

AN ANALYSIS OF PROCESS LEARNING ENGLISH FOREIGN LANGUAGE AT NONFORMAL EDUCATION

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ABSTRACT

This research aims to analyze the English language learning process at nonformal education namely Kumon Citraland Puri Serang. The objectives of this research are 1) to examine how the strategy used by Kumon citraland on teaching English. 2) to investigate what is the media used by Kumon Citraland Puri Serang to teach English. 3) to analyze the material used by Kumon Citraland Puri Serang on teaching English. 4) to analyze how to evaluate students. This study is descriptive qualitative research that used interviews, observation and documentation to collect data. Based on the research results, it shows that Kumon Citraland Puri Serang has its own learning strategy which is different from other courses, where Kumon Citraland uses a placement test to determine the starting point/basic level that will be taught according to the student's abilities. Kumon Citraland Serang also uses several learning media including audio and CD players, text books, practice sheets, the My Kumon application, and Kumon Konek. The material taught at Kumon is very diverse, starting from the lowest level, namely level 7A, to the highest level, namely level O. Each student will move up a level when they have completed the material at one level, namely 200 practice sheets. As evaluation material, Kumon Citralan Puri also provides several summary questions from each level to find out how far students understand the material that has been taught. These questions consist of listening, writing, reading comprehension and speaking skills.

Keywords: English Learning, Learning Strategy, Learning Media, Learning Materials, Learning Evaluation.

INTRODUCTION

According to Law no. 20 of 2003 Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, the nation and country (Disdikpora, 2014). The main goal of education is to help individuals develop their full potential, both intellectually, emotionally and socially. Education plays a very important role in forming human resources who are ready to face competition. Education has the ability to produce human resources that are high quality, knowledgeable, and advanced to achieve certain goals. Education itself can be done both indoors and outdoors.

English as a foreign language (EFL) education has a crucial role in this era of globalization. English is not only a tool for international communication, but also a key for access to various resources and information at the global level. According to Zaim (2016) Speaking, listening, reading, and writing are the four language abilities that a language learner has to acquire in order to fully understand the concept of language acquisition. These four language skills are important components in language learning, because they complement and support each other in the communication process. A language learner must also be able to master language components, such as grammar and vocabulary, in order to be able to master these skills. In addition to the growing demand for proficiency in the English language,

effective learning evaluation techniques, media, and strategies have also gained significant attention in the field of education.

English is the language most widely used in communicating internationally. English also plays an important role in accessing the wide range of educational, research and cultural resources available globally. By mastering English, students can access the latest information, literature and innovations from around the world, which can enrich their learning experience (Eka Melati, 2023). Therefore, many parents want their children to be able to use this language well. However, English is considered by students to be a very difficult subject and the demands for mastery of English are increasing both in education and work. This makes parents think about their children seeking additional lessons outside of school.

The current problem is regarding parents' concerns about formal/school education, there are still many parents who are not satisfied with their children's learning at school. This is because learning at school requires children to understand the material taught that day, and at the next meeting children have to study different material. This also triggers parents to look for non-formal education institutions to optimize their children's abilities. In the current era, non-formal education plays a very important role in the development of children's abilities. The large number of tutoring institutions is proof of this.

The presence of KUMON as a non-formal education institution seems to be a solution for parents to develop their children's potential in English. Kumon is a non-formal education institution that was founded in 1954 by a professor from Japan named Toru Kumon. KUMON has its own curriculum. This curriculum was developed by its founder, Mr. Toru Kumon. Initially Kumon was only intended for learning mathematics, but now English is also taught and even Indonesian with the same curriculum and learning method, namely independent study. Kumon's goal is to help many children develop their abilities and achieve their targets and dreams. Kumon now provides benefits in 48 different countries and regions around the world.

Kumon has been established in Indonesia since 1993 until now, many students have succeeded in learning Kumon. Kumon Citraland Puri is one of the Kumons that has been established since 2014 and there are also several students who have become completers in several subjects (mathematics and English). Many students later become outstanding students at school and even in the Olympics. Many students are also accepted at leading state universities in Indonesia. This is proven by the KCD (Kumon class Diary) which is published every two months where every student who excels is displayed in the bulletin. With Kumon learning, students can learn material above their grade level so that this makes them more confident in class.

