion drawing. In the first stage, data reduction, the researcher simplifies and focuses the data by removing irrelevant information, making it easier to analyze and helping select key data to answer the research questions (Susanto, et. al. 2024). The second stage, data presentation, organizes the data or summaries, allowing the findings to be presented in a way that is easy to understand and analyze. In the final stage, conclusion drawing, the researcher analyzes the presented data to find patterns or trends and makes conclusions based on this analysis, connecting them to the research objectives.

RESULT AND DISCUSSION

Based on interviews, observations, and document analysis, the following data were found regarding the English language learning management at SMP Negeri 3 Numfor Barat. From the interview teachers stated that lesson plans are made at the start of the academic year, but they often need to be changed during the semester. The main problems they face include not paying enough attention to what students need, having students with different levels of skill, and not being flexible enough to change the plan when necessary. Teachers also mentioned that it's hard to keep all students engaged when their abilities are different. They need to be able to adjust their teaching methods and lesson plans to better suit the students' needs and help them learn more effectively throughout the year.

Teachers also pointed out that student absenteeism is a big problem because it interrupts the planned lessons. When students miss class, they fall behind, making it harder to keep up with the lessons. Teachers also shared that the lack of learning resources, especially digital tools like computers or online materials, makes teaching more difficult. Without these tools, it is harder to make lessons interesting and effective. Teachers believe that having better resources would help improve teaching and help students learn better.

They feel that using digital tools could make learning more engaging and help students who miss classes catch up more easily.

Meanwhile, observations showed that teacher still taught through lectures in some ways. In was found that teacher had tried some activities where students could interact, like group discussions or role-playing but it had not been implemented in effective and efficient way. This made the lessons less engaging for the students. Teacher used textbooks, but these books did not always relate to the students' everyday lives. Because of this, students may have found it harder to connect with the material and understand its importance. Teachers realized that using more interactive methods and materials that relate to real-life situations could help students learn better and stay more interested.

Teacher-student and student-student interactions were seen during lessons, but they didn't go very deep. Most of the time, students only practiced simple grammar and vocabulary, like repeating words or sentences. They didn't have many chances to use the language in real-life situations or have more meaningful conversations. Because of this, the interactions felt less engaging and less helpful for improving their language skills. Teachers noticed that to make learning more interesting and useful, students should be encouraged to use the language in more dynamic ways, like discussing real topics or practicing with more practical activities.

On the other side, ii was found from the documents reviewed, like lesson plans and assessments, that the goals were in line with the curriculum. However, the goals were often unclear or didn't include measurable results, especially in speaking and writing skills. This made it hard to see if students were improving in these areas. The evaluations mainly focused on vocabulary and grammar, which didn't show the full picture of how well students could use the language. Teachers noticed that it would be better to have clear goals and assessments that also look at how students speak and write, to better understand their overall language skills.

DISCUSSION

a. Management Functions Applied in the Learning Process

The following is a discussion of the findings related to each of the management functions including planning, organization, implementation, control and evaluation applied in the learning process.

Planning

The planning process mostly happens at the start of the year. While it follows the curriculum, it doesn't focus enough on each student's needs or the local situation. Teachers often make changes to their plans only when problems happen in the classroom, like students missing class or finding the materials too hard. This means teachers are reacting to issues instead of planning ahead. Because of this, the lessons do not always meet the different needs of all students. A better approach would be to plan in more detail and be flexible, so that each student's learning needs are consistently addressed throughout the year.

Organization

The structure of the lessons was usually clear, but there were no clear, measurable goals for learning, especially in practical language skills. The flow between topics sometimes felt rushed, and the lessons focused more on academic parts like grammar and vocabulary, rather than real-life use of the language. There was little focus on interactive activities, where students could speak or practice in context. Additionally, the use of different learning materials and digital tools was very limited. This made the learning environment less engaging and less effective for helping students improve their language skills in real-life situations.

Implementation

The learning process mostly focused on basic language skills, like understanding vocabulary, but did not give students enough chances to actively speak or use English in real-life situations. Methods such as group discussions, role-playing, and project-based learning were not used much or weren't done well because the students' language skills were still low. Teachers spent more time on vocabulary comprehension, which limited students' chances to practice speaking English in realistic contexts. Because there wasn't enough structured speaking practice, students lacked confidence in using the language. More speaking activities and real-life communication would help students feel more confident and improve their skills.

