Participatory Learning Management in Improving Students' English Subject Skills

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Abstract

The problems faced in the school management system which is functionally not running optimally, where the supporting factors for activities, especially financing, are the lack of transparency. Moreover, the administration of job is not given based on proportional and professional principles; it is more inclined to the principle of closeness and seniority. In addition, team work is also less solid and less intelligent in responding to various school problems, especially in learning outcomes. Network has not described the relationship between effective and productive work procedures. In particular, the difficulties encountered include: (a) Media and learning facilities that are not on target, (b) Education funding has not been in accordance with the needs, (c) The competence of educators is not evenly distributed, (d) Teacher welfare needs to be improved, (e) The different psychological development of students, (f) The monitoring system has not been maximized. In addition, the teacher's ability to understand the characteristics of students is weak, the use of learning methods is not appropriate, the vision and mission and goals are not fully understood by the teachers, the mentality and awareness of teachers are weak to improve their competence, the results of the guidance of the principal and supervisors are rarely followed up, low community participation. The school management system is still central and closed. The purpose of this study was to obtain an overview of the management of Participatory Learning Management in Improving the Ability of Students in English Subjects at SMAN 89 and SMAN 102 DKI Jakarta Province. The research method used in this study is a descriptive method with a qualitative approach; this method is used to solve the problem under study where this research is intended to explore data and information related to Participatory Learning Management in Improving Students' English Subject Skills at SMAN DKI Jakarta. At the planning stage of learning English in improving English for high school students in Jakarta, it has been stated in the syllabus. The stage of organizing that has been carried out is good, but improvements are still needed in its implementation. In the implementation stage of participatory learning in improving entrepreneurial behavior in high school in Jakarta, English teachers have carried out the learning process with steps of normative learning activities according to the syllabus and lesson plans including very good qualifications. The evaluation activity stage is carried out in the assessment of participatory learning in improving students' English at high school in Jakarta, in the assessment stage the English Skills Education teacher conducts two types of assessments, namely process assessment and student learning outcomes assessment. Learning English at the planning stage still lacks good learning strategies and supportive learning media. To increase student participation in English, it is necessary to have a comprehensive approach to students, interesting learning media.

Keywords: Management, Participatory Learning, Skills Enhancement.

INTRODUCTION

English, which is an international language, indirectly has a strong position in the world of education in Indonesia. This is unavoidable because almost all of science and technology in any field is written in English or other foreign languages so that mastery of English or

other foreign languages will provide a way for the Indonesian people to develop knowledge or spread developing knowledge. in Indonesia.

In addition, the global community in the industrial revolution 4.0 has now become a world community that is no longer isolated and separated by distance and time thanks to rapid developments in the field of information technology. The world community becomes a unified and inseparable world community, resulting in mastery of foreign languages, especially English, which will be the door for the Indonesian people to interact as citizens of the world. This aspect is one of the big considerations why English and other foreign languages need to be taught in schools. These two things also surfaced in one of the rational reasons for the development of the 2013 Curriculum which is referred to as an external challenge. In the Attachment Copy of Permendikbud Number 69 of 2013 it is explained:

External challenges include those related to the current of globalization and various issues related to environmental issues, advances in technology and information, the rise of creative and cultural industries, and the development of education at the international level.

On that basis, it can be understood that the basic competence of English subjects for junior and senior high school is to be grateful for the opportunity to learn English as the language of instruction for international communication which is manifested in the spirit of learning.

In carrying out an educational program, a measurable and directed guide or reference is needed. The government has issued Government Regulation number 19 of 2005 concerning National Education Standards which was later refined by number 32 of 2013 and later replaced by Government regulation number 57 of 2021 concerning National Education Standards. The world community becomes a unified and inseparable world community, resulting in mastery of foreign languages, especially English, which will be the door for the Indonesian people to interact as citizens of the world. This aspect is one of the big considerations why English and other foreign languages need to be taught in schools. These two things are also stated in one of the rational reasons for developing the 2013 Curriculum which is referred to as an external challenge. In the Attachment Copy of Permendikbud Number 69 of 2013 it is explained: External challenges include, among others, related to the flow of globalization and various issues related to environmental problems, advances in technology and information, the rise of creative and cultural industries, and the development of education at the international level. On that basis, it can be understood that the basic competence of English subjects for high school is to be grateful for the opportunity to learn English as the language of instruction for international communication which is manifested in the spirit of learning.

