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Dr. Frimadhona Syafri, S.S., M.Hum.

BOOK CHAPTER

Language Teaching Program Management in the 21st Century

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Preface

In the 21st century, effective learning is a teaching and learning process that is not only focused on the results achieved by students but how an effective learning process is able to provide good understanding, intelligence, perseverance, opportunity, and quality and can provide behaviour change and apply it in their lives. To make it happen, the teacher as a supervisor must be able to carry out the teaching process optimally. In addition, to create an effective atmosphere and conditions in learning, there must be certain supporting factors such as the teaching and learning environment, teacher expertise in teaching, adequate facilities, cooperation, and good management. For creating good language teaching management, the series of management processes must be completed. They are planning, organizing, actuating, controlling, and evaluating.

By carrying out these efforts, conducive, optimal and fun learning conditions and atmosphere will be created so that the learning process can run effectively so that the objectives of language education can be achieved optimally. Thus, the process of utilizing all teaching resources must be maximized to achieve the vision and mission of language teaching.

To respond to this condition, the authors conducted the research and reported them through this book chapter entitled **"Language Teaching Program Management in the 21st Century"**. This book consists of thirteen chapters.

The **first chapter** of this book is talking about Apps from one of the most well-known technology-based companies, Microsoft. During the pandemic, Microsoft has boosted their innovation to facilitate teachers in teaching and learning. Some apps that Microsoft presents are MS Teams, Words Online, and Form. MS Teams is the

most popular as it provides video conference meetings for the big numbers of students in the class. The best part of it is that the service is free for education.

The **second chapter** is talking about how to build a team-teaching program. The diverse and different approaches of team teaching, comprising variants along the lines of collaborating teaching, interdisciplinary teaching, and co-teaching, are explored in this literature review. Even though there is no ideal version of the team-teaching model, investigation of the method's diversity sheds light on how it might be used to assist instructors to give training that will prepare students for an increasingly complicated world. In addition, the influence of team teaching is examined in this chapter. The effectiveness of team teaching has received varied assessments in research.

The **third chapter** discusses the communication model in education that communication has an important role in education. Classroom interaction as a medium in shaping and integrating communication between teachers and students in all teaching and learning activities. The elements of communication contained humans, educational materials, tools including the technologists, method and techniques and environment. Using these elements can support communication in education.

The **fourth chapter** explains four competencies to be a good autistic teacher. Some of them are competencies of pedagogic, professional, personality, and social. The autistic teacher should dedicate his life to teaching, planning, and managing his learning effectively, be patient and socialize with his environment, be moral, and love children. By implementing these profiles/competencies, it can help autistic students to get potential and a bright future.

The **fifth chapter** is talking about the challenges of effective communication in higher education. Good communication is essential in educational institutions. The goal of effective communication is to create awareness, change behaviour, and gather information. There are many components of communication, including context, body language, interference, and active listening. To achieve effective communication between the entire university community, we need to be able to choose the right communication model.

The **sixth chapter** describes some issues of Classroom Management in English Language Teaching (ELT) during the Pandemic COVID-19 such as obstacles in the use of technology, challenges in the network and signals from the internet, and also difficulty in controlling students' involvement. Good teachers must find the best way to solve the issues in the classroom and ensure that every student has a positive learning experience during online lessons

The seventh **chapter** discusses Risk Management in Higher Education. A methodology for evaluating and calculating the probability of a natural phenomenon. Risk analysis could alternatively be defined as a "feeling of community" or "quality of life."

The **eighth chapter** provides an analysis of risk management for creating *Good University Governance* (GUG). Each educational institution should have risk management. Risk owners must be able to identify the components of risk management, do the risk identification and set plans to minimize the identified risk.

The **ninth chapter** elucidates the five strategies in program execution at the International Relation Office of Universitas Muhammadiyah Berau. These strategies promote institutions to

examine and focus on execution through the continual exchange of information and long-term performance control and evaluation. Therefore, the strategy needs adaptability and flexibility to make it possible to respond to changes in the internal and external of the institution.

The **tenth chapter** reveals that one method for improving 'positive' English literacy program outcomes at the elementary school level is to promote 'positive' language instructions. Its incorporation with English skills at the elementary level does not indicate that schools must devote additional time to the program. The integration of the national English curriculum and the school literacy movement as the primary school program should be harmonious regardless of whether the mother tongue, national language, or foreign language is more significant.

The **eleventh chapter** is discussing the challenges of assessment on English language teaching (ELT) in Indonesia. The discussion covers the challenge in pre, whilst, and post assessment as well as their solution. Finally, this chapter provides recommendations for the English teachers to conduct a better implementation of assessment in their classroom teaching and learning in the future.

The **twelfth chapter** discusses several ways of planning for success in higher education innovation. Innovation is crucial for the sustainability of an institution. Inaccuracy for taking steps and strategies in implementing innovation plays an important role in the success of failure of the innovation process.

The **thirteenth chapter** explains the communication barriers that occurred in higher education. It also provides the solution for those problems to create good and effective communication. The author explores the various communication barriers that arise in a

private higher education where she works. The barriers include the differences of culture, diverse views on the world, distinct educational backgrounds, and other differences in language communication caused by technology.

This book chapter has been edited by **Prof. Mursid Saleh, MA, Ph.D.** and **Dr. Frimadhona Syafri, S.S., M.Hum.**

Comment and suggestion are welcome for this book chapter development and authors' research progress.

