

THE EFFECT OF GROUP STUDY ON THE ENGLISH LEARNING ACHIEVEMENT OF STUDENTS IN MIDDLE-SCHOOL 1 BUNOBOGU

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ABSTRACT

The learning process and student learning outcomes have a very close relationship. A good learning process can improve student learning outcomes. Teachers' implementation of the learning process largely determines the improvement of student learning outcomes. Talking about the learning process is the same as talking about learning and teaching methods. When studying, it's crucial to select the appropriate method, as it allows one to utilize all available time effectively and efficiently, thereby facilitating the successful execution of every effort towards the desired goal. This paper focuses on group learning as a learning method, examining its benefits in enhancing English learning outcomes for class VII students at Middle-School 1 Bunobogu. The study draws insights from several relevant literature pieces. discussion, using qualitative descriptive analysis. Therefore, well-planned and implemented group learning can significantly improve learning outcomes and student achievement, making it easier for students to achieve good and satisfying outcomes.

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1. INTRODUCTION

A school is an educational institution that provides formal and planned teaching and learning conditions for students (Prasetyo et al., 2021). Learning is one effort to achieve the goals of education. A school must have a structured program, namely competency standards, basic competencies, and indicators (Helda & Syahrani, 2022). Competency standards, basic competencies, and indicators can determine students' abilities, skills, and attitudes so that they can specifically be used to assess the achievement of learning outcomes and can also be used as a benchmark for the extent of students' mastery of a particular subject or subject, including English subjects.

Every student in the learning process wants to achieve a basic competency (Zehetmeier et al., 2014; Hamilton & Schaefer, 2016). Competency encompasses a

blend of knowledge, skills, values, and attitudes, manifested in thought and action habits (Morales-Sánchez & Cabello-Medina, 2015; Dlouhá et al., 2019). The competencies that students must master need to be stated in such a way that they can be assessed as a form of student learning outcome that refers to direct experience. To achieve these good basic competencies, every student must struggle and compete to achieve them. The teacher's efforts to achieve students' basic competencies through motivation, guidance, and appropriate teaching methods include group learning, which stimulates students' willingness to learn and fosters a social environment where children can provide positive support (Sharan, 2010; Kunter et al., 2013).

Junior high school students often use group study as one of their learning strategies (Gillies, 2004; Wang, 2011; Zuhairi & Umamah, 2016). Today's widely practiced group learning activities involve dividing study groups consisting of several students and carrying out learning activities at the teacher's house or with one of the study group members. Group learning activities will really help students improve the quality of their learning outcomes (Brooks et al., 2014; Healy et al., 2018). By studying, groups of students who do not yet understand the problem can get explanations from their group friends who already understand. On the other hand, students who already understand will understand better because they will express what they already know.

Group learning activities can develop students' abilities, which encompass creativity, motivation to learn, and knowledge-seeking behavior (Schoor & Bannert, 2011; Chu et al., 2021). We are currently developing a group learning strategy that targets subjects included in national exams and deemed challenging for students. English is one of the subjects that the national exam considers difficult.

English is one of the subjects that does not have a place in the hearts of class VII students at SMP Negeri 1 Bunobogu, because the subject of English is considered difficult and less interesting, and in addition, because class VII students never learned English from elementary school. The absence of an English language curriculum at the elementary school level contributes to the poor learning outcomes of class VII students. Please note that the English subject is a program to instill and develop English knowledge, skills, attitudes, and values in students (Karabenick & Noda, 2004; Hornberger & Link, 2012; Widodo, 2016).

The ability to speak English is very useful for every student in this era of globalization (Kramsch, 2014). Universities teach English, so there's no excuse not to understand it; hence, studying English subjects requires sufficient mastery and understanding. This is based on the 2004 basic education curriculum. English language teaching for class VII junior high school students involves being able to read letters, complete conversations, develop speaking skills, write letters, and have the ability to listen.