Various policies of English education in Indonesia, some research results are presented as follows: History of English Language Learning in Indonesia The development of English language teaching is evident after Mr. Wachendorf, the first person who served as Head of the Inspectorate of the Center for English Teaching at the Ministry of Education issued the Decree of the Minister of Education and Culture No. 096/1967 on December 12, 1967. The decree stated that English was the first foreign language to be taught in secondary schools in Indonesia. As for the purpose of teaching English, according to Wachendorf, it is to equip students with "working knowledge of English". The teaching of English is based on the Decree of the Minister of Education and Culture, No. 096/1967, which is still valid today. The ultimate goal of teaching English in the curriculum of 1946, 1953, 1962, 1968, 1975, 1984, 1994 for SMP/SLTP, and 1950, 1962, 1968, 1975, 1984, 1994 for SMA/SMU, is in principle the same, namely to equip students with English proficiency with mastery of skills: reading, listening, writing, and speaking. However, in the 1984 and 1994 curricula it is stated that the priorities have changed to: reading, listening, speaking, and writing. The Indonesian

curriculum also notes several changes in English education policy which are reflected in the number of hours of English education at each level of education from Elementary School (ES), Junior High School (JHS) and Senior High School (SHS). Changes in the implementation of the education curriculum from 1947 to 2013 curriculum brought their own views in learning English. Government policies related to English language education at primary, secondary and senior levels based on the curriculum are listed in the following table. English subjects are not written explicitly in the subjects taught but are included in local content subjects. With the introduction of English at the basic level, it provides an opportunity for students to master and get to know English first. Unlike the case with the previous curriculum, the 2013 curriculum eliminates English language learning at the elementary school level.

The same is also found in other foreign language subjects such as German and French. However, this is not in accordance with the very rapid development of technology, which makes borders between countries disappear and the opportunity to communicate with foreigners. The government's policy in the 2013 curriculum reflects this very clearly, instead of wanting to create a future generation that can compete at the international level in the era of globalization, English lessons in high school are eliminated and English lessons at the high school level are reduced. Alfarisy (2020) stated that the government has a slogan to prioritize Indonesian, Preserve Regional Languages and Master Foreign Languages. This shows that mastery of foreign languages is mandatory, However, the policies issued regarding the reduction of English learning hours are considered to have slightly hindered the formation of Indonesian citizens as citizens of the world. Foreign language skills are not enough to become part of the world's citizens because every citizen of a country must have a national identity.

Based onn the results of a preliminary study at SMAN 89 and SMAN 102 Jakarta, some students admit that writing skill is a skill that is quite difficult compared to other skills. Several English teachers interviewed by the researcher also stated that to learn writing, speaking, reading and listening students must have a large vocabulary and understand English grammar. However, speaking skill also requires courage in expressing the sentence that will be discussed. As with reading, it is very necessary to be careful in reading each text. Even listening must also focus on listening to every sentence that is heard. In other words, every learning must be able to create an atmosphere that is innovative, interesting, and fun. In addition, appropriate methods, approaches, models and learning media, can also motivate students to be able to write with fun. Then, the implementation of learning that has been done so far has not been able to optimize students' English skills. Therefore, the author feels interested in conducting research in the form of a dissertation.

Based onBased on the description above, the researcher wants to know how the English teacher at SMAN 89 and SMAN 102 Jakarta manages learning English, especially in the four components of English. Therefore, the researcher in this case has the idea to take the title "Participatory Learning Management in Improving English Subject Skills for High School Students in DKI Jakarta Province (Case Study at SMAN 89 and SMAN 102). Which is indeed the previous result of students graduating with a low category of English and special subjects. For this reason, it needs to be investigated specifically.

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In addition, the global community in the industrial revolution 4.0 has now become a world community that is no longer isolated and separated by distance and time thanks to rapid developments in the field of information technology. The world community becomes a unified and inseparable world community, resulting in mastery of foreign languages, especially English, which will be the door for the Indonesian people to interact as citizens of the world. This aspect is one of the big considerations why English and other foreign languages need to be taught in schools. These two things also surfaced in one of the rational reasons for the development of the 2013 Curriculum which is referred to as an external challenge. In the Attachment Copy of Permendikbud Number 69 of 2013 it is explained:

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primary, secondary and senior levels based on the curriculum are listed in the following table. English subjects are not written explicitly in the subjects taught but are included in local content subjects. With the introduction of English at the basic level, it provides an opportunity for students to master and get to know English first. Unlike the case with the previous curriculum, the 2013 curriculum eliminates English language learning at the elementary school level.

The same is also found in other foreign language subjects such as German and French. However, this is not in accordance with the very rapid development of technology, which makes borders between countries disappear and the opportunity to communicate with foreigners. The government's policy in the 2013 curriculum reflects this very clearly, instead of wanting to create a future generation that can compete at the international level in the era of globalization, English lessons in high school are eliminated and English lessons at the high school level are reduced. Alfarisy (2020) stated that the government has a slogan to prioritize Indonesian, Preserve Regional Languages and Master Foreign Languages. This shows that mastery of foreign languages is mandatory, However, the policies issued regarding the reduction of English learning hours are considered to have slightly hindered the formation of Indonesian citizens as citizens of the world. Foreign language skills are not enough to become part of the world's citizens because every citizen of a country must have a national identity.