Several researchers have conducted research related to the Kumon method, including: first, research was conducted by Nurfajri and Asmaidi entitled "Application of Kumon Learning Model to Improve Student Learning Outcomes in Economic Mathematics Subject" The purpose of this study is to determine how well the Kumon learning approach raises student grades. Pre- and post-tests were used in this quasi-experimental study, and the findings demonstrate that the Kumon learning paradigm actually aids kids in learning and raising their arithmetic exam scores. (Eka Melati, 2023).

Second, research from the sakrim "People's Story Writing Strategy Using Kumon Learning Model Students of Indonesian Language and Literature Education Study Programs In STKIP PGRI Bangkalan". The methodology for this study is classroom activity. Test techniques are applied in data approaches in research. the test data analysis outcomes by examining the pre-action cycle, cycle I, and cycle II average value of improvement. The process of data analysis involves summing up the results of the indicators that the students provided. During the pre-action activity cycle, there were 8 finished students and 15

incomplete students, yielding an average value of 72.70% and a completeness of 35.36%. During the initial cycle of the intervention, the average score of the students was 78.50, and only 74.63% of the students were complete, comprising 16 complete students and 7 incomplete students. In contrast, 3 students had a proportion of 7.20% in cycle II, while 20 students had completed it, accounting for 94.72% of the total number of students. The study's findings suggest that pupils' exposure to more Madurese folklore (Sakrim, 2020).

Third, a research from Azalia "A Study of Kumon Method in Teaching English At Kumon Learning Center Setiabudi Medan". The aims of this research are: (1) To describe the use of the Kumon Method as an English language teaching method at Kumon Setiabudi 238-H Medan and (2) To determine the effectiveness of the Kumon Method in improving students' Reading Comprehension Skills. This research uses a descriptive qualitative method. The results of this research show that there is a relationship between the placement test score, namely 68.5, in the good category and the post test score, namely 91, in the very good category. Based on the results obtained, it can be concluded that the Kumon Method used makes an effective contribution to improving student learning achievement, especially reading comprehension skills (Azalia, 2017).

Based on the descriptions above, researcher was interested in observing the English learning process at Kumon. The focus of this research is on learning strategies, lesson materials, learning media and learning evaluation materials at Kumon Citraland Puri Serang. Researcher took these topics to find out in depth about how English learning activities at Kumon work. The researcher took the title "An analysis of Kumon practices on teaching English in Kumon Citraland Puri Serang". Researcher hope that the results of this research can provide clear information to parents about teaching English at Kumon. This aims to build parents' trust in Kumon and not hesitate to register their children to study at Kumon.

METHOD

Research methods are a collection of actions taken by researcher to collect data or information and carry out analysis of the collected data. Research methods provide an overview of the research plan, which includes research time, data sources, data collection and analysis methods. By using appropriate research methods, a researcher can carry out research in a systematic and organized manner, and ensure that the data obtained can be trusted and the research results can be scientifically justified. Research methods help ensure the validity and reliability of research results, as well as make it easier for readers or users of research results to understand the process carried out by researcher in arriving at the conclusions obtained.

1. Research design

The research design in this research is descriptive qualitative. Qualitative research is a research method used to understand and explain certain phenomena or contexts from a deeper perspective that focuses on interpretation, description, and understanding the meaning inherent in certain situations or contexts. The aims of qualitative research is to understand and explain the complexity of a phenomenon in depth. Qualitative research is research that aims to understand a phenomenon experienced by research subjects such as behavior, motivational perceptions, actions and so on holistically which is then explained descriptively using words and language (Moleong, 2017). The primary tool in qualitative research is the researcher, and the natural world serves as a direct source of data. This indicates that natural data is needed for qualitative research, the data gathered is subjective, and the researcher is the primary tool used in the study. This research was conducted at Kumon Citraland Puri Serang. The (Bogdan, 1982) aim of this research is to explain the process of

teaching English at Kumon Citraland Puri Serang, which includes teaching strategies, learning materials, learning media, and evaluation of student learning processes.