To fulfill the function and objectives of teaching English to class VII students at SMP Negeri 1 Bunobogu, it is crucial to implement effective student learning strategies that nurture innovative ideas in each student. The broad scope of teaching English will require students to possess a wealth of knowledge and adopt creative attitudes in their learning process. For effective and efficient learning. English learning strategies must

be able to arouse enthusiasm for learning, foster creativity, instill self-confidence and a sense of responsibility in students towards the lessons they are studying. The group learning system is one of the frequently implemented learning system innovations. Until now, the group study program for learning English for class VII students at SMP Negeri 1 Bunobogu has not been handled seriously, even though group study in other classes with different subjects has proven to be very effective and efficient in improving voluntary learning outcomes, and monitoring and evaluation have not been carried out. The focus has been on the development of the group's learning process.

In light of this reality, it is necessary to take the initiative to implement a group learning program for class VII students of SMP Negeri 1 Bunobogu, especially in learning English. Once the group study proceeds as planned, the benefits and its impact on English learning outcomes become evident. Group study requires guidance from the teacher concerned. Currently, group learning primarily allows students to study with their peers without proper supervision, which hinders the optimization of learning outcomes and does not yield significant changes. To overcome the problem of low English learning outcomes for class VII students at SMP Negeri 1 Bunobogu, group learning is a good alternative, namely by creating a form of group work that is expected to be able to carry out various scientific activities in accordance with its function to achieve the goals of each member. The various difficulties in learning English, which have been an obstacle for almost all students, from class VII to class IX, should become valuable lessons to spark new ideas in group learning programs. The forms of group work are: (a) short-term group work. For this group learning category, the time period for working in the group is only at that time. (b) long-term group work. In this category of group learning, the duration of group work is flexible, ranging from a few hours to several days, depending on the tasks and problems at hand. (c) mixed-group work. Students in this group learning category have the opportunity to work according to their respective abilities, allowing the smart group to finish first and avoid waiting for the other groups.

2. METHOD

This research is classroom action research, namely a study of learning practices in the classroom to improve and increase the quality of the learning process and learning outcomes by taking certain actions (Mertler, 2009; McNiff, 2013). The type of research used is participant classroom action research, where the researcher is directly involved in the research from the beginning until the results of the research are in the form of a report. In this study, the researchers assume the roles of both researchers and teachers. In this research, we will use a group learning strategy design to determine its effect on the English learning outcomes of class VII students at SMP Negeri 1 Bunobogu. This study employs an action research design.

In other words, we expect the application of action research in the classroom to foster self-awareness among teachers, enabling them to reflect and self-criticize learning activities. The process of action research is cyclical, commencing with the planning

stage, followed by action implementation, monitoring, and reflection, and potentially ending with re-planning. In its implementation, action research begins with collecting and compiling data, which includes analysis and interpretation of the meaning of the data. Action research is a small-scale intervention in real-world actions and a careful examination of the effect of the intervention. This action research is grounded in both situational and field reality styles. This research design goes through several planning stages, which include: (1) initial reflection; (2) operational problem formulation; (3) hypothesis action formulation; and (4) determination and formulation of an action plan.

In this research design, teachers and class VII students implemented a cooperative learning model for English. The teacher first evaluates the class VII students' current English learning system in relation to learning outcomes before initiating group learning activities. From this evaluation, students' abilities in individual learning methods will be known. We carry out a group study design to determine students' progress in learning English. We design this learning process in groups, combining both smart and less smart students. We conduct group learning twice a week. The teacher acts as a guide or director in determining discussion topics in group learning. Students must resolve their difficulties in one group. The class teacher who teaches English lessons will consult with the group if they are unable to resolve a learning issue. We carried out the following research steps to determine the effect of group learning on English learning outcomes for class VII students. a. Research observations. This stage is a field orientation stage with the aim of recognizing all elements of the physical and natural environment. Observation serves as the foundation for all knowledge, and in the field, the researcher actively engages with the subject. This selective process aims to ascertain the condition of the research object, enabling the researcher to conduct research that aligns with the existing reality.

SMP Negeri 1 We used Bunobogu as the research background, taking into account the abundance of data sources available in the area under study. Researchers carried out the initial data collection by conducting direct observations to focus on the research problem. Researchers aim to gather data that is both valid and realistic, taking into account the conditions of the research object. By making direct observations, researchers will obtain reliable field notes. Field notes are the heart of qualitative research, which positions humans as the main instrument in data collection.