English subject is one of the language subjects taught in every formal education unit institution, from elementary school to university level. In Indonesia, English is referred to as English as a Foreign Language (EFL) or better known as a foreign language. In learning English taught in class, educators must be able to master four skills that students can apply, including speaking (speaking), listening (listening), reading (reading), and writing (writing).

Jamn these four skills learning English too, is very dependent on the elements of language depending on grammar, vocabulary structure, and pronunciation. Grammar and structure is a science that teaches about how to arrange words so that they become sentences that should be understandable and can be read and understood to master the whole reading correctly. Vocabulary has the meaning of treasury in a set of English words, while pronunciation is pronunciation in English.

Based onn the results of a preliminary study that the author conducted at SMAN 89 and SMAN 102 Jakarta, some students admitted that writing skill is a skill that is quite difficult compared to other skills. Several English teachers interviewed by the researcher also stated that to learn writing, speaking, reading and listening students must have a large vocabulary and understand English grammar. However, speaking skill also requires courage in expressing the sentence that will be discussed. As with reading, it is very necessary to be careful in reading each text. Even listening must also focus on listening to every sentence that is heard. In other words, every learning must be able to create an atmosphere that is innovative, interesting, and fun. In addition, methods, approaches, The right learning model and media can also motivate students to be able to write with fun. Then, the implementation of learning that has been done so far has not been able to optimize students' English skills. Therefore, the author feels interested in conducting research in the form of a dissertation.

Taking into account the background of the problems stated above, to clarify and sharpen the discussion, several problems can be identified that are closely related to Participatory Learning Management in Improving the Ability of English Subjects for High School Students in DKI Jakarta Province.

Based on the problems at SMA Negeri in DKI Jakarta that participatory learning related to English subjects has been running, but has not shown optimization; this was expressed by

the principal, the author considers it a case study that needs to be explored through a dissertation research.

Based onBased on the description above, the researcher wants to know how SMAN 89 and SMAN 102 Jakarta manage English learning, especially in the four components of English. Therefore, the researcher in this case has the idea to write a dissertation with the title "Participatory Learning Management in Improving English Subject Skills for High School Students in DKI Jakarta Province (Case Study at SMAN 89 and SMAN 102). What is indeed the result of the previous school exams is that students pass the English category which is low in English, which is an international language. For this reason, it needs to be investigated specifically.

LITERATURE REVIEW

The steps of participatory learning include Planning, Organizing, Implementing and Assessing this is in line with the opinion of GR Terry (1997:4) which states: Management is a unique process, which consists of planning, organizing, mobilizing and controlling actions, which carried out to determine and achieve the targets that have been set through the use of human resources and other sources.

This is in line with Mulyasana (2011: 120) that: Quality education is born from a good planning system (good planning system) with a good governance system (good governance system) and delivered by good teachers (good teachers) with educational components that are quality.

Learning activities that involve students are known as participatory learning, which is realized in three stages of learning activities, namely program planning, program implementation, and program evaluation.

While in participatory learning is the most effective learning in participatory learning, this is in line with the opinion of Sudjana (1992: 50) that: The efforts of educators to involve students in learning activities. The participation of students is realized in three stages of learning, namely the program planning stage, the program implementation stage, and the last stage is the program evaluation stage.

In an effort to involve students in learning activities, English is basically a discipline that studies the values, abilities and behavior of a person in facing life's challenges to obtain opportunities with the various risks they face.

According toSrinivasan's opinion in Sudjana (2010: 32) has the theory "Effective learning will occur if learning opportunities are closely related to the interests of students' lives. Learning involves students in an effort to find new things on an ongoing basis carried out by the students themselves.

Participatory learning steps include Planning, Implementation and Assessment, this is in line with Mulyasa's opinion (2006: 193), explaining that learning activities that involve students are known as participatory learning,which is realized in three stages of learning activities, namely program planning, program implementation, and program evaluation.

If this participatory learning is used in English lessons, it will produce graduates who can speak English so that later they can create new jobs in the DKI Jakarta area.

RESEARCH METHODS
Research Approach

The research approach used is qualitative, namely to reveal an intensive and in-depth description of participatory learning management in improving entrepreneurial skills, the ultimate goal of which is to improve the quality of student graduation.

Method of collecting data

The data collection method used is descriptive method. With the aim of this method approach to describe comprehensively and in depth. Moleong (2007:11) emphasizes that in descriptive qualitative research the data collected is in the form of words, pictures, and not numbers. Questions with the question words why, what reasons and how it happened will always be used by researchers. With a case study through direct observation where researchers see directly the symptoms or events that occur and conduct an analysis of events found in the field that are adapted to the research problem.

Data collection technique

While the data collection techniques used are observation techniques (observations), interview techniques, documentation studies, bibliographic studies (library studies) and participation.