Semarang, January 2022

Authors

Content

The use of Microsoft teams as the collaboration software to support teachers create a good team building during the Covid-19 pandemic

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1. Introduction

In late 2019, in the height of the first reaction to the Coronavirus disease (COVID-19) epidemic, schools in Indonesia were close and teaching and learning activities were migrated out from home (Putra et al., 2020, Azhari & Fajri, 2020). This sudden situation was not expected and prepared for years. Some schools have different reaction to this situation. Some schools are ready with the facility and the others are not. Although technology has facilitated the majority of activities in Indonesia, particularly in schools, some instructors are still unsure how to cope with such situations owing to a lack of expertise. (Churiyah, et al.,)

Studies dealing with teaching and learning in Indonesian context during pandemic of Covid-19 has been done by scholars (Suryaman, et al., 2020, Chinmi, et al., 2020). Most of the studies focuses on how the process of teaching and learning is caried out. It is more the interaction between teachers and students. However, it is very rarely to find the articles promoting the relation between teachers and teachers. To have a good teaching and learning activities, the collaboration and strong cooperation between the

education provider is really important including the role of teacher's teamwork in managing the curriculum and activities (Siuty et al., 2018).

To have a good quality of education, teachers and school need to makes sure that they are in the same boat. The collaboration is supposed to be promoted. Teachers who easily adapt and implement ideas obtained via cooperation had a distinct advantage over those who do not. The teachers' effectiveness in the classroom will be determined by their understanding of curriculum, pedagogy, student management, and student-centered education, as well as their capacity to reflect on and change instruction (Brownell et al., 2006). Teachers also need to enhance their ability to engage with either the students or their team. As engagement is one of factors in successful online learning and collaboration (Lie et al., 2020).

Pandemic situation changes the way how teachers interact among them. Some of them are fine with that situation, but some others feeling so stressful for having this virtual teamwork communication (Tannenbaum, 2020). Creating and managing teamwork virtually is not as easy as when it is done in face-to-face situation. The team's job must be clearly defined and connected to each other to provide a clear purpose or scope statement as a part of the team's goal. (Human resources of Massachusetts Institute of Technology (n.d.)). Prior research has mostly focused on the features of completely virtual or fully collocated cooperation (Salas et al., 2018, Hinds and Mortensen, 2005)), this is primarily due to the fact

that few have had the chance to evaluate the shift from onsite to remote employment. While teams were forced to reconsider their primary operations and how to implement them in the virtual environment due to the COVID-19 pandemic, this shift gave a chance to investigate the teams in an evolving stage.

Schools must continue without interruption and teaching and learning activities cannot be postponed. Teachers must adjust to the circumstances and continue working remotely due to the government's prohibition on gathering or creating a crowd in certain locations, most notably in educational settings. To address this scenario, my schools in SMA Taruna Nusantara have partnered with Microsoft to facilitate online learning for students and teacher collaboration. Microsoft Teams is one of the most popular collaboration and productivity tools for companies of all kinds (Zaagman, 2021). Furthermore, he also mentioned that in the middle of the COVID-19 outbreak, enterprises have flocked to services like as *Teams* and *Zoom*, but Microsoft Teams is the greatest all-in-one solution. To those reasons, this article is promoting the use of Microsoft teams as the collaboration software to support teachers create a good team building during the Covid-19 pandemic.

In addition, Shifting the communication from the old one to the advance-based technology is indeed not something easy. There are some adjustment needs to do before it's completely accepted. For the sake of communication, technology is supposed to be user-friendly and easy to operate. As mostly teachers in my school are old

generation, choosing the simplest and easy-to-use apps is a must to do. Face-to-face meetings, telephone conversations, or email contact with many file attachments are common components of traditional collaboration. Employees may move between numerous communication channels, such as video conference calling, instant messaging, real-time document collaboration, and file sharing, as required, all inside a single window with Microsoft Teams (Zaagman, 2021). Microsoft Teams Applications answers to this problem in the field and another plus point is that students have no difficulties using this application (Yen, & Nhi, 2021), so the teacher no need to use many apps to connect with students and the other teachers.

2. Discussion

Microsoft Teams

Microsoft Teams is one of applications in Microsoft Office 365 that functions as the communication tools among users. Hubbard & Bailey. (2018) mentioned that Microsoft Teams is the hub of Office 365 collaboration and communication, bringing together a variety of apps and services into a single platform. Microsoft Teams' virtual workplace provides a multitude of timesaving and efficiency tools that enterprises of all sizes can take advantage of. Furthermore, corporate leaders must grasp how to deliver Microsoft Teams training, governance, and user adoption. All of these eventualities are explored in this book.
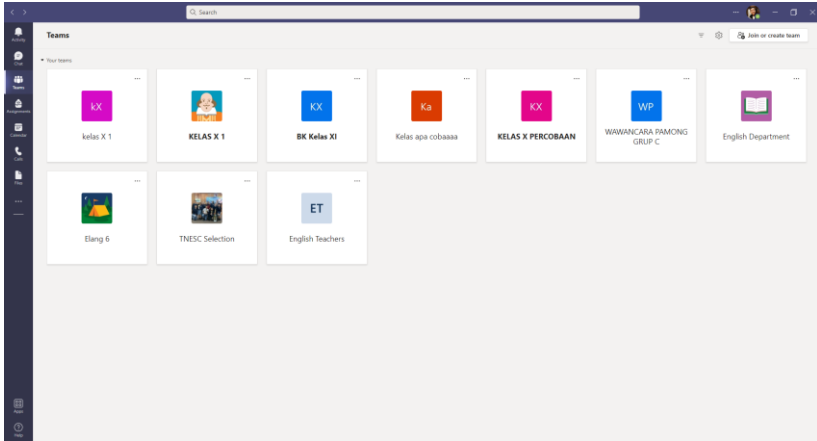
Figure 1 Home of MS Teams

