ISLAM-BASED LISTENING CLASS ORGANIZATIONAL LEARNING: POST PANDEMI COVID 19

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Abstract: *This study aims to find out how the implementation of organizational learning in the post-covid-19 pandemic listening class at SMPN8 Kaur. This study uses a qualitative description method with an observation, interview, and documentation design. The researcher decided to conduct an interview with the eighth grade English teacher with two English teachers. From the results of the study, it was found that the English teacher at SMPN 8 Kaur had not implementation organizational learning in the listening class because the teacher in English at SMPN 8 Kaur had their own method of teaching. So, it can be concluded that the implementation of organizational learning in the listening class has not been applied by the teacher.*

Keyword: *Organizational Learning, Listening Class,Post Covid 19 Pandemic*

I. INTRODUCTION

New Normal is a term that is often used as a topic of conversation during the Covid-19 pandemic. New Normal is a social habit and individual behavior that emerged after the Covid-19 pandemic (Habibi, 2020). New Normal is a new life where people continue to carry out activities as usual while still implementing the health procedures set by the government to overcome the transmission of the corona virus. The application of the new normal affects education so that learning is carried out directly face to face where teachers and students meet face to face with the learning process using media to avoid the corona virus.

Before the change of offline learning to online there are four robles of teachers, namely the first, teacher role as facilitator, According to Chiu (2005) explains that a facilitator of learning is usually considered as a helper who makes learning easier to happen. The two teachers role as counselor is a in general refers to person who provides advice to those who need it. Counseling assists learners to talk to someone about their achievements, probems and the ways to solve these problems (Kongchan, 2008). Voller (1997) states that counseling emphasizes on a one to one interaction. The role of a counselor is more like a supervisor who help learners to be more self-directed. The third is the role of the teacher as

a resource, when the lecturer performs as a resource, he/she is perceived as ''a source of knowledge and expertise'' (Benson & Voller, 1997).

There exists a tremendous amount of literature on the subject of organizational learning, and with each new research article comes a new frmework or set of guidelines describing how organizational learning occurs, how to establish and maintain a learning organization, how to overcome the barriers to learning, and more. The phenomenon of organizational learning is a

body of work that calls on multiple disciplines in both the natural and social sciences, including psychology, sociology, and anthropology, to name a few. It is a burgeoning branch of organization theory that has a direct connection to other major fields, including leading change, organizational communication, creativity and innovation, individual accountability and motivation, management and leadership development, systems thinking and mental models, organizational structure, shared vision and values, and much more.

According to Nevis, DiBella, & Gould (1995) define organizational learning as the capacity or processes within an organization to maintain or improve performance based on experience.

Organizational learning theory is concerned with how learning takes place in organizations. It focuses on collective learning but takes into account the proposition made by Argyris (1992) that organizations do not perform the actions that produce the learning; it is individual members of the organization who behave in ways that lead to it, although organizations can create conditions that facilitate such learning. The concept of organizational learning recognizes that the way in which this takes place is affected by the context of the organizational and its culture. In this chapter organizational learning is defi ned, consideration is given to the outcomes and process of organizational learning, the principles of organizational learning are summarized and the process of evaluative enquiry as a basis for organizational learning. Management is the process of planning, organizing, lead and control the efforts of the organization with all its aspects so that the goals organization is achieved effectively and efficiently. (Nanang Fattah (2004)).

Listening is the first language skill that an individual acquires in someone life and the one that use most for the rest of the life. Listening is the ability to identify and understand what others are saying. This is involves understanding a speaker''s accent or pronounciation, his grammar and his vocabulary and grasping the meaning (Howatt and Dakin in Saricoban (1999)). Listening starts at the pre-school period with the efforts of the

individual on understanding what"s happening around, the information of the universe containing the knowledge, feeling, thought of this era and the development of the basic mental structures (Arici and Sever in Acat (2016)).

Teaching listening is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach listening class. Although speaking is natural, listening in a language other than our own is anything but simple. Paradoxically, although many learners feel that being able to communicate effectively through listening is their main priority, listening is sometimes lead to dissatisfaction. Some learners cannot see the point of doing something in the classroom that they could quite easily do over a coffee and teachers can feel a sense of guilt because they have not taught something with a clear learning outcome that can be held up as justification for the lesson.

After the observation, it can be seen that in the teaching and learning English at SMP is to enable the learners to apply the mastery of English skills to communicate orally and in writting at intermediate level. Teaching students in SMP is focused on the ability to communicate with it. It means that the communication competence of the students are the emphasize. Students faced with certain situation, where they express what they think and what they must do. We can use listening work in the classroom as one way to help focus on language systems. This activity provides listening practice by supplying a script for verbalizing along with the listening material learning process, students tend to be passive. This causes the mastery of concepts and willingness in learning is getting lower. Based on the above problems, one alternative learning technique to improve the mastery of concepts and confidence is to apply the media of organization learning pasca pandemic covid 19.

