



The Axiology Aspect should be Encouraged, Not the Jargon as Kampung Inggris Sawai

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ARTICLE INFO

Keyword: Authentic Learning and Experiences, Based Initiation, Inductive and Contemporary

Received : 10 November

Revised : 10 December

Accepted: 25 December

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ABSTRACT

The Kampung Inggris study aimed to pinpoint distinctive features of the conceptual and methodological underpinnings of the English course. This article's chronology was primarily based on information on incentives for community service in Sawai village and the inability that preceded the service. It was demonstrated that the expansion of organizations that provide English language courses was not only reliant on the objectives and linguistic skills of the initiator.

INTRODUCTION

Following a study that showed a non-native Southeast Asian refinement, the notion of educational programs developing camp boarding, the system is renowned for creative techniques. Park (2006) asserts that "groups" might take satisfaction in their accomplishments and express influence throughout their behaviour. For LI (2005), students of various ages who used various pedagogies to educate themselves assessed the effectiveness of CP using their academic knowledge. Regular supervisors engage in the CP process and discuss their successes (Rugasken & Harris, 2009). As stated (Mustakim & Ismail, 2018; Satriani et al., 2022), autonomy would directly increase an individual's capacity to learn a foreign language. This study demonstrated how each participant's belief system was rigorously shaped throughout camp procedures. According to Nurlaela and Idawati's (2022) findings, the usage of open learning environments will grow in order to lead to better future language skill discovery similar to those (Aswad, 2017; Manan, 2018; Noguchi, 2019; Garhani & Supriyono, 2021; Dinan, 2022; Xu et al., 2022; Arifin, 2022; Syaifuddin, 2022; Munzaini et al., 2022; Jaya et al., 2022; Chan et al., 2022; Keen et al., 2022).

Based on the researchers, SMEETS et al. (2022), who established the framework for delivering intense courses, should examine the following paradigm:

Realist evaluation (RE) is an emerging and promising research approach for evaluating integrated care, addressing what works, how, for whom, and in what circumstances. The rich philosophical foundation of RE, critical realism, can help systematically unravel an integrated care program's initial theory before implementation as the first step within RE. RE can be considered a robust methodological asset in integrated care research by facilitating a deeper level of insight into program functioning than traditional forms of evaluation do and by shaping a realist-informed monitoring and evaluation process. (p. 151)

Since rigorous programs are implemented, psychological and academic needs balance assessment and evaluation, as stated by (Findlater et al., 2022; Gagné et al., 2022). Furthermore, (Held et al., 2022) focused on similar stress with the portion "Since neurons and the brain will transmit information into action and reaction in a systematic" and is comparable to intensive English language programs in objectivity. Intensive programs represent two sorts of focus. The first is fostering the inquiry process, and the second should aim at skill exposure. Marschalek et al. (2022) the idea, as shown in (QSI INTERNATIONAL SCHOOL OF YEREVAN, n.d.), for the English language focus of an intensive program, the output of participants and course content should be shaped as in the following figure below.

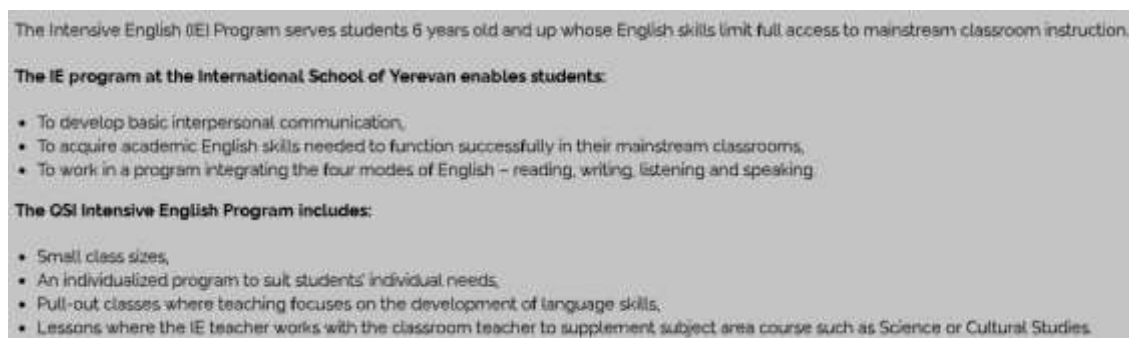


Figure 1. The Output of Participants and Course Content

Note: The Example of Constructing Idea to Develop Intensive English Language Course. Adapted from Intensive English Program - At a Glance, by QSI INTERNATIONAL SCHOOL OF YEREVAN., n.d., <https://yerevan.qsi.org/student-services/intensive-english>. Copyright n.d. by QUALITY SCHOOLS INTERNATIONAL. It was reprinted with Permission.