Researchers prioritize their presence in the field to collect data in real-world situations. In qualitative research, observation is very important because (1) it's based on direct observation; (2) it can record behavior and events that happen in real life; (3) it can record situations related to proportional knowledge or direct knowledge obtained from data; (4) it keeps the researcher from being biased during interviews; (5) it helped the researcher understand complicated situations; and (6) it looked at how well seventh-grade students could learn English before group learning activities were put in place. Conducting interviews with teachers and students about difficulties in learning English and the results of learning achieved by individual learning methods. Next, carry out an initial test to determine students' overall ability to master English before implementing group learning. f. Plan group. Organize weekly group learning activities for class VII

students, utilizing a group division system. Learning activities have been running for four months. We conducted an evaluation by administering an English test to assess the students' progress in learning English through group learning strategies.

Collect data on the results of tests I and II. Direct interviews with teachers and students also served as a means of data collection. Following data collection, we identified the data, described the identification results, and qualitatively explained the research findings in line with the research focus.

3. RESULTS AND DISCUSSION

Results

Planning is a preliminary study in this research, so the first step is an interview with the class VII teacher at SMP Negeri 1 Bunobogu to conduct research by providing group learning strategies that class VII students will implement under the class teacher's guidance. The plan is to compile test questions to determine the basic abilities of class VII students in learning English using an individual learning system.

The next plan is to design a group study strategy by dividing class VII students into four study groups, each consisting of seven students. The next step involves designing the test II questions to assess the progress of group learning outcomes and their impact on the English learning outcomes of class VII students. The resultThe presentation of data and research findings describes the results of a study on class VII students at SMP Negeri 1 Bunobogu, focusing on group learning strategies for English learning outcomes. entation is in the form of tables obtained from observation, interviews, test administration, and documentation.

The development of the results of this research leads to the activities of class VII students in learning English. Class VII students implement group learning activities twice a week under the guidance of their class teacher. Group learning activities will provide an overview of the development of class VII students' learning outcomes in learning English.

We will assess changes in students because of group learning activities based on learning motivation and the quality of learning outcomes. The role of teachers and parents can be to support group learning activities to improve English learning outcomes for class VII students. Improving the quality of students in group learning and motivation to learn English will bring significant changes to the English learning outcomes of class VII students.

The data from this research will reveal several aspects of group learning activities and their impact on the English learning outcomes of class VII students. English teaching and learning activities in class VII in the 2018–2019 academic year experienced various obstacles related to low English scores. Due to learning difficulties and a lack of interest in English lessons, students' motivation to learn decreases.

The results of English learning continue to fall short of the desired target. Several junior high schools experience the same problem with different categories of learning difficulty levels.

Based on the low quality of learning outcomes, researchers tried to provide learning methods for students using a group learning system. Class VII students carry out group learning activities in English, twice a week, under the guidance of the class teacher. Generally, we can describe the English teaching and learning activities in class VII as follows:

Each meeting revealed that some class VII students struggled with English and tended to be less enthusiastic. b. Some students show high enthusiasm for taking English lessons. The student learning system is still individual; that is, students tend to be passive, overcome their own difficulties without active discussion, and do not provide information to each other. The teacher stated that internal factors caused the learning difficulties of class VII students, while external factors stemmed from the school and family environments. less attention. Group learning activities and group assignments in teaching English show students' progress in overcoming learning difficulties and show progress towards the learning outcomes of class VII students.

Based on the individual learning system used by class VII students, their learning difficulties, and the lack of established group learning methods, the researcher attempted to provide alternative group learning methods to enhance the English learning outcomes of class VII students at SMP Negeri 1 Bunobogu. Learning I: The researcher treats the learning system individually, conducting evaluations through test I to determine the quality of the learning outcomes of class VII students in the English subject. Learning II: Treatment of the group learning system by conducting evaluations through test II to determine the quality of the learning outcomes of class VII students in the subject of English.

Based on the research results and presentation of data regarding group learning strategies implemented by class VII students, there are several research findings that lead to the creativity and learning motivation of class VII students. These findings reveal alterations in students' attitudes both before and after engaging in group learning activities. Students who experience changes in attitude tend to be more confident, responsible, creative, and have increased learning motivation. Before implementing group learning activities, most students are less creative and passive in their English learning and tend to have low learning motivation. Following the implementation of group learning, students exhibit increased creativity and motivation to learn.