Based on interviews with several students in the listening class, namely junior high school students, data was collected from interviews. In the learning process in the listening class, they admit to having difficulties in the current learning system, this is due to less conducive learning facilities and a lack of student vocabulary and results in students not being able to understand the content of the audio text provided by the teacher, and this causes lack of student motivation to learn and cause students to be late for class in learning English.

II. METHOD

This study used a descriptive qualitative method. According to Fraenkel, et, al

(2012: 426), qualitative research is research that examines the quality of relationships, activities, situations, or materials. The researcher conducted descriptive qualitative research. This type of research describes subjects such as behavior, perceptions, motivation, actions, and others holistically, and with a specific natural context and by utilizing various methods. (Moleong (2015:6). Arikunto (2000) revealed that an instrument in collecting data is a tool that is used by researchers to help them in collecting data to make it more systematic and easy. Hence, the researcher should be validated by themselves about their ability in conducting research. Data is information that has been collected by conducting research. Sugiyono (2008) stated that the fundamental method relied on by qualitative researchers for gathering information is participation in the setting, direct observation, in-depth interviewing, and documentation review. In this research, the researcher uses interviews supported by observation and documentation.

1.   Observation

According to Ritchie and Lewis, observation is the primary source of all knowledge, which is gathered through observation and analyzed. In addition, Creswell noted that the researchers learned about behavior and the meaning associated with it by observing it.

2.   Interview

According to Sudijono (2011) explains that the interview is a data collection technique used to collect materials information carried out by doing one-sided verbal questioning, face to face, and has a specific purpose.

3.   Documentation

Documentation is a collection of written materials that can be used to process qualitative data. This technique, according to John W Creswell (2007), can also collect data such as transcripts, observation data, interviews, and so on. As a result, this study's documentation data is in the form of photographs.

III. RESULTS AND DISCUSSION

Implementation of Organizational Learning in English Listening Class Post Covid 19 Pandemic.

This chapter consists of research findings and a discussion based on the theory in chapter II. The researcher examines and discusses the data that has been reviewed previously and explains the data. The researcher interviewed 8th grade of SMPN 8 Kaur from June 04, 2022, to July 22, 2022. The researcher interviewed two English teachers. To find out in-

depth information about the implementation of organizational learning in listening class, the researcher used observation. The researcher started collecting data on July 12, 2022. In addition, the researcher also described the data from the observation.

Management English Learning

Organizational learning is a learning system or strategy based on the goals set by the school with the criteria that already exist in the learning system. Based on the observation and interviews conducted by the researcher at SMPN 8 Kaur, it is known that organizational learning has been implemented at the school because the school administrators aim to improve the quality of the school. During the research, the researcher interviewed with the principal about his opinion on the implementated of organizational learning at SMPN 8 Kaur Post Covid 19 pandemic, as quoted in the following interview:

Does this school apply organizational learning?

Respondent:"Of course, this school has implemented organizational learning. To create progress in this school, cooperation between school committees, principals, teachers, and students is needed. For the sake of forming a good school. As the principal, I encourage the teachers to be disciplined in teaching to improve the quality of the students".

In class management in the learning process at SMPN 8 Kaur, of course, it does not run smoothly, there are obstacles in classroom management. Based on the results of interviews with teachers in class VIII, he stated that:

"Obstacles are faced only in students who lack of motivation to learn, even though the teacher has tried to create and maintain class conditions that are fun but still exist students who pay less attention to the teacher when explaining teaching material to students during the teaching and learning process. This can be seen from the students who do not want to ask if they do not understand the subject matter and see the results of the work of friends both when doing assignments and group assignments)".

The results of the interview showed that SMPN 8 Kaur has applied organizational learning to create ideal teachers and smart students by involving school committees, principals, teachers, and students.

Implementation Organizational Learning in English Listening Class

The following are the results of interviews conducted by the researcher with two English

teachers at SMPN 8 Kaur.

Do you use organizational learning in your classroom?

TEACHER I : 'The organizational learning has been implemented at SMPN 8 Kaur, but it has not been fully implemented in the listening class. Some teachers have their own preference of methods used in listening class, and the methods they apply are the problem-based-learning method and several other methods".

TEACHER II : "I have not implemented organizational learning in my class, but the school has implemented organizational learning by involving school committees, principals, teachers, and students to create a well-established school".

Processing Learning

How is the learning process of listening class post covid 19 pandemic in SMP N Kaur?

TEACHER I : "The listening learning process is generally similar to other subjects. For example, the teacher prepares lesson plans, syllabus, and others. By referring to the lesson plan, the teachers apply what has been designed in the lesson plan. Therefore, the teacher can directly deliver the material to the students in the classroom".