Based on past studies, this research aimed to extend the examination of community service reports in Sawai Village, North Seram, The Regency of Central Maluku, Maluku Province, Indonesia, since 2021. This study's contribution to the understanding of the "Kampung Inggris (KP)" framework, which outlines an intense English education program as it was depicted in Indonesia a few years ago and is still being acknowledged today, is its most salient feature. In reality, KP is a volunteer organization dedicated to enhancing English language competency in Indonesia that developed the renowned Kampung Inggris curriculum of demanding English courses, which includes practicing both soft and complicated language skills. It goes under the non-formal education category. Kampung Inggris commonly gives all of the knowledge required in the English language for people eager to study it since it is functioning in Indonesia in areas like Kediri (East Java) and Pare (South Sulawesi), both well-known to middle-class Indonesians.

Additionally, it does so as a way to transfer the learning process through authentic experience, including a dynamic approach with diverse people in one village (Kampung in Bahasa). The word "Kampung" [village] should be interpreted to mean a group of individuals who reside in an area, such as Kampung, who develop a civilization and share their English knowledge on both an academic and noncognitive level. The readers can understandably use the online information to learn more about the Kampung [Inggris/English] (it) system in depth. Therefore, Kampung Inggris is essential for indigenous inhabitants to learn English. The whole design of Kampung Inggris, founded by foreign visitors and hence supports both internal and external tourism, is noteworthy. According to one of the official websites, Kampung Inggris is a tourist attraction that engages directly with individuals from various cultures (PT Kampung Inggris Paradise, 2022).

Additional information Kampung Inggris being provided with a scholarship for all Indonesians who are willing to improve their English skills through intensive English courses [as long as one year] of training and are ready for individuals with common sense to convince them. As the scholarship

service is open to a wide range of ages to study in Kampung Inggris, the following website could be interesting to seek [that] opportunity, for instance (Titik Nol English Course, 2022; NURJAYA, 2015; Admin Interpeace, 2019). However, for this study, the different situation in Sawai village is outside the description and purposes of Kampung Inggris. One of the gaps in Sawai, which is a popular tourist attraction on a national level due to the nature of its location, and the local people of Maluku and the satellite islands surrounding Sawai [in Seram Island] highly recommend and are familiar with planning a trip to Sawai.

Additionally, Sawai has a setting that can further develop as a prominent tourist destination. On the other hand, they [the founders] only can operate Kampung Inggris if, based on experience doing community service in Sawai, there are insufficient human resources to educate, manage, and administer Kampung Inggris. The insufficient human resources to act as informants and guides for us [the INSTITUT AGAMA KRISTEN NEGERI AMBON/ENGLISH LANGUAGE LECTURES-community service team] lack adequate qualifications [and abilities] to teach English as a language on both academic and non-academic bases. Aside from that, the tension of government irritation toward system assistance since the development of Kampung Inggris in Sawai is ambiguous. Because of that, this paper emphasizes how to develop "intensive English language courses [IELC], non-formal education, and what the specific requirements are to support IELC in remote areas, as prior research findings and community service experience engaged a particular discourse of the community service report. This study concentrated on a quantified framework inquiry to develop [at least] an intense English language program applicable to the Kampung Inggris setting in light of the need for further background information on Kampung Inggris and its surroundings.