Control

Coordination between teachers, students, and administrative staff was generally good, but there is room for improvement to make learning more effective. School leadership responded to challenges, such as absenteeism, but did not have a long-term plan to improve student engagement or ensure enough learning resources. The focus of school management was mainly on academic issues, like grades, and not enough on interactive learning methods. As a result, students missed opportunities to learn through activities that would engage them more. To improve, the school leadership could develop better strategies to support both teachers and students in a more balanced and long-term way.

Evaluation

The evaluations mostly focused on vocabulary and grammar, but they did not show how well students could use English in real-life situations, especially in speaking and listening. This approach missed the chance to measure how students use the language in daily conversations. To get a better idea of students' language skills, it's important to use a wider variety of assessment methods. For example, project-based assessments and group discussions can help show how students communicate and apply their language skills in different situations. This would give a clearer picture of their true abilities in speaking, listening, and using English in real life.

b. Weaknesses and Challenges in Management Functions

Planning

The main issue with planning is that teachers do not pay enough attention to the diverse needs of students or real-world conditions. Teachers often need to change lesson plans during the course due to challenges such as limited resources, lack of time, and student absenteeism. This reactive approach makes it harder to ensure that all students fully benefit from the lessons. As a result, not all students can engage in the planned activities or learn as effectively as they should. More thoughtful planning that considers student needs and possible challenges would help create better learning experiences for everyone.

Organization

The biggest challenge in organizing the lessons is that there is not enough focus on interactive learning. Students need more opportunities to practice English in real-life situations, but this is limited by the structure of the lessons. Also, there are no clear or measurable goals for speaking and writing, making it difficult to track how well students are improving in these areas. Without specific objectives, it is hard to know whether students are gaining the skills needed to communicate effectively in English. More focus on interactive activities and clearer goals for speaking and writing would help students learn better.

Implementation

One of the main issues with implementation is that most of the teaching is done through passive methods, such as lectures. Students do not have enough chances to practice speaking actively or use English in dynamic ways. This impacts their ability to speak confidently and use the language in real situations. Also, the lack of student-centered activities, like group discussions or language games, means students miss out on practical practice that would help them develop language skills. To improve, more active and engaging methods should be used, so students can gain real communication experience.

Control

A weakness in control is that interventions from school leadership are often reactive rather than proactive. This means that challenges like improving student participation or providing more resources are addressed too late. For example, when students are disengaged or resources are lacking, the response comes after the problem has already affected learning. Also, the focus of feedback is mostly on academic performance, like grades, but less attention is given to helping students engage in interactive or contextual learning. School leadership should focus more on long-term solutions and improving both academic and interactive aspects of learning.

Evaluation

The current evaluation methods focus mainly on grammar and vocabulary, which do not show how well students can use English in real life. These methods miss important areas like speaking, listening, and the ability to communicate in practical situations. Because of this limited focus, it is hard to understand students' full language abilities. To improve, assessments should also include real-world tasks, such as speaking activities or listening exercises, that reflect how students will use English outside the classroom. This would give a better understanding of their overall language skills and practical communication abilities.

CONCLUSION

The results of this study are important for future research because they highlight key issues in English language teaching that need to be addressed, such as the lack of attention to diverse student needs and limited resources. By understanding these challenges, future research can focus on developing better teaching methods, improving lesson planning, and using technology to enhance learning. This study also emphasizes the importance of practical language skills, like speaking and listening, in real-life situations. Additionally, it highlights the need for contextual learning that connects with students' daily lives, especially in remote areas like Papua. In such regions, lessons that are relevant to students' local culture and experiences will make learning more meaningful and engaging. Addressing these issues will help improve language learning for students in future studies.

RECOMMENDATION

Future research could focus on creating more flexible teaching models that use interactive methods like group discussions and language games to improve students' speaking skills. It is also important to design assessments that go beyond grammar and vocabulary to include practical communication skills. Additionally, further studies could look into how technology and digital tools can help improve English language learning. Researchers should also explore strategies to reduce absenteeism and keep students engaged in learning. Another important area for future research is the development of adaptive English language learning management at the junior high school level, integrating a context-based approach with the needs of students and local wisdom in Papua. This approach can make learning more relevant and meaningful, helping students better understand and apply English in their communities.

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