TEACHER II : "The listening class post-covid 19 has been optimal because, on the previous occasion, our school implemented an online learning class. As for now, the teaching and learning activities are conducted offline. Therefore, I believe that the learning is more effective because students can ask me questions directly, and I can handle the students easily".

What strategy can teachers use in the implementation of organizational learning in listening class?

TEACHER I : "It is true that I prepare all the learning planning and assessment activities by myself. The school administrators make it very easy by not limiting the media, models, or strategies that teachers will use in teaching".

TEACHER II :"I do not implement organizational learning in the listening class, and I have my strategy. I give questions with some missing sentences to the students and they listen to the audio and fill in the missing sentences".

What are the inhibiting factors on implementating organizational learning of listening class post covid 19 pandemic?

TEACHER I :"Listening class at SMPN 8 Kaur has not fully implemented organizational learning in the classroom, and the inhibiting factors are the lack of students' motivations in learning English and the lack of vocabulary mastery. Therefore, organizational learning has not been fully implemented. Hence, the teachers at SMPN 8 Kaur prefer a method that can make students understand the meaning of the English text only. Students who study in rural areas tend to have low English vocabulary mastery".

TEACHER II :"The inhibiting factor in the implementation of organizational learning in the listening class is the students' low vocabulary. It becomes an obstacle for teachers during teaching and learning".

What is the most dominant method you use for learning in the listening class?

TEACHER I :"The methods that I use frequently in teaching English are problem-based learning, Text-based learning, Discovery learning, Inquiry learning, Direct Instruction, and several others. The method that I decide to use depends on the learning topics that I will deliver to the students. Therefore, the teacher applies the method depending on the situation of the learning based on the lesson plans created by the teacher".

TEACHER II : "The method that I frequenty use is detection. I have a dialogue with one of the students who has good English proficiency, and the other students listen to our dialogue so that they can fill in the questions that I have given".

Evaluation of Listening Class

What is the form of evaluation of listening class post covid 19 pandemic?

TEACHER I :"The method of evaluation in listening class conducted by the teacher is through tests containing the topics that have been previously taught. The test is in the form of questions that the students must answer. The results of the test determine our success as a teacher in implementing the methods. Evaluation of listening skills is done by conducting a group assignment that the students must complete together. Through this method, students can exchange ideas and exchange strategies in completing the tasks given, then the results of the group work are presented. This way, the other groups can respond to the results. It is one of the examples of the application of organizational learning. Therefore, organizational learning is a place for students to explore what they think based on their opinions".

TEACHER II : "The evaluation of the listening class is conducted through exercises and students answering them. In the next step, I will discuss them together with students and

count how many right and wrong answers the students have. The result of the assessment is considered as the student's grades in listening class".

Does your teaching experience affect your listening skills when you are teaching in class?

TEACHER I :"It is very influential because the skills of a teacher are a reflection of his students. If the teacher has good teaching skills, students will also be motivated to learn".

TEACHER II :"Of course, teaching experience is very influential because now technology is increasingly sophisticated so that teaching experience becomes a standard of becoming a professional teacher".

What are the efforts do you make to become an ideal teacher?

TEACHER I :"In my opinion, to be an ideal teacher for my students, I smile a lot when I meet them and consider students as friends so that we can get along well"

TEACHER II :"I strongly believe that an ideal teacher should have broad knowledge so that students can take good examples from their teachers".

DISCUSSION

Management English Learning

Based on the results of observations carried out by researcher , the following is class management in the learning process: The purpose of teaching is the main component that comes first and must be formulated by the teacher in the teaching and learning process. The role of this goal This is very important because it is the target of the teaching and learning process. Therefore, teaching objectives or instructional objectives are often called also learning objectives. Teaching objectives are defined as behavioral outcomes learning that we expect students to have after they go through the teaching and learning process. With goal-centered teaching to students, the teaching and learning process is more valued of how far the desired behavioral changes have happened to students.

Implementation Organizational Learning in English Listening Class

The results of student observations on July 12 get data including : Teachers in carrying out their teaching duties should arrange the material to be taught first. In planning to learn all prepare learning tools with maximum, such as an effective week, prota, prom, syllabus, and lesson plans. Determining the effective week of teacher acceleration will

refer to the calendar education created by the waka curriculum and then make prota and prom. After the researcher compared to obtain effectiveness between the waka of the curriculum and the teacher in the device learning, namely the syllabus and lesson plans between the guidelines from the waka curriculum and devices made by teachers, there is no difference in them. All components in teacher learning tools are the same as components curriculum waka guidelines. Organizing learning resources is a centralization in an integrated manner various learning resources which include people, materials,equipment, environmental facilities, objectives and processes.

learning resource organization in general contains library components, audio-visual services, equipment and production, a place to practice developing activities instructional programs and places to develop aids in instructional system development. learning resource organization is also a place for education personnel to develop teaching materials with the help of integrated educational multimedia consisting of a library, workshop, audio-visual, and laboratory elements. Overall the curriculum used is not far different from the curriculum used by each school. Therefore, careful planning and design are needed in modifying learning variables, in order to achieve quality output according to the intended purpose. In the implementation of learning at SMPN 8 Kaur running as usual. From the data obtained in the field, it turns out that there are still many who are less active and enthusiastic during the activity teaching and learning take place.