As a part of the world's largest technology firm, Microsoft Teams is well-known among internet users, which is a benefit while using this application. As seen in Figure 1, the look of the MS Teams home page, the interface is very simple to access and utilize. Users do need to get an understanding of how to run software or programs. From this picture, it can be seen that one user can have more than one teams in one account. It means that during the teaching and learning, sometimes the teachers have more than one events to follow which different people involve. By having a team, the user does not need to worry they will be confused to communicate or give a wrong place to communicate. The interface of the application is clear in splitting the teams.
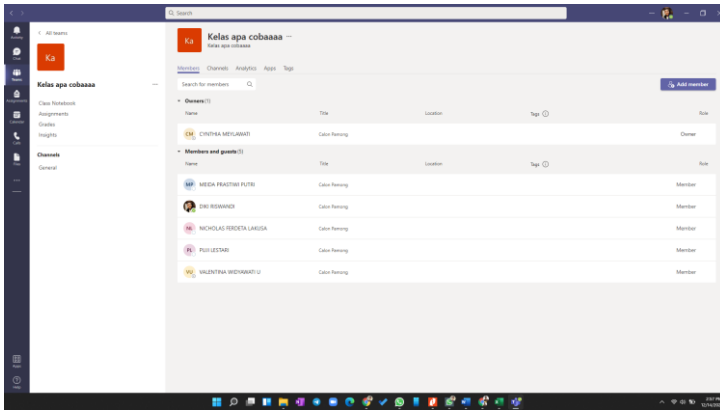
Figure 2 One of the examples of team in Microsoft Teams when the teachers have an event to conduct
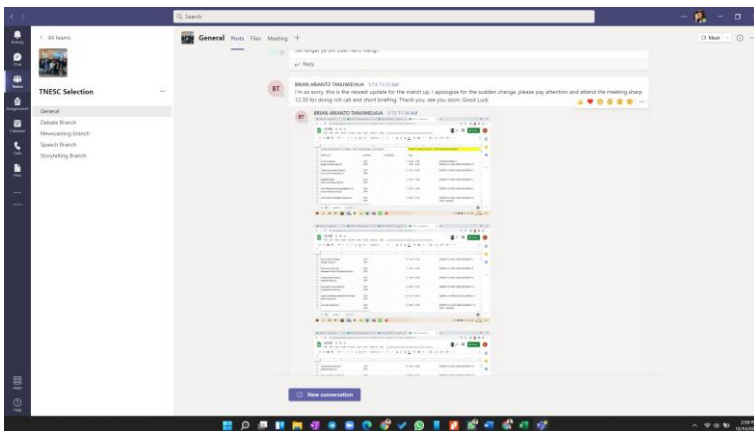
Figure 3 Teams Conversation and coordination for one of the events

Figure 2 and 3 depicts the appearance of MS teams when the users click one of the teams in the home phase as shown in Figure 1. Once the users enter the teams, they can access and see all the conversation and coordination among the members.

Figure 4 video Conference using MS Teams

Zaagman (2021) gives an outline of the top 5 benefits of Microsoft Teams for distributed work. Firs, Work is streamlined, and time is saved when teams work together. Microsoft Teams serves as Microsoft's "hub for cooperation," centralizing chat, calls, meetings, Microsoft 365 applications, and third-party solutions. Second, tams facilitate more successful video conferences. During the epidemic, videoconferencing has become a necessity, and enhanced video meetings are one of the numerous advantages of Microsoft Teams for distant business (See Figure 4). Third, MS Teams enable smooth collaboration. Utilizing the collaborative features of Microsoft Teams helps you to go beyond transactional messaging and meetings and concentrate on the flow of work. Forth, MS Teams improves the quality of interactions and relationships. Individuals working in a scattered workforce continue to want personal connection. A slew of new Microsoft Teams features improves the naturalness, engagement, and enjoyment of conversations. Fifth, MS Teams

ensures that everyone is informed. It is critical for organizations to keep workers informed and on the same page—regardless of where they work. Integrated Teams applications enable you to interact with colleagues more efficiently.

3. How Microsoft teams is carried out

It is possible to be engaged and collaborative with one another using Microsoft Teams, which provides a suite of communication capabilities to team members. In a pandemic scenario, teachers are on the move and must work from distant areas away from their regular places of employment. When it comes to driving productivity via collaboration and decision-making, having dependable virtual communication solutions is vitally crucial. As the technology develops rapidly, numbers of software and application nowadays on internet are increasing (Grist et al., 2018). At the same times it makes teachers have their own preference in choosing the Apps they use in their daily communication including in work context. By having different Apps and flatform, it is difficult to communicate since sometimes it should take the teacher to communicate across the platform. For that reason, the school then decide to use only one Apps that can cover whole teachers' and students' need at one place. The use of Microsoft Office 365 is the best choice, in line with the instruction from the government of Central Java that they use MS Office 365 as well.