1. Observation is one of the techniques used by researchers to obtain information in relation to the context of participatory learning management in improving the English language skills of senior high school students at SMAN 89 and SMAN 109 East Jakarta.

2. Interviews conducted are instructive, namely interviews that focus on a particular problem (focused interview) and free interviews (free interviews) which contain questions that move from one point to another as long as they are related to the problem being studied and explain its aspects. which concerns participatory learning management in improving the English language skills of upper secondary students at SMAN 89 and SMAN 109 East Jakarta.

3. Documentation studies consist of a study of personal writings such as diaries, letters and official documents related to participatory learning management in improving the English language skills of senior high school students at SMAN 89 and SMAN 109 East Jakarta.

4. Bibliographic studiesis a bibliography that includes the contents and description of a book, including title, author, edition, print, city of publication, publisher, year of publication, number of pages, size of book height, and ISBN. In addition, a Bibliography or Bibliography can also be said to be a list containing the titles of books, articles, and other publishing materials, which are related to an essay or an essay that has been worked on and relatedwith participatory learning management in improving the English language skills of senior high school students at SMAN 89 and SMAN 109 East Jakarta.

5. Participation is the participation of everyone in an activity which is an activity within the organization to achieve the goals they want. The definition is "a person's involvement in situations both mentally, thoughts or emotions and feelings that encourage him to contribute in an effort to contribute in an effort to achieve predetermined goals and take responsibility for activities to achieve these goals" (Syamsuddin Adam in Prasetya, 2008:54).

RESEARCH RESULT

Participatory Learning Planning in Improving Students' English Subject Skills at SMA Jakarta

Based on the results of research at SMAN 89 Jakarta and SMAN 102 Jakarta regarding managementparticipatory learning in improving students' English skills in JakartaThe researcher conveys that interpretations related to learning planning are included in English lessons through consultation with stakeholders by integrating curriculum 13, Education Unit Level Curriculum (EULC). This combination is to further improve the quality of English which is expected by students not only to exist at the national level, but also to the international level and to continue to prioritize the capable character of the Indonesian

nation, supported by strong Islamic moral values as the basis. In accordance with its motto, namely to create a generation that has character and achievement, helps to produce cadres who have good English language skills.

Organizing Participatory Learning in Improving Students' English Subject Skills at SMA Jakarta

Interpretation of organizingquality improvementlearning English in high school will interpret or interpret the problem; quality assurance, library, computer laboratory, facilities and infrastructure, learning management, budget, and human resources.

The results of the research in the field found that, institutionally, both SMA did not have a quality assurance institution. Quality control is generally still limited to learning activities that are the responsibility of the principal. The principal controls the quality of learning by asking teachers to make learning tools at the beginning of each semester. High school quality assurance is the process of determining the fulfillment of management quality standards in a consistent and sustainable manner so that stakeholders (students, parents, universities, government, supporting staff, and other interested parties) can obtain satisfaction.

The library is a work unit in the form of a place to store a collection of library materials that are arranged systematically and can be used by the user as a source of information.

Computer labis a place for scientific research, experimentation, measurement or scientific training related to computer science, and has several computers in one network. Activities in the laboratory include practicum; use of equipment, for research, learning practice, discussion, book analysis, making learning aids, and simulations.

Learning facilities are tools that are used directly in the learning processEnglish in high school. While the learning infrastructure is a tool that is not directly used in the learning process. Associated with educational facilities and infrastructure referred to as educational aids, namely an equipment used by teachers to help facilitate teaching and learning activities. Learning governance is the basic rule of learning management set by the high school management. The basic rules of learning management include mechanisms; system setup, content management, and system maintenance.

Costs in education include direct costs (direct costs), direct costs consist of costs incurred for the purposes of implementing teaching and student learning activities in the form of purchasing learning tools, learning facilities. The education budget consists of two sides that are related to each other, namely the budget side for revenues and expenditures in order to achieve educational goals. Human resources are one of the determining factors in the development of high school institutions. Human resource development programs must be the most important element in the development of an educational institution.

Briefly, the interpretation in the organizational aspect if it is associated with Total Quality Management (TQM), First, teamwork includes; common vision and competitiveness of education. Second, continuous system improvement includes; infrastructure, facilities and infrastructure, laboratories, libraries, readiness of funds, and governance. Third, employee empowerment includes; organizational structure, management roles, management principles, and communication.

Implementation of Participatory Learning in Improving Students' English Subject Skills at SMA Jakarta

Strategy implementation is a process to implement strategies and policies that have been formulated in an effort to achieve organizational goals, namely in the form of program development, procedure development, and budgeting costs to realize various strategic steps.