In terms of the history of non-formal education for improving English language abilities, the idea for the Kampung Inggris organization emerged from an expatriate living in Indonesia, which provides an essential context for the study of particular literature on Kampung Inggris. The expatriate, a native English speaker, works alongside a local leader proficient in the foreign language. From then on, English-language education centers became established and soon expanded to Kediri and Pare. The two towns emerged with a reputation as the most dependable English-course providers among Indonesia's numerous course agencies. On the websites following (admin, 2021; WORLD ENGLISH PARE, 2019; kampunginggrisla, 2021), people may find out more about the history of the [Kampung Inggris].

THEORETICAL REVIEW

Theoretical Building for Constructing Educational Program

Creating a new program emphasizes developing human resources and providing current resources for the learning environment. In this scenario, the university, as the higher education institution, could be established since the agent is to offer a brand new instructional program (Valtonen et al., 2022, p. 1). The underlying premise is that developing a fresh idea for a new application requires having an open mindset. In the preliminary phase, a leader and the

system initiator should investigate the sector requirement and the chain of collaboration (Yoku, 2022, p. 362).

The importance of developing a new program begins with the paradigm, which is "underpinned by experiential learning theory, personal construct theory, and exploitation of reusable project knowledge" (Yap & Shavarebi, 2022, p. 436). The lesson is that experimental learning will improve teaching and learning activities in urban and suburban settings (L&D, Learning Theory, 2021). Next comes personal construct theory, which identifies the critical point of individual awareness as growth as a professional resource so that the mindset and planning to conduct life development should achieve in the measurable pathway (Fisher, 2021).

An organization's competitive advantage lies in the knowledge of its employees and the organization's ability to harness that knowledge to meet business objectives. Knowledge management is recognized in the construction industry as a potential tool for organizational benefits. However, for several reasons – particularly the project-based nature of construction, where teams are transient, multidisciplinary, and often from different organizations – implementation has been marginally successful [...] Capture. Reuse of Project Knowledge in Construction describes a methodology for the "live" Capture of reusable project knowledge that reflects both the organizational and human dimensions of knowledge capture and reuse and exploiting the benefits of technology. This methodology was developed in response to the shortcomings of current practices in managing project knowledge, the benefits of capturing and sharing knowledge immediately after it is generated, and the organizational benefit of reusing knowledge within a project-based environment. (Tan et al., 2009, p. 208)

In the case of reusable knowledge, such as the extension of technological usage, it was stated (Stenholm et al., 2019) that:

Most reuse frameworks have concentrated on the steps in which information is incorporated into a new application rather than how to establish an infrastructure that supports reuse capability from a systems perspective. (pp. 142-143)

Novelty, innovation, and invention need to be upgraded through a contemporary approach; a contemporary reflects current needs and is equal to building a new program (Baham & Hirschheim, 2022, p. 103). Besides that, planning the process to construct a new program is a comprehensive process, not instant (Loughland & Ryan, 2022, p. 343); the weaknesses and strengths are valuable dimensions that should be traced together, and the need to trace both dimensions is fostered to develop a program, this paradigm called as..., "The goal of the Abductive research method..." (Janiszewski & van Osselaer, 2022, pp. 177-179). Therefore, as a university figure, academia is encouraging to see the societal phenomenon as the set such as ..., "education can be strengthen as a critical repertoire of action used by social movements..." (Anderson et al., 2022, p. 11). So..., "to address an urgent need to prioritise methodologically rigorous evidence-based research..." as the clue for sustainable improvement, as suggested by (Zhou et al., 2022, p. 383). Thus, [...] "Engagement with content

modality, dynamic interaction, perceived value of features...to support learning, and scaffolding. Implications for both theory and practice..." (Tawfik et al., 2022, p. 309).