Processing Learning

As is well known, intellectually gifted students with high giftedness, not all standard curriculum materials are necessary delivered in the form of face-to-face or with a learning rhythm that the same as regular students. Materials that are considered difficult are taught in learning in class and materials that are considered easy can be replaced with assignments or self-study that has been equipped with modules learning that is devoted to the characteristics and needs of students talented. In the delivery of learning materials, the teacher always relates to existing phenomena or events. This is done in order to direct students to care about the environmental surroundings. This is also done to make it easier for students to understand to the existing material, even though it was delivered quickly and explained which is limited to the essence of the discussion. Apart from planning, and implementation, there are also important things that must receive attention more deeply in discussing an educational practice, namely effectiveness. In the world of education, effectiveness can be viewed from two perspectives: terms, namely the

effectiveness of teaching teachers and student learning effectiveness. Paying attention to the characteristics of students in the learning process is also a very important part because students will feel more comfortable when the teacher knows each student. Therefore students can freely express their opinions in the learning process. Using media is also an element in learning and one of the interviews with students revealed that the use of media in the lesson is maximized, the teacher has used the media, and always takes the initiative to display various media according to the material being taught.

Evaluation of Listening Class

Based on the results of the interviews above, it was clear that each teacher had different reasons why they did not implement organizational learning in the listening class at SMPN 8 Kaur. To make it easier to understand the reasons for each teacher, the researcher would describe the reasons for each teacher as follows. The application of organizational learning. There were various reasons why teachers did not implement organizational learning in the listening class. Teacher, I said that he had his method called the text-based learning method and other methods. These methods made it easier for the teacher to evaluate learning. Teacher II said that to increase students' vocabulary mastery, the teacher must apply a method that suits the students best. This was the reason why teacher II did not implement organizational learning in the listening class because students still lacked vocabulary. Therefore, the teacher applied his method called the detection method and other methods.

The current research has two purposes. The first, it aimed to find out the implementation of organizational learning in listening classes post-covid-19 pandemic in SMPN 8 Kaur. In this section, the researcher presents the interpretation and discussion after collecting data from the interviews, observation, and documentation of two English teachers in eighth grade at SMPN 8 Kaur. Based on the research data, it can be concluded that SMPN 8 Kaur has implemented organizational learning, but it has not implemented organizational learning in the listening class because several factors hinder the implementation of organizational learning. One of the factors is the low level of vocabulary among the students at SMPN 8 Kaur. Therefore, the teachers choose their methods so that listening learning can be carried out effectively.

Therefore, the researcher concludes that the reasons why the teachers do not implement organizational learning are related to the students' academic levels, as explained in the paragraph above. It is clear that based on interviews with the principal and two English

teachers of eighth grade at SMPN 8 Kaur, organizational learning has been implemented since the school administrators would like to build ideal schools and teachers. However, organizational learning has not yet been impliemented in listening classes because it is less effective for listening learning. One of the reasons is that there are students who still lack vocabulary.

IV. CONCLUSION

Based on the result obtained by the researcher at SMPN 8 Kaur,the researcher made the following conclusion based on the result question. (1) How is the implementation of organizational learning in the listening post covid 19 pandemic?. The researcher concludes that the implementation of organizational learning in listening class post-covid 19 pandemic at SMP N 8 Kaur has not yet been fully implemented. The English teachers in SMPN 8 Kaur do not implement organizational learning but they apply methods of their preference, such as text- based learning and detection. The reason why organizational learning is implemented by the administrators of SMPN 8 Kaur is to improve the quality of the school. However, the English teachers of grade eight do not apply the method since there are many inhibiting factors in the implementation of organizational learning. One of the inhibiting factors is the low level of students' vocabulary mastery. It is the main cause why the teachers decided to not implement organizational learning in the classroom. The factors that affect the learning process itself are the study habits of students who are not good, such as not wanting to ask the teacher if you do not understand the material being taught, do not make resumes or summaries of material for all lessons, see the results of friends' work when working on individual assignments or when discuss with study groups, and there are still students who less active.

The researcher concludes that organizational learning at SMPN 8 Kaur has been implemented at the school to create an ideal teacher. However, organizational learning in the listening class has not been implemented by the English teachers at SMP N 8 Kaur. The reason is that students at SMPN 8 Kaur still lack vocabulary. Therefore, the teachers prioritize the improvement of the students in the vocabulary mastery.

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