4. User Experience

To know the opinion of the user while using MS Teams during the virtual collaboration, the questionnaire was made. There are only 18 teachers who respond and were willing to fill the questionnaire. The questionnaire is left anonymous to avoid the bias (Mawdsley, 2006). The following is the result of simple survey to the users of MS Teams:

MS teams is easy to use
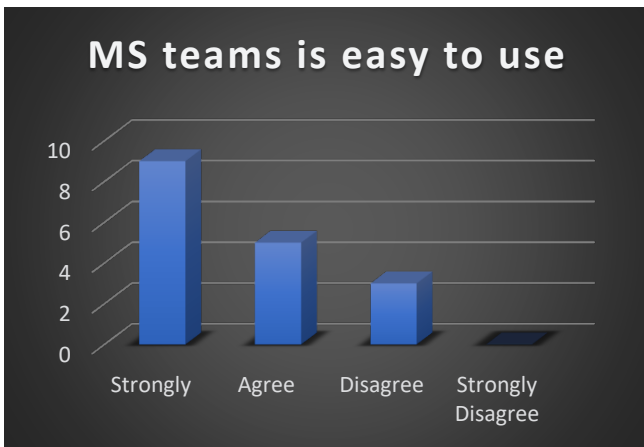
From the data above, users who strongly agree that MS Teams easy to use is 9 users. Agree, Disagree, and Strongly Disagree are 5, 3, 0 users respectively.

MS Teams can be used for daily activity after the pandemic
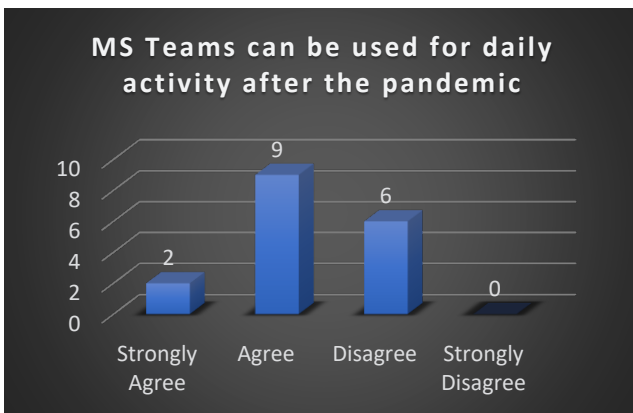
Responding to the question if MS Teams can be used for daily activity after the pandemic is not what it is expected. Most of the users prefer not to use MS Team after pandemic or when the situation back to normal. It might be caused by the fact that having a face-to-face communication is still much better to than in virtual communication (Pierce, 2009).
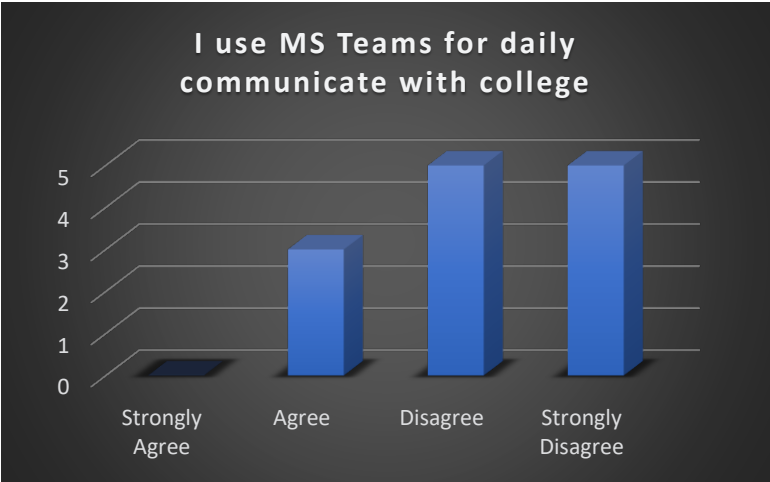
Another point also reveals that although the teachers agree that MS Teams is very good to have for communicating during the work virtually, they do not use MS Teams for they daily communication. So, in this case MS Teams is used when the teachers have to communicate with others related to work or business in the school. This is done because MS Teams has feature supporting them such as huge storage, unlimited access, and tidier and focus topic to discuss (Krašna & Pesek 2020).

Most daily Apps used to communicate
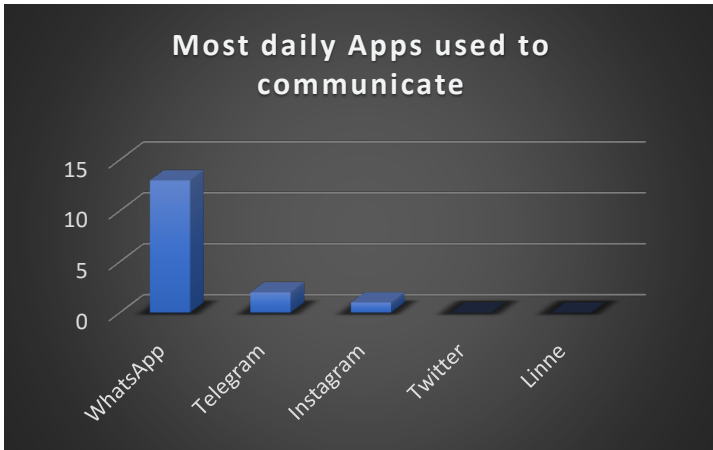
Dealing with the previous result, the question related to Apps that mostly used by the teacher for daily communication as shown. The diagram shows that WhatsApp becomes the most Apps used by the teachers for daily communication. However, it could be a good combination where the teacher can use MS Teams and WhatsApp at the same time to have a good collaboration during a virtual collaboration (Urien, 2019).

At the end of the questionnaire, it was asked about the teachers' idea about MS Teams and how useful it is for supporting their virtual collaboration. The followings are some of their thoughts:

"I think, MS Teams is good for communication with friends during the pandemic. It's easy to use and most importantly it has an unlimited access to MS Office Apps which is very expensive if we do it personally" *teacher 1*

"Well, I am not a big fan of MS Teams, yet since the school asks to use this, I enjoy it so far. But WhatsApp is better to easy communication" *teacher 7*

"I like the Apps, I can share file easily about work and I can see how much the goal targeted in the team" *teacher 12*

"Teams is good for video conference, it's free and easy to use. Not as hard as another application like Zoom" *teacher 15*

From those ideas, it can take a point that MS Teams is a good Apps to use for collaborative and teambuilding during the pandemic, however, another Apps still are still needed to support this Apps.