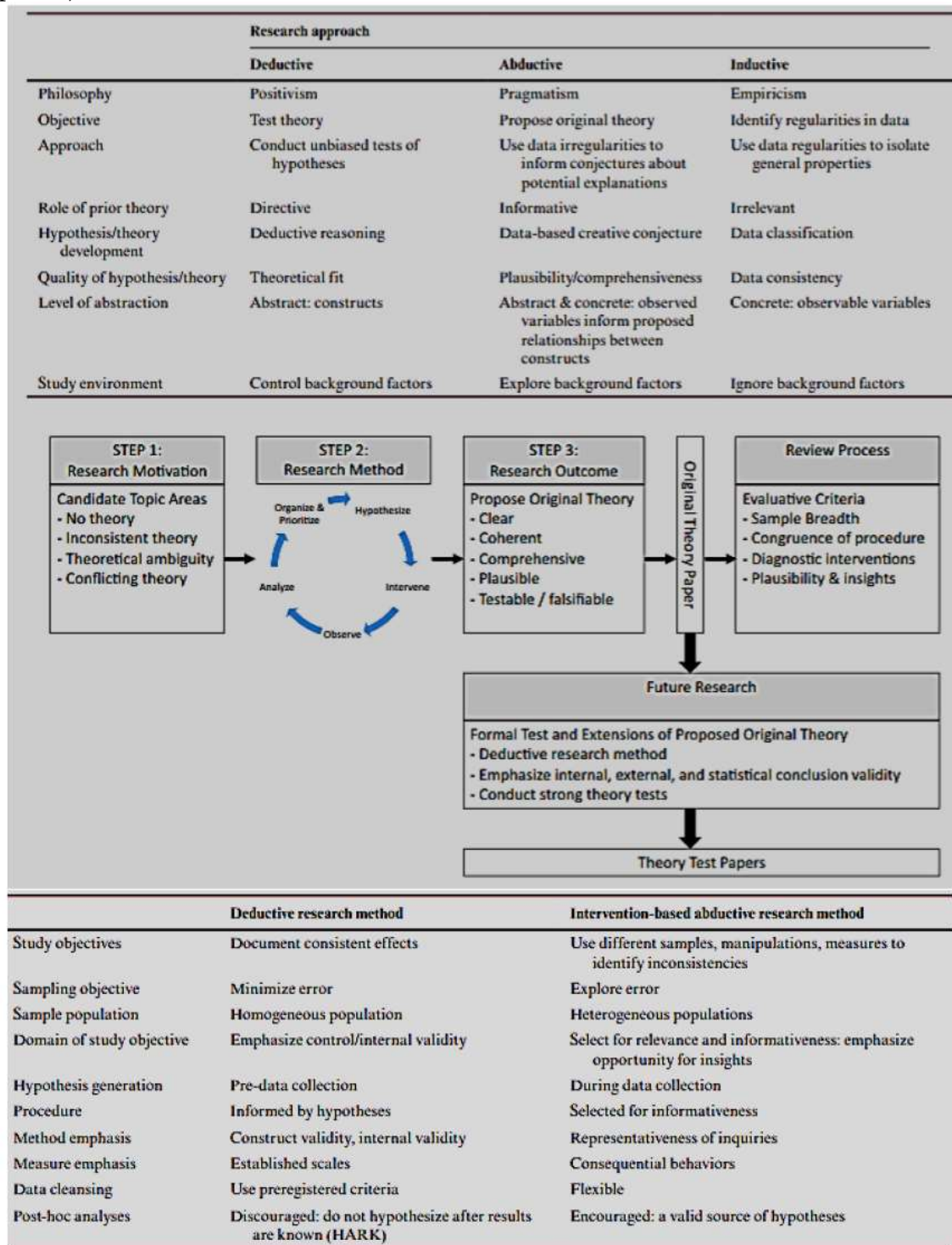


Figure 2. Reasoning of Abductive Paradigm

Note. The Reasoning of Abductive Paradigm. Adopted from "Abductive theory construction" by Janiszewski, C., & van Osselaer, S., 2022, *Journal of Consumer Psychology*, 32(1), pp. 178 & 181. Copyright 2022 Society for Consumer Psychology All rights reserved. Adopted with Permission.

METHODOLOGY

The research method that was used, the explorative research method with the library research strategy, fostered the qualitative paradigm. Then, the study selection parameters were updated to the year of publication, 2022, and the Google Scholar database was integrated as an article data search.

RESULT

The primary data were collected from the 2021 community services report [CSR/annual funding scheme] at INSTITUT AGAMA KRISTEN NEGERI AMBON, with the report paper available on the website listed under (Thobias Sarbunan, 2022). The discussion subject stressed three significant issues connected to the research question based on preceding data from the CSR report. The table in the discussion consists of three categories connected to scientific problems, specifically how to establish an English language course framework, then construct non-formal education, and what criteria are quantifiable in developing English courses for undeveloped, outermost, and remote places.