2. Subject and object of the research

The item, thing, or person to which the data for the study variable is related and which is under investigation is to be defined as the research subject (Arikunto, 2016). In qualitative research, the research subject refers to the individual or group who is the focus of the research. The subjects of this research are also often referred to as participants or research participants. Research subjects in qualitative research have a very important role because they provide the information, experiences and perspectives needed to understand the phenomenon or context being researched.

The subjects research in the research were supervisor, tutors and students of Kumon Citraland Puri Serang. Where the supervisor acts as a provider of information regarding the curriculum, learning strategies, learning materials, learning media and evaluation tests of the Kumon Citraland Serang learning process. Meanwhile, researchers observed tutors and students during learning activities.

In the context of qualitative research, the research object refers to the specific phenomenon or context that is the main focus of the study. The research object in qualitative research is something that wants to be understood, explained, or explored in depth through a qualitative approach. The research object in this study is the English language learning process at Kumon Citraland Puri Serang. Where researchers examine learning strategies, learning materials, learning media and student learning evaluation materials.

3. Data collection methods

Data collection methods are a series of techniques or procedures used to collect information or data needed in a study. There are numerous locations, sources, and methods for gathering data. When viewed from the setting, setting refers to the place or context in which data collection is carried out (Sugiyono, 2018). Multiple settings mean that research can be conducted in a variety of places or situations, not limited to one particular location. Data collection can occur in the field, in the classroom, in the laboratory, in the community, in the workplace, or in any other environment relevant to the research. On the other hand, main and secondary sources provide information on the data source. In addition, while considering data gathering methods and techniques, primary and secondary data sources can be used for data collection. Interviews, observation, questionnaires, documentation, and other methods can then be used to carry out data collection techniques.

In this research, researcher used several data collection methods, including:

1) Interview

An interview is a procedure or event in which the interviewer speaks with the information source or the subject of the interview directly, asking questions about the topic under study. (Yusuf, 2014). So, an interview is a process of interaction between the interviewer and the source of information or the person being interviewed. This process involves direct communication or direct questions aimed at obtaining information about an object being researched.

In this research, researcher conducted interviews with Kumon Citraland Puri Serang English tutors and tutors as a data collection process to obtain the required information in a structured manner and then the information was presented in transcript form as an attachment.

2) Observation

When contrasted with other data collection methods, observation exhibits particular qualities (Sugiyono, 2018). One way to get data is by observation, which differs from other methods in that it has particular qualities. Observation in this context refers to the activity of directly observing an object or event without changing or intervening in its conditions. By using observation techniques, researchers can observe certain behaviors, patterns, or characteristics directly, which can provide deep and contextual insight into the research object.

In this research, researcher observed the English language teaching process at Kumon Citraland Puri Serang, which includes the learning process, materials, media use, and evaluation. Researchers participated and paid attention to the process of teaching English at Kumon Citraland Puri Serang. By making observations, researchers found out how the English learning process was at Kumon Citraland Puri Serang. Researchers made observations on January 15 2024.

3) Documentation

One way to gather data and information for research is through documentation, which includes looking through books, archives, papers, written numbers, and photographs in the form of reports and materials. Finding data and information in the form of various textual or visual materials is done through the process of documentation. Documentation involves collecting data from written or visual sources that can provide important support in research. Through the use of documentation, researchers can collect consistent and structured data to support arguments or findings in research.

In this research, documentation was carried out by taking pictures and videos during learning activities. This was done with the aim of strengthening and proving that the interviews and observations had actually been carried out.

RESULT AND DISCUSSION

1. Learning strategy

A learning strategy is a learning activity that teachers and students must carry out so that learning objectives can be achieved effectively and efficiently (Salim, 2012). The learning strategy is still conceptual in nature and to implement it it is used as a specific learning method (Mulyono, H., & Wekke, 2018). This means that learning strategies must be based on clear learning objectives. Learning objectives describe what students are expected to achieve at the end of learning. The learning strategy chosen must be in accordance with these objectives. Learning strategy is a holistic learning process and aims to motivate students to understand the meaning of the subject matter they are studying by relating the material to the context of their daily lives (Sukatin, Lailatun Nuri, M. Yusril Naddir, Suci Nur Indah Sari, 2022). With a strategy, every plan can be implemented optimally, of course in detail by resolving obstacles or problems that may be encountered (Mesra, 2023).