5. *The challenge of Microsoft Teams*

The advancement of technology it does not mean that the technology has no minus or the challenge to use. That also happened to MS Teams as the launch of MS Teams is not as perfect as another Apps to face the situation of the pandemics. Certain components of Microsoft Teams are new and constructed using open-source technology, a departure for Microsoft. As a result of this (and other factors), the users may have troubles with the program when using it. Additionally, the users will almost certainly run across constraints when attempting to do their activities on a regular basis. Although this may seem disappointing, Microsoft is spending much on Microsoft Teams—far more than it is in some of its other products (Hubbard & Bailey 2018).

Another challenge in using MS Teams is like other users of other applications. The quality of internet is a classic challenge to any software or web-based application in Indonesia. To utilize Microsoft Teams effectively, users must have a stable Internet connection and a reasonably powered computer. The number of

resources used by the Teams client varies. It's critical to keep in mind that MS Teams executes numerous processes concurrently. MS Teams is comparable to attempting to operate Skype for Business, OneDrive for Business, Outlook, and any other related program concurrently (Sarapova, 2019, Hubbard & Bailey 2018).

In addition, the challenge faced by the teacher using MS Teams while having an online collaboration is that the chat box in MS Teams is not as simple as it is in WhatsApp. When the teachers need to open the chat in MS Teams, they need to open the Apps as a whole, enter the teams, and choose the topics. However, this is not efficient at the moment where the teachers need a quick access and response to the other team. In this situation, they prefer to use WhatsApp or other instant massaging to connect with others. In short, the challenge faced by the teachers while using MS Teams is something might be experienced by the other users in others software as shown by several studies (Ch et al., 2020, Wan et al., 2020).

6. Conclusion

The use of MS Teams in pandemic situations gives many benefits for schools, teacher, and students. People were not expecting that pandemic would attack this world this sudden. No fixed and well preparation to face this status quo. Technology such as MS Office 365 has been with us so far yet not so many of us realize how important this apps until we know that to connect with others virtually need more effort and cost a lot. MS Teams is the free apps with a good service given for educators to still run and

collaborate during online activity. However, as the number of benefit of this apps, it also has the number of challnange to solve. What we can do as the user is that maximize it as good as possible till we found it out how to deal with it. Nothing about application is perfect, there must be something to evaluate to make it better in the future (Reeves, 2008)

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How to Build an Effective Team-Teaching Program: A Brief Review of Successful School Management

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1. Introduction

Team teaching is among the few instructional approaches available to teachers at all levels, but in Indonesia, it is most popular in higher education. Team-teaching is regarded as a tool in an instructional method where the key to its use is to complete all the tasks. Is it possible to educate in groups? If that's the case, what role models do educators have to follow? What are the benefits of team teaching over other delivery modalities in a teacher's toolkit?

Through cooperation and curriculum integration, team teaching empowers instructors and fosters collegiality to improve teaching practice (Murata, 2002). Team teaching encourages teachers and students to form stronger attachments, in part because of the longer periods and shared teaching responsibilities, and teachers on teams get to know their students better. Beyond the standard class period, students become a source of concern (Frana, 1998).

When teachers work in groups, they develop collegiality, which can lead to professional, in-depth discussions (Frana, 1998, p. 27). Because there are more instructors only in the specific or one

classroom, they are skillful to respond to student queries. Furthermore, students who learn in team-teaching classes frequently exhibit indicators of improved standardized test performance (Clemens & McElroy, 2011).

The diverse and different approaches of team teaching, comprising variants along the lines of collaborating teaching, interdisciplinary teaching, and co-teaching, are explored in this literature review. Even though there is no ideal version of the team-teaching model, investigation of the method's diversity sheds light on how it might be used to assist instructors to give training that will prepare students for an increasingly complicated world. In addition, the influence of team teaching is examined in this paper. The effectiveness of team teaching has received varied assessments in research.

The notion of team-teaching is described in a variety of ways. Cook & Friend (1995) provide a widely accepted description for the many terms used in teams. They describe team teaching as the instruction of pupils in a single space by two or more professional educators. They emphasize that co-teaching conceivably involves a prevailing and distinguished tutoring teacher.

Team teaching, as Cook and Friend (1995) argued, may take numerous forms and does not always require instructors to work together in a single place. Murata (2002) developed collaborative teaching where she collaborated some courses into one to create a more humanized curriculum even though the teachers do not teach

in one class. Clemens & McElroy (2011) taught through combining English as a subject and history together but not in one classroom, preferring to apply for block scheduling or blocking academic system that enabled students to shift classroom between English and history with the notion of intersection and interdisciplinary yet conversation, learning process, and sources still based on each subject. Sweigart & Landrum (2015) state most definitions of co-teaching place a strong focus on at least one of the following aspects of co-teachers splitting roles: evaluating students, preparing instruction, tangible teaching, and regulating student attitude.

Interdisciplinary teaching, according to Frana (1998), is a curricular approach that purposefully implements the technique, language, and materials from two, three, or more subjects. According to Frana (1998) bringing instructors together for a shared cause, whatever it's called, is gaining steam in today's educational environments. Team teaching has been used in K-12 classrooms since the 1960s to be a medium for merging those who have learning problems or inclusive students into prevailing student populations (Murata, 2002), but as the twenty-first century has progressed, many policies reformation adopt interdisciplinary teaching as a model in the level of high school and others levels such as higher education level (Frana, 1998).