DISCUSSION

Table 1. How to Develop IELC

A. Teo et al. (2022) focus on diagnosing and analysing curriculum construction, including content generation, content bias, and classification of participant prior knowledge, external influences, assessment categorization, and differentiation of teaching approaches.
B. According to Khojasteh et al. (2022), the framework for constructing IELC might begin with an analysis of the substance and content of teaching and learning and then proceed to analyze the degree of participant proficiency, teaching paradigm and its scenarios, and optimal educated teaching recourse.
C. According to this research, they [researchers] inferred to enhance practical pedagogic abilities with critical thinking in intense program design, including instructors' thinking skills (Arslan & George, 2022). Furthermore, the fulfilment of praxis phases is that paradigms and pedagogical competency praxis are followed by the provision of actual teaching and learning materials and, afterwards, the development of a participation class.
D. Said (Abdala, 2022) Additional analysis was prompted to determine the pros and cons of adopting the course and its rigorous course plan into practice. As researchers experimented, planning the assessment and reflection approach to achieve impartiality was equally challenging. The next phase is to have the participant ready to think beyond the box as a potential instructor.
E. The trainer should consider language as communication instead of academic proficiency in an English language-intensive course (Toro et al.,

2018). Participants should be constantly nurtured with methods, authentic materials, and genuine experience.
F. Bian (2022), the educational paradigm of interactional communication considers the coexistence of communicative abilities. As it grows considerably, communication skills have the potential to offer cutting-edge media to improve participant experience as well as real learning.
G. An intensive system, such as English courses [Kampung Inggris], is primarily established by defining each language skill dimension, taking into account the nature of participants' native and second languages, determining what teachers and students should do and an extended pathway, and finally outlining quantifiable communicative paradigm actions, according to (Losi & Muslim Nasution, 2022, p. 98).
H. A. & Khalaf (2022) IELC could be developed based on two main models and underlying critical thinking:
➤ The process has followed the scheme such as:
➤ Scheme Phase---defined---infer---synthesize and exploration
➤ Selection Phase ---mind mapping---providing implication----- constructing novelty and gap
➤ Auxiliary Phase-----provides an alternative framework
➤ Assessment and Evaluation are comprising :
➤ Assessment--creating a mind map of theory and practical process--- generating the strength ----providing the scheme to re (practice) weaknesses
➤ Reflection: extending the novelty of the program, then building the support system for sustaining the course
➤ Assessment and Evaluation are comprising the following:
➤ Assessment--creating a mind map of theory and practical process--- generating the strength ----providing the scheme to re (practice) weaknesses
➤ Reflection: extending the novelty of the program, then building the support system for sustaining the course
I. The requirement for a specific technique to distinguish between ordinary language courses, such as educational processes and intense courses, is what (Endacott et al., 2022) intend. For further information, please evaluate (pp. 4-8).
J. Pedagogical competence and professional educator performance toward the second variable of participant output are often determined by adopting a quantifiable framework of intensive courses. González & Pan believe that the control variable, such as a board member responsible for putting up the organization, is considered (2022).
K. The fourth issue with designing intensive courses is keeping up with the current knowledge and technological merit trend, according to (Tütüniş et al., 2022). Details include addressing facility-specific technological problems and identifying participation candidates by assessing each

<p>participant's past knowledge. Since the course is conducted [through and without advancement in information and technology], encouraging guidance for participants is the next step, followed by the initial stage of a professional educator and trainer of language skills toward a contemporary knowledge approach. The trainer should have access to high-tech tools and be able to distinguish between acceptable technologies.</p>
<p>L. According to Mopos et al. (2022), developing and applying professional character to control dynamic processes worldwide is the primary gateway for building and maintaining rigorous courses in the contemporary age. Through rigorous training, language skills shape professional learning.</p>
<p>M. According to Ennis et al. (2022), it must be an inductive approach to the concept of the intensive course.</p>