In implementing the strategy, the effectiveness of the leader in carrying out his leadership is highly demanded, because this will have an impact on many things in organizational productivity. To achieve the goals that have been set efficiently, it is necessary to motivate personnel and harmonious cooperation between internal and external members of the school organization, so as to be able to empower each other between personnel.

From the results of the study, in the implementation of high school administration, several characteristics were found as follows:

1. **Policy Management**

    The implementation of activities in the curriculum sector basically refers to: (1) competence, (2) mastery learning, (3) broad and basic based, (4) using a dual system (following the curriculum according to the competence of graduates standardized by the education office). and refers to the competency standards required by the world of work), (5) leads to strengthening the competitiveness and independence of graduates. From this, every high school is given the freedom to actively develop the existing curriculum, in accordance with the ability of the school and the development of community demands for the quality of education, which is then known as the education unit level curriculum.

    The education unit level curriculum applied to the two senior high schools, among others, has the following characteristics (1) has been studied and adjusted jointly between the school, the business world and industry as well as the university, (2) there are several agreements between the school and the industrial world related to the sub-competencies of its graduates, (3) the curriculum is implemented by adding and optimizing lesson hours, especially for laboratory practice material, so as to provide a better experience, (4) to determine the suitability of the curriculum, schools together with industry jointly evaluate it periodically every year.

    Based on the description above, it can be seen that students have several advantages, in addition to the competencies required by the education office through competency standards, and basic competencies, students also have the skills needed technically by the business world. The use of an additional curriculum that has been adapted to this industry, among which there are two main reasons, namely: (1) the acceleration of industrial technology development is usually faster than the information obtained by the school (if it is not directly adopted), so that then the school must always strive to always adapt. to the development of the technology; (2) the development of industrial situation and conditions in each place is not always the same, so sometimes there are industries that are already very advanced or there are also industries that are relatively undeveloped. This is a challenge for schools, to always provide skilled workers, who are truly in line with what the industry expects.

2. **Arrangement of Educators and Education Personnel**

    Educators are the spearhead in the implementation of learning, so that the success or failure of a student in mastering a competency is largely determined by the quality of the educator. Supporting resources in running schools are educational staff, who manage the administration, so that all learning processes run smoothly as expected.

3. **Allocating resources so that the formulated strategy can be implemented**

    a. **School Infrastructure**

    In order for the implementation of the curriculum to run as expected, adequate high school infrastructure is needed. The characteristics of the high school infrastructure that were studied were as follows: (1) having classrooms with adequate quantity and quality according to the number of students in each study group. Some classrooms are equipped with multimedia equipment in the form of computers, projectors and sound systems which are very helpful and facilitate learning; (2) apart

from having laboratories, the two schools also have other facilities such as libraries, places of worship, sports fields.

From the two high schools studied, it appears that there are several strengths of infrastructure that support learning which will then greatly affect the quality of the graduates produced.

b. student

As one of the educational resources, students occupy strategic positions in the whole process of providing education in schools, including senior high schools. All school activities are oriented as much as possible to present something very meaningful to students, so that in the end they have competencies that are in line with the expectations of all parties.

In the two high schools studied, it was found that several characteristics related to students were found, namely: (1) each year the student registrant is always above the number of flapons that will be accepted, (2) the registrant student, sometimes recommended by his own brother or sister, who has previously graduated from the high school; (3) students' learning enthusiasm is very high, this can be observed when participating in the teaching and learning process and afterwards, where students still spend a lot of time in class or in the laboratory, even though study hours are over, and they use it for activities to complete assignments or laboratory practice; (4) discipline on how to dress well during the teaching and learning process, during breaks or when coming home from school; (5) discipline for how to use various equipment, especially in the laboratory, very carefully and regularly, so that it is in accordance with what is required in practice; (6) there is an inculcation of work attitudes and culture as applied in the business and industrial world, including in terms of time discipline, work procedures, dressing, behavior and working methods as well as solving problems around work; (7) there is a relatively strong instillation of religious values in one of the schools studied, and this has a lot of influence on the way they behave, dress and calm in studying or when they get a problem in learning. (6) there is an inculcation of work attitudes and culture as applied in the business and industrial world, including in terms of time discipline, work procedures, dressing, behavior and working methods as well as solving problems around work; (7) there is a relatively strong instillation of religious values in one of the schools studied, and this has a lot of influence on the way they behave, dress and calm in studying or when they get a problem in learning. (6) there is an inculcation of work attitudes and culture as applied in the business and industrial world, including in terms of time discipline, work procedures, dressing, behavior and working methods as well as solving problems around work; (7) there is a relatively strong instillation of religious values in one of the schools studied, and this has a lot of influence on the way they behave, dress and calm in studying or when they get a problem in learning.

c. Graduate of

The good or bad quality of a high school can also be monitored through its competence and presence in the world of work. Because usually industries or companies are reluctant to hire employees from schools whose graduates' competencies are not known with certainty.