Kumon has its own learning method. the kumon method is a learning method initiated by Toru Kumon from Japan (Targowski, 2011). The Kumon Method is an individual method with a certain level. The rest are led to work on their own abilities (Hilliyani, 2023). This method is based on the principle that every individual has the potential to learn independently at a level appropriate to his abilities. In the Kumon Method, each student studies individually. This means that they are given learning materials that suit their respective levels of ability and learning speed. Each student is given a learning program tailored to his or her own needs and abilities, regardless of the abilities or level of progress

of his or her classmates. Apart from that, Kumon has a structured and tiered learning structure. Students start at the basic level and then move up gradually to higher levels according to their progress. Each level has skills that must be mastered before students can move on to the next level. Thus, the Kumon program ensures that students build a strong and deep foundation in the subjects studied.

The English learning strategy at Kumon is to teach students based on their basic abilities. At the beginning of entry, students are given a placement test. There are several placement tests, namely the K, PII, PI, M and H tests. Each student will be given a test according to their class level such as: K test (for preschool), PII (for grades 1-3 elementary school), PI test (for grade 4-6), M (for middle school) and H (for high school). However, if they can easily do the placement test results given, they will be given another test where the test is above their class level, and vice versa. The test is used to determine their starting point. In this case, it can be concluded that Kumon has a learning strategy by teaching students the basic abilities of these students.

The first learning method at Kumon is that students learn independently. Kumon has designed practice sheets that students must work on independently because the practice sheets are equipped with material titles, work instructions, and examples of the material being studied. The tutor's role is only to provide an understanding of the elements in the material at that time. At the start of each lesson, students are asked to write down their name, date and start time. After that, students are accustomed to listening to audio which contains words, phrases and sentences. Then students are asked to understand the meaning of words, phrases or sentences, after that students are asked to read aloud the words, phrases and sentences on the student's practice sheet and finally write down the completion time.

Second, listen to the audio text book. On the students' practice sheets there are pictures of the book pages they have to open and the CDs they have to listen to. Students must recite the words, phrases and sentences they have heard on audio and of course what they listen to is in accordance with what is in the text book they are opening so that they will easily understand the material they are studying. Apart from that, listening habits will improve students' pronunciation skills and students will add a lot to their vocabulary.

Third, oral reading checking (ORC), this is one of the tutors' evaluations of students after completing the practice sheets. This is done to determine students' reading abilities, as well as determine students' understanding of the material they have studied by asking questions. Finally, after all the learning is finished, the tutor gives homework that students must do. This is done to train students' study habits.

2. Learning media

Learning media is a tool that promotes better and more precise learning objectives by aiding in the teaching and learning process and helping to clarify the meaning of the message being transmitted. Learning media can be grouped into four groups, namely media produced by print technology, media produced by audio-visual technology, media produced by computer-based technology, and media produced by a combination of printing and computer technology (Sukatin, Lailatun Nuri, M. Yusril Naddir, Suci Nur Indah Sari, 2022). This means that learning media is an important tool in the teaching and learning process. Its function is to help clarify the message conveyed so that learning objectives can be achieved better and more perfectly. Learning media can be divided into four main groups: print media, audio-visual media, computer-based media, and combined print and computer media. By using learning media that suits learning needs and context, it is hoped that it can increase the effectiveness and efficiency of the teaching and learning process.

Learning media is a tool that can help teachers to convey learning material so that children can have interest and interest in the learning material presented (Amelia Putri Wulandari, Annisa Anastasia Salsabila, Karina Cahyani, Tsani Shofiah Nurazizah, 2023). Learning media is a very important tool for teachers in delivering learning material to students. By using various types of media, such as images, audio, video and other interactive technology, teachers can enrich students' learning experiences and make learning material more interesting and easy to understand. By utilizing learning media effectively, teachers can create an interesting and stimulating learning environment for students, thereby helping them to gain a better understanding of the learning material presented.