Table 2. How to Develop Non-Formal Education

<p>A. The core framework of non-formal education relates to the entire description of teaching and learning activities where students feel satisfaction and enjoyment, which researchers refer to as non-cognitive induction (Debarliev et al., 2022) found after completing an inquiry.</p>
<p>B. How to accommodate and respond to several concerns that concretely occur in the circle of society life phase is what (Ferrer-Fons et al., 2022; Wright et al., 2022) believe regarding the social inclusion framework to be adopted in the non-formal education curriculum.</p>
<p>C. According to critics such as Castiglioni and Cisani (2022), methodology and context are two scientific characteristics that have yet to be investigated in non-formal education.</p>
<p>D. A comprehensive strategy and context are combined (Beek, 2022) to promote non-formal education and associated social challenges.</p>
<p>E. According to Simpson & Feyerabend (2022), sustainability should be based on cross-information exchange to investigate issues and opportunities.</p>
<p>F. More research on the relationship between homogenous discernment (HP) and multilingual communities is also required, as highlighted and related by Costa, Waetzold, and Melo-Pfeifer (2022) as well as Yang and Xin (2020), particularly in allowing non-formal language. Only some people can accept a language based on its origin, which the privileged use as both an origin and a mother tongue such as a bilingual speaker. Therefore, if people cannot differentiate between languages and the languages they derive, particular perspectives will become distorted. A few people imagine that impression of arising dialects will be different (homogeneous discernment/HP).</p>
<p>G. Lifelong learning is ongoing because experience from academic and cross(social) stages must be nurtured together to enable each individual at work and socially (Susilawati et al., 2022, p. 1).</p>

H. What does it mean to be holistic in teaching and learning? A 21st-century education paradigm encompasses 21st-century courses. Furthermore, ability relates not only to a graduate's production but also to how a graduate will accept the work environment and sustainably grow their creativity. (International mentions this objective Baccalaureate Organization, 2020; McGunagle & Zizka, 2020; Gao, 2021; Stauffer, 2020; Suarta et al., 2017; Ross, 2019; The Education and Training Foundation, 2012).
I. Rose and Todd (2022) advised developing a research and development collaboration on non-formal education as a conclusion to this research.
J. Furthermore (Tabroni et al., 2022), researchers observed that one of the subjects that have the potential to be investigated by research and the development of non-formal education is learner attributes.
K. What does it mean to "[.] Students with Limited or Interrupted Formal Education (SLIFE)" (Frydland, 2022)? Concerns are raised that the system of non-formal education is at the mercy of individual experiences in which people are victims of multi-sector disasters, influencing their ability to participate directly in various forms of education. Furthermore, such [catastrophes] are faced by people from all phases of society and should be addressed through alternative academic activities that reach as many people as possible. For example, consider how stakeholders and academics collaborated to create and implement such a [course]. It means that two industries are working hard to raise awareness. Moreover, various literacies provide literature on the concept of SLEFIE and the essential ideas to solve it, such as (Solorzano, 2018; WIDA, 2015; Saint Paul Public Schools, 2022; Custodio & O'Loughlin, 2020).
L. Non-formal education (NFE) can be evaluated based on relevance and quality (Budiarto & Salsabila, 2022, para. 2-4). The NFE management could then outline their preparation in the praxis phase by concentrating on topics like (pp. 14-15):
➤ 21st-century curricula
➤ Social justice practice
➤ earners' process and output
➤ Quality assurance system
➤ Encouraging the habit of peer collaboration among learners
➤ The government support system
➤ Encouraging the trust value of courses to collaborate across sectors
➤ Moreover, creating and managing sustainable schemes to train and explore professional educators

Table 3. What are Specific Requirement to Support IELC in Remote Area?