Regarding graduates, the two high schools studied had the following characteristics (1) in each year, there were no graduate students who were unemployed or did not apply their learning outcomes to the world of work, (2) student test scores were relatively far higher than the lowest graduate score standardized by the education office.

d. The Value of Quality Culture that is Developed in Participatory Learning at SMA Jakarta

The values of piety are cultivated to students, this is intended as a foundation in terms of faith and piety towards monotheism and the essential, as well as being conditioning and peace of mind, so as to have a balance between the outward and inner, and form a mature personality. In addition, character education is also applied as a basis for behavior.

Of the two schools studied, some of them had the following characteristics: (1) students looked polite, clean and friendly, (2) took the initiative and tried to develop themselves; (3) come, and work on time, according to the correct procedure, (4) be responsible, (5) be sensitive to the work environment, (6) communicate well, (7) consult on tasks that are not yet understood, (8) commitment and enthusiasm to continue to strive to be better, (9) principals are able to understand and guide all school members to realize the vision and mission as well as school goals, as well as synergize all components so that they unite to create schools that are able to produce quality graduates, (10) student competence using competency standards in accordance with those outlined by the education office and also in accordance with the competencies needed in the world of work; (11) there is high public trust and the world of work and other stakeholders in the development of high schools, (12) there is high policy support and commitment from the education office to high schools. To make it easier to connect between the interests of the school, the interests of students, the interests of the company, the principal who is considered to be in control and in accordance with the teacher's choice. (12) there is a high level of policy support and commitment from the education office to senior high schools. To make it easier to connect between the interests of the school, the interests of students, the interests of the company, the principal who is considered to be in control and in accordance with the teacher's choice. (12) there is a high level of policy support and commitment from the education office to senior high schools. To make it easier to connect between the interests of the school, the interests of students, the interests of the company, the principal who is considered to be in control and in accordance with the teacher's choice.

Participatory Learning Assessment in Improving Students' English Subject Skills at SMA Jakarta

To see how far the management functions are carried out in implementing strategic planning, a strategy evaluation is carried out. The involvement of all personnel in various levels of management, must be actively and proactively involved in accordance with their respective main tasks. The involvement of all organizational personnel will determine how far the plans that have been set have been effective. In addition to the involvement of the organization's personnel as a whole, the organizational climate and motivation are important to support the various programs that have been set. In addition, what is equally important is to convince all human resources to be proactive so that they clearly contribute to the school organization.

In an effort to evaluate planning and implementation to realize the goals of the school organization, the two schools have the following characteristics: (1) always reflect on the abilities of students, (2) compare the competence of their students with other high schools when practicing English. , which is then used as feedback to improve student learning and competence in the future, (3) seeks to organize more effective learning by constantly conducting internal evaluations with mid-semester, semester and annual periods; (4)

conducting comparative studies and conformity between school programs and English language programs, especially regarding graduate competency standards, (5) observing the fluctuations in the number of enrolled students, which is a reflection of the quality and views of society as consumers. The visualization is formulated through mental activity in the form of public trust in the quality of the school so that it has an impact on the quality of the graduates produced.

According to Gaffar (1987:158), "Total Quality Control (Total Quality Control or Institutional Wide Quality Control) is a process of developing the overall quality of the institution which involves fostering the quality of input factors, fostering quality in the educational process and fostering the quality of graduate output". This can be applied in ensuring the quality of education carried out in schools. The characteristics of the IWQC are conceptually as follows: (1) Quality first (quality must be prioritized, through short-term and long-term plans); (2) The next process is the customer (the next process is the user); (3) Customer oriented (oriented to user needs); (4) Fact and data (based on facts and data); (5) Functional management (functional and effective management); and (6) Respect humanity (appreciating the human factor).

However, there are still things that are not optimal in the implementation of strategic steps, including: (1) some teachers who teach at both high schools. Their educational background also comes from non-educational, but according to the subjects they teach, it's just that the insight and understanding of teachers regarding the use of learning methodologies and guidance and counseling in learning is very lacking, so sometimes in learning when there are students who feel unable or experience difficulties in learning, then the solution is often carried out by adding additional time and relatively more learning activities for these students compared to other students, without being diagnosed in advance what causes these difficulties, and look for other constructive steps to help students, so it doesn't happen in the next moment; (2) the learning methods used by the teachers tend to be monotonous, which is lecturing for each subject, even though the teachers are different. Only teachers who are good at explaining may not be easy to bore for students, but for teachers whose ability is lacking in explaining to students, sometimes this becomes an obstacle. This sometimes happens, where the teacher actually masters the material to be delivered, but he lacks mastery of delivery systematics and learning methodologies, so that students often experience difficulties in learning; (3) the use of learning methods and media in certain subjects tends to be ignored; (4) the limited number of textbooks owned by the school to be used by students. From a quantity perspective, the existing textbooks in schools are not sufficient for the number of children who need them. In addition, from a quality standpoint, these textbooks were published approximately 10-15 years ago. Where the information presented in the book, has not been updated in accordance with the new information. In addition, the existing textbooks are only limited to certain subjects; (5) most of the parents of students come from families with low economic capacity, so that the family's supporting capacity in the form of providing school financing and providing books and other supporting facilities in learning is relatively lacking; From a quantity perspective, the existing textbooks in schools are not sufficient for the number of children who need them. In addition, from a quality standpoint, these textbooks were published approximately 10-15 years ago. Where the information presented in the book, has not been updated in accordance with the new information. In addition, the existing textbooks are only limited to certain subjects; (5) most of the parents of students come from families with low economic capacity, so that the family's supporting capacity in the form of providing school financing and providing books and other supporting facilities in learning is relatively lacking; From a quantity perspective, the existing textbooks in schools are not sufficient for the number of children who need them.