According to Wiratmojo and Sasonohardjo, the use of learning media at the teaching orientation stage will greatly help the effectiveness of the learning process and delivery of messages and lesson content at that time (Junaidi, 2019). The use of learning media at the teaching orientation stage is very important to increase the effectiveness of the learning process and delivery of messages and lesson content at that stage. Thus, the use of learning media at the teaching orientation stage can help increase the effectiveness of the learning process by clarifying concepts, arousing students' interest and attention, enriching the learning experience, and encouraging a deep understanding of the learning material.

Kumon Citraland Puri Serang uses learning media in accordance with those provided by Kumon Center, namely audio, text books and student practice sheets. The audio is used by students to listen to before they start working on the practice sheets. The second is a text book, this text book contains stories, conversations and vocabulary that students will listen to on audio. The third is the practice sheet, a practice sheet in the form of b5 sized paper which contains exercises that must be done by every Kumon student. Apart from those mentioned above, Kumon also uses an application that can be downloaded on all smartphones, namely My Kumon. Where this application can be used by all students who register at Kumon, the application is also facilitated with audio that can be listened to by all English students. This application really helps students to listen to audio at home if the student doesn't have a CD player. Kumon's newest learning media is Kumon Connect. Kumon Connect is a website-based application that was just released in 2023. The application contains student practice sheets, student graphs, student progress reports and much more. This application really supports distance learning, where students do not need to come to Kumon to take practice sheets. Students simply download and register an account then students can access all the features. Students can do the exercises via tablet and the results of the student's work can be directly entered into the account accessed by the tutor.

3. Learning materials

English is a foreign language in its position in the National Education system. Learning it is not easy and requires a lot of thought and skill. We know that English consists of knowledge (knowledge) and skills (application) components. The knowledge component includes at least grammar, vocabulary, spelling, pronunciation, while skills include listening, speaking, reading and writing (Pendi, 2020). therefore appropriate learning materials are needed.

As the curriculum and strategies, Kumon also has learning materials that have been designed to be as simple as possible, so that it will make it easier for students to understand them. The tutor will provide learning material according to the starting point, all of this material is contained in text books and audio/CD. Where the material includes listening, reading and speaking. There are several stages/levels in the English material at Kumon, namely stage 1 consisting of levels 7A-5A. This stage is the basic stage where students are

trained to: 1) listen and recite words, phrases and short sentences. 2) repeat words, phrases and short sentences and point to the appropriate pictures. 3) compare pictures. At this stage the student practice sheets are equipped with pictures which are quite interesting for the students. Students are asked to listen, say it again and point to the picture that matches what they heard. Apart from that, at the beginning of learning, students are asked to sing a song in the text book, where the song contains the words they will learn. This aims to motivate students to enjoy learning English. The aim of this stage is for students to be able to read and understand words, phrases and simple sentences while looking at pictures and writing.

The second stage consists of levels 4A-2A, at this stage students begin to be trained to write words, phrases and simple sentences. the same as the previous stage, students are asked to listen, say it again and point to the picture that matches what they heard. After that, they were asked to bold the words, phrases and short sentences on the practice sheet. They are also asked to read aloud each word, phrase or sentence they have written. The aim of this stage is to train students to be able to read, write and understand the meaning of English words, phrases and sentences correctly.

The third stage consists of levels A-C, at this stage students are taught to understand simple sentences. At this stage students are taught about several materials, namely introducing one self, describing people, complementing, expressing wants, commands, preferences, suggestions, refusals and possessions. The aim of this stage is for students to be able to master basic English expressions used in everyday life and students to become familiar with basic vocabulary such as personal pronouns and articles which are important for producing sentences.

The fourth stage consists of levels D-F, at this stage students are taught about sentence structures such as positive sentences (subject + verb + object/complement/modifier), negative sentences (subject + verb + not + object/complement/modifier) and interrogative sentences (verb + subject + object/complement/modifier). The aim of this stage is so that students can understand and make simple sentences and students can read and understand short stories consisting of 150-250 words.

The fifth stage, consists of levels G-I. At this stage students study material about nouns, verbs, auxiliary verbs, adjectives and adverbs, tenses, and clauses. Students are trained to think logically, analytically, and self-management. The aim of this stage is for students to be able to understand and create complex sentences and sentences that include infinitives, tenses and grammatical elements. At this stage, students are also expected to be able to read and understand short stories.