Another research finding indicates an increase in English learning outcomes following the implementation of group learning activities. Several tables present the data and research findings.

Discussion

Based on the research results described in the data presentation and research findings, discussions can be carried out related to group learning activities for improving the English learning outcomes of class VII students at SMP Negeri 1 Bunobogu. The following are the results of the discussion based on four problems that have been formulated based on the results of research on class VII students of SMP Negeri 1 Bunobogu.

1. Implementation of Group Learning Strategies

The group learning applied to class VII students in learning English uses a student number distribution system, namely 25 students divided into four groups (see table 1). This group division is based on the achievement of two different categories of students, namely, students who are smart and students who are less smart.

This mixing is intended so that students who are less intelligent can learn from students who are intelligent, and vice versa, students who are intelligent can help students or friends who are less intelligent. The topic of discussion in each group study is adjusted to the material that will be taught in class. The class teacher is tasked with providing supervision and direction for group learning by emphasizing the subjects that are considered most difficult by class VII students in learning English.

Group I is chaired by Anita, who is tasked with coordinating friends in her group to carry out group study assignments, which are carried out every Tuesday. Group II is chaired by Winarni Bontoala, who oversees coordinating the friends in her group to carry out group learning activities, which are also held every Tuesday. Group III is chaired by Nur Sakina, who oversees coordinating the friends in her group to carry out group learning activities, which are held every Wednesday. Group IV is chaired by Tahfidzul Ilmi, who is tasked with coordinating friends in his group to carry out group learning activities, which are held every Thursday.

This group learning activity lasted for five (5) months, and then an evaluation was carried out by carrying out test II at the end of the first month to measure the progress of class VII students' English learning outcomes through group learning (see table 3). Student progress can be detected in detail by carrying out daily tests to determine the effect of group learning on the English learning outcomes of class VII students. The test is given by prioritizing the same type and weight of questions between test questions I and II, which cover the entire subject matter in English lessons.

2. Group Study and English Learning Results

Group learning applied to class VII students in English lessons has an influence on English learning outcomes. After carrying out test I, which is the result of individual learning, it shows a tendency for English language scores to be below standard, namely still low (see table 2). After implementing group learning by conducting evaluations through daily tests and tests II, it showed very positive results on the progress of English learning outcomes for class VII students (see table 3). This increase in learning outcomes shows that there is quite a significant influence between the group learning system implemented and the English learning results of class VII students. The influence of group learning on improving learning outcomes in almost all tests was measured based on tests I and II (see table 4). The results of tests I and II show that this was experienced by all students, although the increase in learning outcomes was still relatively small. The average increase in learning outcomes increased by 5 points, while the number of students who did not experience an increase or remained the same was 8

children. With the implementation provisions increasing overall student learning outcomes, this shows that group learning can improve the English learning outcomes of class VII students (see table 4). The learning results that have been evaluated through the implementation of Test II can prove that the implementation of group learning for 1 month or 8 meetings has had an impact on improving English learning outcomes for class VII students.

Smart students play a big role in helping less clever students in group study discussions. The results of this research prove that group learning can improve English learning outcomes.

3. Contribution of Group Learning to English Learning Outcomes

Group learning contributes to changes in student behavior in learning and English learning outcomes for class VII students. The contribution of group learning to bringing about changes in behavior and learning outcomes for class VII students is felt in the learning and teaching process. The contribution of group learning to English learning outcomes is marked.

Class VII students are more creative in thinking; that is, they are starting to be able to develop the results of the teaching given by the teacher by having discussions with their classmates and being able to provide opinions, thoughts, and suggestions to fellow students about the learning difficulties they face, so that group learning can make a positive contribution towards increasing English learning outcomes. . Class VII students are more responsible for the implementation of the teaching and learning process.

This responsible attitude is not limited to certain subjects but is taught in almost all subjects. c. Class VII students are starting to show a confident attitude, although not all students experience this change in attitude. This self-confidence is shown by having the courage to answer questions and do questions in front of the class, even though the answers are not necessarily correct. Apart from that, relationships with teachers and fellow friends tend to be more active and not shy.