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Efforts made by the school as an education provider in improving actions, decisions and implementing policies that are less or not in accordance with these expectations, include: (1) conducting teacher discussions in schools as an act of reflection on several learning implementations that are experiencing obstacles, both from the student's point of view as well as from the teacher's point of view; (2) broaden the knowledge of teachers by providing books related to didactic learning methods; (3) requesting the government in the form of assistance for school electronic books in printed form, although it is still limited to certain subjects. Asking alumni and school committees to find solutions, related to media and learning resources that students and teachers can use in lessons,

(4) suspending the imposition of tuition fees for underprivileged students, by finding a way out in the form of finding permanent donors as foster parents for the child, deferring the burden of costs until they work; (5) propose candidates for principals and their representatives who are in accordance with the objectives of the school, always able to synchronize between the interests of the school and the interests of the foundation which then leads to improving the quality of graduates.

Problems faced by Participatory Learning Management in Improving Students' English Subject Skills at SMA Jakarta.

Based on the author's interviews, observations and documentation studies with Principals, Teachers, Students, Committees, and Supervisors that have been carried out by the author on the 2 research target schools, the problems faced in implementing pedagogic and professional competencies to improve the quality of English learning outcomes at SMAN in Jakarta , is a school management that is less proportional and professional. School management is a system, meaning that all school components are related to each other systemically, if one component is not functioning properly it can have an impact on other components that can disrupt the stability of less productive teacher performance. School management components include personnel management, curriculum, student affairs, infrastructure, financing and community relations. School management functions which include planning, organizing, implementing, controlling will be difficult to function properly if the school management pattern is closed, especially at SMA 102 Jakarta. This has an impact on the lack of teacher empowerment which can indirectly kill the creativity of teachers and students to innovate in improving their competencies which have an impact on improving performance and quality of learning outcomes.

School culture is related to the environment and habits of the surrounding community, when viewed from the geographical location of these two high schools, it is very strategic to develop the abilities of teachers and students as well as institutions. The spiritual climate in the school environment is quite good, it is proven that both high schools have mosques that are quite magnificent and many teachers are religious. The financing of education in SMA, especially in SMA Negeri in Jakarta, is borne by the central and regional governments through BOS and BOP funds, while the ability of schools to manage is different. Both of these phenomena can have implications for the performance of various teachers.

Various problems that arise in applying Core Competencies by teachers in improving performance and learning outcomes need to be addressed quickly, precisely and accurately to find solutions.

Solutions to Overcoming Problems faced by Participatory Learning Management in Improving Students' English Subject Skills at SMA Jakarta

Based on the author's interviews, observations and documentation studies with Principals, Teachers, Students, Committees, and Supervisors that have been carried out by the author on the 2 research target schools, based on the findings in the field, the steps taken by the principal in collaboration with the supervisor and the high school committee are appropriate. namely through coaching, training, supervision, guidance and counseling, provision of learning infrastructure, has not been able to provide encouraging results. If interpreted, these steps are as follows: (1) The guidance materials provided are not oriented to the needs of teachers, only ceremonial to fulfill the work obligations of the principal and supervisors who have carried out coaching. (2) The supervision carried out by the supervisor is too general for all subject teachers, not based on the MGMP group because the supervisors at the Ministry of Education and Culture and the Jakarta Education Office, there is no group of supervisors specifically for subjects, this is contrary to the demands for teacher qualification, competence and certification standards. (3) The classroom action research training provided is not followed up with the continuous supervisory function of the principal. (4) School management is less able to make a proportional teacher empowerment system and does not properly function the elements of the management function. (3) The classroom action research training provided is not followed up with the continuous supervisory function of the principal. (4) School management is less able to make a proportional teacher empowerment system and does not properly function the elements of the management function. (3) The classroom action research training provided is not followed up with the continuous supervisory function of the principal. (4) School management is less able to make a proportional teacher empowerment system and does not properly function the elements of the management function.