Following operational definitions will be used in this research review:

Collaborative teaching is a method in which instructors create curriculum together, however, they perhaps or not perhaps work in the same classes (Murata, 2002). Co-teaching is a method in which a general substance educator works together with those who are specialists in making inclusive substance in the setting of the inclusive classroom to allow students with inclusive to participate in a common classroom (Sweigart & Landrum, 2015). Team-teaching is a method in which some instructors from various disciplines work together to offer an integrated curriculum (Dugan & Letterman, 2008).

Practicing Team teaching in the classroom

Team teaching can take numerous forms, as the definitions illustrate. Some approaches are more effective than others, but there is little evidence to offer practitioners a one-size-fits-all model, and even fewer data to show that team teaching is more effective than conventional through individual teaching (Carpenter et al., 2007). Other findings, on the other hand, show that certain team teaching approaches benefit students' academic attainment (Murata, 2002; Nungsari et al., 2017).

Building Team-teaching at the College level

According to recent research, schools and universities are using team teaching to deconstruct field barriers and allow students to talk about actual issues (Nungsari et al., 2017). Another college

team teaching strategy brought together professors from several disciplines in the classroom to examine connections and provide more realistic issues that required "real-world" problem-solving abilities. Little and Hoel (2011) taught biology and business majors an environmental sustainability business course that emphasized cross-disciplinary collaboration to solve the problems of profitability, safe communities, and a positive environment. Collaborating on a commune agenda that includes some subjects or field provides for the succession of study and direct possibilities to unravel challenges" (Little and Hoel, 2011, p. 37).

2. Discussion

Teachers collaborate to develop cross-disciplinary bridges and push students to achieve academic achievement through team teaching. However, when schools push instructors within teams, members of a team do not have the same ideas, training needs go unfulfilled, supervisory foundation dwindles, or among members stifle strives at innovation, team teaching can run into unanticipated roadblocks (Frana, 1998; Sims, 2008).

Getting the backing of decision-makers is one of the first obstacles to educational innovations like collaborative teaching. The Frana (1998) study's nine instructors were working on a short-term grant, but they were made to assume that excellent outcomes might result in their program's financing being extended. "They were completely incorrect" (Frana, 1998, p. 10). In other cases, teachers

rely on traditional decision-making processes like hierarchy and seniority to make decisions. These frameworks have the potential to obstruct the democratic process that is intended in group instruction (Gunn & King, 2003). A New York City school on the verge of reform wanted to cultivate teacher connections to generate a sense of shared responsibility for student achievement.

Even though Gunn & King (2003) claimed that the system was outlined as an autonomous organization in which instructors altogether determined the human management program, they discovered that two members dictated what would be taught and when without agreement from the rest of the team. Because old leadership approaches established a comfortable hierarchy, the instructors found themselves unable to lead a change of education.

When instructors didn't give a possibility concerning team teaching or relationships creation, another problem might arise. Sims (2008) was thrown into the ring and taught himself how to co-teach. Sims was requested to co-teach three 90-minute courses with three separate special education teachers in her first year of teaching, despite having no prior experience.

Educators believe that collaborative teaching is something that comes naturally to them (Mansberger, 2005). This implies that merely putting instructors together will result in cooperation and collaboration. "[Teachers] were expected to understand how teams functioned and how effective they were." Because they are all skilled

and experienced professors, this expertise was presumed; [therefore] they would figure it out" (Frana, 1998).

As the instance of Sims shows, being pushed into a team-teaching setting can cause issues (2008). When two or more teachers establish a team, their teaching techniques may conflict. Mastropieri et al., (2005) described a situation in which two styles clashed. In the classroom, one instructor used a laid-back attitude, whilst the other chose a more regimented and formal approach (Mastropieri et al., 2005, p. 265). Depending on which instructor was in charge, students were required to adjust to two quite different teaching approaches daily. Instead of teaching together, the different teaching approaches might eventually divide the students become two groups in one class and provide similar content in different classrooms. "Forced marriages generally fail," a vice-principal was cited as stating in the Mastropieri et al. (2005) report (p. 265).

Teachers themselves present one of the most surprising barriers to collaborative teaching. Colleagues outside of teams can cause turmoil and sabotage educational advances such as team teaching. At the three schools studied by Frana (1998), a pre-existing culture among teaching ranks impeded innovation. "With its multidisciplinary team approach and student-centered focus, the essence of this innovation went opposed to the high school's 'culture...'" (P. 10 in Frana, 1998). Many instructors saw the multidisciplinary approach as an intrusion into middle school

pedagogy, and as a result, they alienated and rejected team teachers (Frana, 1998, p. 22).

Impact of Team-teaching

The majority of team teaching research is qualitative, and Murawski & Lee Swanson (2001) state that there is less evidence for underpinning the effective design. Nonetheless, the limited evidence available suggests that the success of team teaching can be as others delivery methods.

Team-teaching vs Individual teaching

Carpenter et al. (2007) came up with the conclusion that proved no significant differences in accomplishment between students who taught utilized team teaching and those who taught with the individual delivery method, when comparing final grades, they did uncover one significant and crucial difference. Students in the team-taught class had considerably better final marks than those in the solo-taught class, and there was less fluctuation between the top and lowest grades in the team-taught class (Carpenter et al., 2007, p. 61).

Carpenter et al. (2007) state that having several teachers can result in a "richer" learning environment. Students, according to Little & Hoel (2011), prefer hearing from a variety of views during their studies. Students began to see the value of multidisciplinary approaches to solving common problems, as well as the importance of cross-disciplinary collaboration in making real-world decisions. Hecht (1994) conducted research and its findings in line with the

previous findings (Carpenter et al., 2007; Little & Hoel, 2011) in which team-teaching class performed a better academic achievement compared to a traditional classroom. The research also found that students who were taught in team teaching class had fewer absences than those who were in the traditional classroom.