Class VII students show the development of motivation to learn, especially in English subjects. So far, class VII students' learning motivation is still low because it is done individually. After group learning is implemented, students are more motivated and enthusiastic about learning through group division. One of the reasons why students experience changes in learning motivation is that group learning is more fun, and they can discuss solutions with their friends. The contribution of group learning, apart from bringing changes in class VII attitudes, also leads to changes in student learning outcomes, namely an increase in English learning outcomes, which is the target. The contribution of group learning to student learning outcomes can be described as follows:

- a. Class VII students experienced an increase in their ability to work on questions in indoor directions.
- b. Class VII students experienced an increase in English learning outcomes, and this had an impact on improving other subject outcomes because group learning began to also be applied to other subject learning systems.

c. Class VII students show the development of a mental attitude to be more courageous in asking questions about the learning difficulties they face and working on questions that are considered difficult and require more detailed explanation by the teacher concerned.

Based on these abilities, class VII students have developed their abilities by relying on their courage to ask questions in public about difficulties in working on questions.

Group learning provides diverse input from different points of view between group members, so that students are taught to be able to discuss with each other by expressing their opinions. Through discussions about working on questions and solving the English problems they face; students are taught to deliberate. It is proven that by studying in groups, class VII students can improve their learning outcomes.

Table 1. Division of English Study Groups for Class VII Students

No	Student's Name	English Study Group				
		1	2	3	4	5
1	Anita	v				
2	Astiti Y Batalipu			v		
3	Elsa Sapitri Batalipu		v			
4	Febrianti R Hanapi			v		
5	Fiki Lamading	v				
6	Winarni Bontoala					v
7	Fitriana Y Amali		v			
8	Gusti Irawan			v		
9	Iprianti		v			
10	Mey				v	
11	Melisa	v				
12	Moh Fadli				v	
13	Novita Aulia					v
14	Nur sakina				v	
15	Olandra		v			
16	Priska					v
17	Radit Putra				v	
18	Ratni S. Hili			v		
19	Riska					v
20	Safar	v				
21	Sakinah					v
22	Sarah		v			
23	Seni				v	
24	Sitti			v		
25	Tahfidzul Ilmi	v				

Information:

1. Rose study group
2. Jasmine's study group
3. Orchid study group
4. Cherry Blossom Study Group
5. Tulip Study Group

Table 2. Treatment I English Learning Results for Class VII Students Before Group Learning Activities

No.	Student's Name	Student Learning Outcomes	Criterion Value
1	Anita	35	Not enough
2	Astiti Y Batalipu	50	Not enough
3	Elsa Sapitri Batalipu	45	Not enough
4	Febrianti R. Hanapi	55	Enough
5	Fiki Lamading	55	Enough
6	Winarni Bontoala	60	Enough
7	Fitriana Y Amali	60	Enough
8	Gusti Irawan	70	Good
9	Iprianti	65	Enough
10	Mey	45	Not enough
11	Melisa	55	Enough
12	Moh. Fadli	65	Enough
13	Novita Aulia	75	Good
14	Nur Sakina	55	Enough
15	Olandra	75	Good
16	Priska	50	Not enough
17	Radit Putra	35	Not enough
18	Ratni S. Hili	50	Not enough
19	Riska	45	Not enough
20	Safar	55	Enough
21	Sakinah	55	Enough
22	Sarah	60	Enough
23	Seni	60	Enough
24	Siti	70	Good
25	Tahfidzul Ilmi	55	Enough

Information:

- a. Score below 35: Very poor
- b. Scores 35 – 59: Poor
- c. Score 60 – 69: Fair
- d. Score 70 – 79: Good
- e. Score 80 – 89: Very Good
- f. Score 90 and above: Special

Table 3. Treatment II English Learning Results for Class VII Students After Carrying Out Group Learning Activities

No.	Student's Name	Student Learning Outcomes	Criterion Value
1	Anita	35	Not enough
2	Astiti Y Batalipu	55	Not enough
3	Elsa Sapitri Batalipu	55	Not enough
4	Febrianti R. Hanapi	65	Enough
5	Fiki Lamading	60	Enough
6	Winarni Bontoala	60	Enough
7	Fitriana Y Amali	65	Enough