The sixth stage, namely the last stage which consists of the J-O level. At this stage students are given stories that are longer than the previous level. At this level there are stories about the wonderful wizard of Oz, the prince and the witch and so on. At this stage students are trained to read and understand stories and essays which include new vocabulary, expressions and grammar elements. The aim of this stage is that students are expected to improve reading comprehension, broad knowledge and initiative

4. Learning evaluation

Evaluation is an important part of the education and teaching system in various forms and teaching times. In planning and designing a learning system, an evaluation design is very important to develop (I Putu Suardipa, 2020). The results obtained from evaluation activities are the quality of something, both regarding value or meaning, while the activity to arrive at giving value or meaning is evaluation (Arifin, 2011).

Kumon is a non-formal education institution that has curriculum, strategies, methods, media and learning evaluation. Where learning evaluation at Kumon Citraland Puri Serang

is carried out after students have completed learning at one level. Kumon has several learning levels, namely from level 7A-O. Each level consists of 200 student practice sheets, students will take a learning completion test (TPP) at the end of each level. The test contains listening, writing, reading and speaking questions. Students will advance to the next level if the student gets a score of at least 80 with the specified time standard, each level has a different processing time standard. If the score obtained is less than 80, students must repeat the learning completion test and carry out a learning review first.

CONCLUSION

Kumon is a non-formal educational institution founded by Mr. Toru Kumon originates from Japan, Kumon was founded in 1954. Currently Kumon has spread to several countries, including Indonesia. Kumon has its own curriculum and learning strategies. Kumon aims to improve students' ability to learn material above their grade level.

The Kumon learning strategy for teaching English involves a systematic and individualized approach tailored to students' basic abilities. Students undergo placement tests based on their grade level, and their performance determines the starting point in the program. The learning process consists of several key elements: independent learning, audio based learning, text book and audio integration, Oral Reading Cheking (ORC), and homework assignment. Kumon's English teaching strategy involves a personalized learning journey, incorporating independent study, audio-based exercises, textbook integration, oral reading assessments, and regular homework assignments to enhance students' language skills and comprehension. Kumon Citraland Puri Serang uses teaching materials, the same as other Kumon Kumons, where the teaching materials have been designed as simply as possible by the Kumon center, making it easier for students to learn them.

Kumon Citraland Puri Serang utilizes a variety of learning media provided by Kumon Center to enhance the English learning experience. These include audio, textbooks, and practice sheets. The audio component is used for listening exercises before students engage with practice sheets, while textbooks contain stories, conversations, and vocabulary corresponding to the audio content. Practice sheets, in the form of B5-sized paper, contain exercises for every Kumon student. In addition to traditional materials, Kumon employs technology to support learning. The My Kumon application, accessible on smartphones, provides audio content for English students, offering flexibility for home use, especially for those without a CD player. The latest addition is Kumon Connect, a web-based application introduced in 2023. This platform includes student practice sheets, graphs, progress reports, and more. Kumon Connect facilitates distance learning, allowing students to access materials without physically attending the center. Students can download the app, register an account, and complete exercises on tablets, with results directly entered into the tutor-accessible account, enhancing the overall learning experience.

At Kumon Citraland Puri Serang, evaluation assessments are conducted when students complete learning at each level, with multiple levels ranging from 7A to O. Each level comprises 200 worksheets, and at the conclusion of each level, students undergo a learning completion test (TPP). This test encompasses questions related to listening, writing, reading, and speaking skills. For progression to the next level, students must achieve a minimum score of 80 on the learning completion test, adhering to the specified time standard. Each level is associated with a distinct processing time standard. In cases where a student's score falls below 80, they are required to retake the learning completion test and undergo a learning review before advancing to the next level. This evaluation process ensures that students have

a solid understanding of the material before progressing in their Kumon English learning journey.

Based on the explanations above, it can be concluded that in learning we need appropriate strategies and media, especially in learning a language. Where language is not only studied theoretically but also used in everyday life. In this case we need a medium that can support.

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