Dugan & Letterman (2008) proposed different findings with Carpenter et al., (2007); Hecht (1994); Little & Hoel (2011) they adopt a national learning assessment (the Individual Development and Educational Assessment [IDEA]) to study the comparison between team teaching and solo delivery methods, and its findings indicated that no differences were found between those two methods.

3. Conclusion

On the one hand, research cited in this study demonstrates that team teaching is a useful educational paradigm. However, due to a lack of quantitative analysis, there was no empirical data to support team teaching as a substitute for traditional teaching approaches. Students' achievement in team-taught classes does not differ significantly from that in solo-taught classes, according to the few studies cited, even so, evidence from qualitative analyses propose that teachers are convinced by students improve their knowledge when taught by teacher's collaboration, for any to be a collaborative team designing coherent units of teaching or be an interdisciplinary team offering diverse points of view on related topics.

Lecturers in higher education society realize that team teaching helps their students interact over disciplines, just like problem-solving does in the industry. Peers' communication skills

are improved, and their capacity to know students outside of the classroom setting is improved, according to high school educators. Middle school teachers have long utilized team teaching to help students with learning difficulties integrate into general education classes and develop social skills in early teens. Multiple viewpoints on comparable subjects were valued by students at all levels, and more adults in the classroom created a more compassionate learning atmosphere, according to students at all levels.

The majority of analysis on team teaching is a qualitative study. Even in qualitative research, the majority of studies focus on success stories and reflect the outcomes of effective team teaching practitioners. To compare team teaching to other delivery techniques, empirical data is required. Questions of academic attainment and standardized testing performance should be addressed by more quantitative studies using experimental and control groups. Thematic issues such as anecdotal evidence and an over-reliance on individuals who practice team teaching might be addressed by data synthesis using meta-analysis. Moreover, further research needs to be done for team teaching assessment starting with stakeholders' viewpoints, particularly guardians or let say parents, who were diminished in this literature review of the study.

Too much dependence on the outcome of the exam might distort results in encouraging personalized instruction. As a result, critical thinking and complex problem solving should be a major focus of future studies. Team teaching's multidisciplinary character allows for the integration of several disciplines to find answers, which is a distinct benefit over single-discipline teaching. This might

give proof of the effectiveness of team teaching that isn't always available through regular standardized testing techniques.

The new study should look for solutions to these key considerations in pursuing outstanding delivery methods. Such research might help team teaching gain traction in the classroom delivery arguments that are raging along with government bureaux, legislative, school management, and competent educators.

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The Communication Model in Education for High School Students

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1. Background of the Problem

In social life, a person cannot be separated from the process of social interaction with other community members. Conditions for the occurrence of social interaction itself is the existence of social contact and social communication. Social contact is a relationship between one community and another. Social contact can occur even if two communities only face each other or face to face. In everyday life, social contact is divided into, 1) Direct (primary) contact, for example shaking hands, glancing at each other, smiling; and 2) Indirect (secondary) contact, for example through the media or third parties. In addition, communication means the process of delivering a statement by one person to another. In essence, communication in the context of this paper is a statement between humans. As for what is expressed in the form of one's thoughts or feelings to others by using language as an intermediary (Lanz,. 2015)

Social communication occurs when someone gives an interpretation of the behavior of others in the form of speech, physical movements and feelings conveyed by that person. In order for communication to run well, several components are needed, such

as the sender of the message or communicator (communicator), the recipient of the message or communicant (communicatee), the message in the form of content or intent conveyed by one party to another, and feedback or response from the recipient of the message on the content of the message it conveys.

Message communication consists of two aspects, first the content of the message. Thoughts or feelings are categorized as content. The second aspect is the symbol, to reveal the content of the message in question language is categorized as a symbol. Communication can occur if the communicator and the communicant have the same meaning for a message conveyed.

Classroom interaction as a media has come to play an important role in shaping and integrating communication between teachers and students in all teaching and learning activities. (Markee 2015) communication will more alive if the interaction occur intensively while doing the learning process activities. according to Kääntä (2015), teaching and learning processes are always processes of interaction between two human elements. Here, the learner is the learning process and the teacher is the teacher. Since the process itself is the link between the teacher and the student, targeted communication is developed when learning objectives, interaction and communication in the learning process motivate, facilitate, inspire and evaluate the student. In the classroom supervise and maintain elevated positions for fostering classroom environments as teacher-facilitators (Sedova, Sedlacek, and Svarichek, 2016).

Rachmawaty & Hermagustiana (2015) explain that Indonesian students lack the fluent colloquial language to teach language in ELT classrooms. Matsuda (2017) emphasized that the use of communication strategies is essential because teachers overcome language differences and encourage students to communicate more in ELT classrooms. Communication strategy has been defined as someone's effort to find a way to bridge the gap between one's utterances and the language resources of others in order to cope with communication failure (Rastegar and Gohari, 2016). Also, the communication strategies used by English teachers tend to emphasize linguistic characteristics rather than non-verbal aspects. Jumiati, Ghani, and Sari (2017) noted that the characteristics of communication strategies are limited in explaining non-verbal characteristics.

2. Discussion

Educational communication is an actions that make a very important contribution to understanding and the practice of interactions and actions of all individuals involved in the world education.

In an organization, communication has several functions.This is as according to Efendi that the function of communication is:

a. Informative Function

That is, communication functions to provide information, give information data or facts that are useful for all aspects of human life.