8	Gusti Irawan	75	Good
9	Iprianti	65	Enough
10	Mey	55	Not enough
11	Melisa	55	Not enough
12	Moh. Fadli	70	Good
13	Novita Aulia	75	Good
14	Nur sakina	60	Enough
15	Olandra	80	Good
16	Priska	55	Not enough
17	Radit Putra	35	Not enough
18	Ratni. S. Hili	55	Not enough
19	Riska	55	Not enough
20	Safar	65	Enough
21	Sakinah	60	Enough
22	Sarah	60	Enough
23	Seni	65	Enough
24	Sitti	75	Good
25	Tahfidzul Ilmi	60	Enough

Information:

- Score below 35: Very poor
- Scores 35 – 59: Poor
- Score 60 – 69: Fair
- Score 70 – 79: Good
- Score 80 – 89: Very Good
- Score 90 and above: Special

Table 4. Class VII Students' English Learning Results

Based on Tests I and II

No.	Student's Name	English Test Results		Criterion III
1	Anita	I = 35	II = 35	Still
2	Astiti Y. Batalipu	I = 50	II = 55	Go on
3	Elsa Sapitri Batalipu	I = 45	II = 55	Go on
4	Febrianti R. Hanapi	I = 5	II = 65	Go on
5	Fiki Lamading	I = 55	II = 60	Go on
6	Winarni Bontoala	I = 60	II = 60	Still
7	Fitriana Y Amali	I = 60	II = 65	Go on
8	Gusti Irawan	I = 70	II = 75	Go on
9	Iprianti	I = 65	II = 65	Still
10	Mey	I = 45	II = 55	Go on
11	Melisa	I = 55	II = 65	Go on
12	Moh. Fadli	I = 65	II = 70	Go on
13	Novita Aulia	I = 75	II = 75	Still
14	Nur sakina	I = 55	II = 60	Go on
15	Olandra	I = 75	II = 80	Go on
16	Priska	I = 50	II = 55	Go on
17	Radit Putra	I = 35	II = 35	Still
18	Ratni S, Hili	I = 50	II = 55	Go on
19	Riska	I = 45	II = 55	Go on
20	Safar	I = 55	II = 65	Go on
21	Sakinah	I = 55	II = 60	Go on

No.	Student's Name	English Test Results		Criterion III
22	Sarah	I = 60	II = 60	Still
23	Seni	I = 60	II = 65	Go on
24	Sitti	I = 70	II = 75	Go on
25	Tahfidzul Ilmi	I = 55	II = 60	Go on

Information:

I: Results of Test I before group study is carried out.

II: Test II results after group study (evaluation).

We hope that the research findings will enable teachers to investigate and comprehend the learning challenges faced by class VII students, particularly in English, and then address these issues through group learning, with a focus on the primary issues students face. In addition, we recommend that all stakeholders, including teachers, schools, parents, students, and the community, collaborate to initiate group learning activities with the aim of enhancing children's learning outcomes. We hope to implement this group learning system across all classes and subjects.

4. CONCLUSION

We can draw the following conclusions based on the results and discussion of group learning strategies for improving the English learning outcomes of class VII students at SMP Negeri 1 Bunobogu. Group learning strategy: Dividing class VII students into four groups, each consisting of 6–7 students, and combining the abilities of intelligent and less intelligent students in one study group will help improve student learning outcomes. Group learning strategies for learning English are more effective and efficient compared to individual learning systems. Group learning can improve English learning outcomes for class VII students at SMP Negeri 1 Bunobogu. Class VII students will achieve better English learning outcomes the more continuously they engage in group learning. Group learning makes a positive contribution to changes in behavior and English learning outcomes for class VII students. Changes in behavior caused by group learning activities, namely: students are more creative, pupils are more responsible, pupils are more confident, and motivation to learn increases.

Meanwhile, the contribution of group learning to English learning outcomes is shown through: students' ability to improve in working on questions about This is My Family; improved English learning outcomes; changes in attitude and mentality by being brave enough to ask about learning difficulties; and students being brave enough to express their ideas in teaching.

This research suggests that teachers, particularly those teaching English, should implement group learning strategies and tutoring for class VII students to enhance their English learning outcomes. We recommend integrating the group learning system into other lessons to enhance students' learning outcomes.

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