A. ELSAYED (2022) In remote areas, where advancements in technology and information are frequently insufficient, a change to the traditional teaching and learning process only needs creativity to plan and practice.
B. The ongoing discussion of the incentive scheme within the context of feedback is not only the obligation of the board institution; both the top and the bottom should concurrently contribute input through constructive dialogue, an idea of Cornelius & Cornelius-Bell (2022).
C. Sandagsuren et al. (2022) published their findings. It implies that the objectives of policies should be consistent with such social occurrences.
D. The characteristics, method, and impact of courses are discussed in this article by Virtue et al. (2022). Such as political will, catastrophe, the culture of courses, and policy manifestation, Moreover, the welfare of professional educators must be taken into account for the impact.
E. According to Thomas and Xu (2022), this research raises questions about the need to alter homeland affairs policy, of which education is experience. Thomas and Xu assert that education will face the same proportion of problems because education is not only a national issue but also inextricably linked to international issues.
F. According to Haufiku et al. (2022), an educator is an actor with genuine influence on teaching and learning systems and settings, even through pedagogical approaches and training courses. Furthermore, studying a foreign language as a language of instruction is explored in broad areas of development and should be fostered, such as learning how to communicate effectively and constructively. External elements, on the other hand, such as infrastructure, will stimulate educational innovation but have been contradicted and debated for decades.
G. According to Duarte & Riedl (2022), the critical point is how the educator may engage creativity to increase their expertise in classroom management requirements, including the teaching function, and use media as efficiently as feasible.
H. According to Trecee, using a specialized technique, such as in remote locations, may facilitate a workforce change (2022). If teaching and learning are different and reliant on media sources, administrators and instructors for non-formal courses must be able to embrace critical thinking about pedagogical processes in addition to doing systematic research to tackle the challenge of distance education (Tomczyk et al., 2022).
I. It is asserted that conventional classroom management and financial assistance support systems are essential because of evidence and developments from earlier studies (Spitzer et al., 2022, pp. 25–27).
J. The procedures that should be followed to manage an intense course, including preparation for pedagogical competency, for example,

<p>evaluation and reflection, are outlined by researchers (Clemmons et al., 2022).</p>
<p>K. The first need is to promote intense training; the second is to sustain the system's advantages; and the third is to discover a way to define the service's vital driving distinctiveness (Dagiene et al., 2022, p.5).</p>
<p>L. Experts claim that the prior evaluation would focus on the setting to provide intensive training (Pruski & Hensel, 2022).</p>
<p>M. Hong et al. (2022) discovered that the high risk of mental disorder might result in ultra-catastrophic impairments of individual capacity in some situations of intense courses. Selective mutism (SM) is noted in the statement, too. They [the researchers] discovered that people whose personal problems have been identified as SM would find it difficult to talk at a regular tempo, meaning that people will be trapped performing their thoughts to the audience. As a result, while designing an intensive program (IP), the teacher should consider the SM condition. In order to assist IP if the SM situation intensifies, researchers advised looking into "Remote Intensive Group Behavioral Treatment (IGBT)."</p>
<p>N. Chen et al. (2022) claim that team management and instructors motivate students when the course is being taught by integrating monitoring techniques; this is also applicable to tasks if complex information and technology are needed to operate IP, yet distant environmental circumstances exist.</p>

CONCLUSIONS

The main takeaway from the study is that the community of Sawai, designated as [Kampung Inggris/KI], is more than just a place where people live and work. Instead, it is creating, investigating, and enhancing a robust non-formal education system for languages. The term and the company have a specific history related to KI, educational institutions, or English language programs. These traits evolved through pedagogy and the expansion of English knowledge. Teacher skills, the learning environment, teaching and learning methodologies, assessment and evaluation, and the initiatives needed are other common comments concerning integrating the character mentioned above strength markers. The preliminary indicators account for academic progress and the results of English course graduates. People are methodically getting ready, and once they complete the English course, they will be prepared to use their English knowledge based on academic and non-academic skills. Thus, the Sawai village community could research a variety of empirical indicators for the expansion of non-formal English courses, whether they adopt the KI structure or not. The course structure serves as an example of how the process of putting informal practices into practice will be approached from a dynamic stance based on all the concepts classified based on the study of various non-courses.

RECOMMENDATIONS

The idea of non-formal education could therefore be included in the pertinent aspects: adaptable curriculum design to contemporary skills, driving

a dynamic teaching and learning process by establishing the integration of cognitive and non-cognitive skills in a reciprocal process. Members of the non-formal education board should also practice critical thinking when considering the surroundings of their current projects, particularly the remote region. The board should consider novel strategies to overcome technical and non-technical bottlenecks.

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