Coaching carried out through MGMP activities for teachers can improve performance for teachers. Because after the teacher carries out the activities organized by the MGMP management, it is expected that the knowledge, attitudes, and skills of teachers in teaching will increase which is actualized through the teaching and learning process in the classroom to improve the quality of continuous learning which ultimately improves the quality of education.

Subject Teacher Consultation (STC), is a forum or forum for subject teacher activities that was formed on the basis of the need to improve the competence and performance of subject teachers and keep pace with the rapid development of Science and Technology (IPTEK). The activities carried out at the MGMP are efforts to improve teacher professional development called the professional coaching system given to teachers through an emphasis

on professional service assistance based on the needs of teachers in the field in order to improve teacher professionalism.

MGMP is a forum for teacher-teacher collaboration as a place to discuss problems related to professional abilities, namely in terms of planning, implementing, and assessing student learning progress. In MGMP teachers can exchange opinions to improve the teaching and learning process and solve educational problems faced, regarding efforts to improve learning.

CONCLUSION, IMPLICATION AND RECOMMENDATION
Conclusion

In accordance with the research problems and objectives, several conclusions can be drawn that give rise to implications and recommendations in implementing participatory learning management to improve the ability of English subjects as follows:

1. Planning for English learning in improving English for high school students in Jakarta, begins with analyzing Core Competencies/Basic Competencies and syllabus. The syllabus as a guide for learning steps is used as a reference in preparing Lesson Plan by inserting the soul and entrepreneurial behavior as student attitude competencies that must be possessed. The lesson plans for English language skills are compiled at the beginning of the school year through workshops/in-house training with reference to the national curriculum.

2. The organization that has been done is good but improvements are still needed in its implementation, for example in teamwork, continuous improvement of the system which includes infrastructure, budget, and empowerment of teachers and employees so that it will increase English graduates.

3. Implementation of participatory learning in improving entrepreneurial behavior in high school in Jakarta, English teachers have carried out the learning process with normative learning activities steps according to the syllabus and lesson plans including very good qualifications. Each teaching and learning activity begins with preliminary activities, core activities and closing activities through a scientific learning approach. In learning the teacher always applies the habit of behaving in English as part of the core competence even though the time allocation for teaching and learning activities is very limited. English behavior is implemented both in the learning process in the classroom and outside the classroom. Habituation activities that are followed by each student in fostering English language behavior are the flagship program and the hallmark of the school.

4. The activities carried out in the assessment of participatory learning in improving students' English at high school in Jakarta, in the assessment stage of the English Language Skills Education teacher carried out two types of assessments, namely process assessment and student learning outcomes assessment. The assessment of the learning process uses an authentic assessment approach to assess students' readiness, the process of learning outcomes as a whole. Evaluation of the learning process is carried out during the learning process using the following tools: observation sheets, self-assessment sheets and friends and reflections. Evaluation of learning outcomes is carried out at the end of the lesson unit with an oral test and a written test. The final evaluation results are obtained from a combination of process evaluation and evaluation of learning outcomes. The integration of the assessment process and learning outcomes describes the achievement of student learning competencies, both attitudes, knowledge and skills. The results of the authentic assessment are used by the English teacher to plan improvement and enrichment programs.

5. Problems encountered in participatory learning in the subject of English language skills education in improving the entrepreneurial behavior of high school students in Jakarta.
6. The solution to overcome the problem of participatory learning in improving the English behavior of high school students in Jakarta is that the school makes every effort to equip students about entrepreneurship and all elements in schools with noble character, character, and English behavior through exemplary habituation activities that have been implemented. well programmed.

Implication
1. If participatory learning planning is done well, it will produce students who behave in good English, and will create a generation who speaks good English.
2. The organization of learning materials is made in balance between cognitive, affective and psychomotor competencies, so that students can master the material theoretically, have a stock of attitudes, mental and willpower as well as English language skills.
3. The implementation of participatory learning is very effective in increasing talent, interest, motivation and behavior in English if it is in accordance with the learning needs of students, school potential and in collaboration with the business world and industry.
4. Assessment of participatory learning in English subjects will run well if the assessment is carried out authentically so that it can improve behavior, independence and cooperation between students and educators, students and supervisors, as well as the business world and society.
5. Problems in participatory learning in English subjects can be solved if the cultivation of attitudes, mentality, and skills through business practice, is based on theoretical knowledge that is closely related to real conditions in everyday life.
6. The solution in overcoming participatory learning will be realized if all components in the school work professionally based on devotion to Allah SWT accompanied by a sense of sincerity.

Recommendation
1. For Teachers
    The results of this study can be used as a basis for teachers to improve participatory learning management in fostering the English language of students at high school in DKI Jakarta
2. For student
    The results of this study can be used as a basis for students to improve English through participatory learning management in high school in DKI Jakarta

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