With through communication, what does the teacher want to convey to students? Students can be given in oral or written form.

b. Educational Function

That is, communication has the function of educating the public, educating everyone in the path of achieving independent maturity. Somebody can know a lot because a lot of listening, a lot of reading and a lot communicate.

c. Persuasive Function

The point is that communication can "persuade" people to behave in accordance with the will desired by communicator. Awaken understanding and awareness of the communicant, good motivational as well as guidance, that what we convey will give a change of attitude, but the change is at will themselves (not forced).The change is accepted on awareness alone.

d. Recreational Function

Can entertain people whenever possible. As, listening to fairy tales, reading light reading.

As previously stated, education cannot be separated from the process of communicating, both between educators and educators, educators and participants students, as well as between fellow students, as well as the elements within the communication and elements in education, even though in reality there are differences in the individual elements between communication and education, however in the process of delivering educational content cannot be separated from the elements that exist in the communication (

Croskey, J. C., Richmond, V. L., & Mc, L. L. (2006). Introduction to communication in the classroom: as the component in teaching and training in communication. The elements contained in communication include:

a) Communicator

b) Encoding and Decoding: In communication, a code or cipher is a rule that transforms information/messages into another format or representation that must not be the same format. Encoding or decoding is the opposite process. Transform data sent by the source into information understandable by the receive.

c) Message: the process of interaction so that message can be delivered to the sender.

d) Channels/Media: interaction mean that the message can be transmitted from sender to receiver. In communication, all the message sent must go through the channel, the channel can be single but can also a lot.

e) Communicant: According to Effendi, the communicant is the person who receives message. As a source or communicator, the communicant can also consist of one or more people, can form an organization or group.

The elements of communication contained in the world of education are as follows:

a) Humans: Humans who act as stores, processors, presenters, and message recipient. In this case, there are educators who serve as communicator who conveys information to students on duty as a

communicant (receiver of information), the interaction between educators and students learners.

b) Educational Materials: Teaching/information conveyed by other components in the form of ideas, facts, values and data. Example: all fields of study such as social studies, science, Language, Politics, Economics, Logic, Ethics, Health, and more.

c) Tools: Many technologists argue that learning will be successful if: The results of the learning provide a sense of pleasure to students, one of which is Supporters that can create this feeling of pleasure are the means or tools used. There are several tools in the educational process such as: whiteboards, photo drawings and illustrations, slides and films, educational records, maps and globes, and textbooks.

d) Methods and Techniques: Methods or methods are routine procedures or references that prepared to use materials and equipment so that the learning process can be delivered with effective communication, the method used can be such as programmed teaching, simulations, games, and questions and answers.

e) Environment: The surrounding situation or place where the event or message is received, in this case includes the school environment such as: school buildings, libraries, laboratory, studio, auditorium, garden and others.

The challenges of communication in education

If we talk about factors that prevent the effectiveness of communication in learning, it can become a communication barrier that can affect the smooth progress of the communication process and even interfere with the communication process (Dun,.T., Martin.,S. 2012). Some experiences that teachers found in the educational process such as:

1) Source Barriers

The source here means the initiator, communicator, and also includes teachers. A communicator is a leaders, managers, and organizers, at least the leaders in management of information that is being communicated to others. Without being managed properly, systematically and planned, information that what he said could not be accepted effectively by the purpose target. Some errors can occur on the source side so that the effectiveness of disturbed communication includes several factors, including: For example, the use of language, differences in experience, expertise, conditions mental, attitude and physical appearance.

2) Barriers to the Communicant of Target

The meaning of the communicant here is the person who receives the message or information from communicators, for example audiences, students, participants upgrading and certain other groups of people who are ready to receive amount of information from the communicator. In the learning system, obstacles that may occur that interfere with the process channel

smoothness, but the target party also has the opportunity to hinder, even more likely than others.

3) Prejudice

Prejudice is an attitude of someone who suspects others by comparing themselves or others which leads to negative feelings. This will not only lead to distrust of the communicant but will also lead to an attitude of antipathy towards all messages conveyed by the communicator.

4) Culture

Every teacher and student has a different background. It is reasonable and real. What needs to be done is an agreement between the teacher and students that this is the learning goal we want to achieve. Therefore, transfer the learning objectives to students using language and terms that are understood by students (Hussin, S., Ismail., L. *et,al* 2016).

3. Conclusion

In summary that Communication and education have similarities in functions and elements with the main human object in the delivery of messages, as from communication as a process of delivering messages from communicators to communicants with use the media to create effects, as for the elements in communication education, namely: humans, materials, tools, methods, and the environment.

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A Profile of an ideal teacher of autistic students: A project of literacy development

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1. Introduction

Autistic students are children who have mental and intellectual disorders. Even though they experience developmental delays in learning, they have the same right to gain new experiences and knowledge. To overcome this, individual intervention learning is used because each child has special needs. The movement of National literacy (GLN) was declared in 2016 by the Ministry of Education and Culture. It was stated in the regulation the Minister of Education and Culture at 2015 Number 23 about character building. However, for Autistic students, the stages of developing basic literacy skills for their reading are different. Broun, Leslie & Oelwein, Patricia (2007) proposed seven steps to developing basic literacy for reading skills for them, they are. 1) Matching Skills; 2) sorting; 3) Scrapbooks; 4) telling a story; 5) Flash Cards; 6) Journal; 7) Fine Motor Skills.

Learning to read for autistic students depends on the high intensity of reading between teachers and people with autism themselves. A teacher of autistic students is required to have the creativity to influence the ability of autistic students because they prefer to pay attention to what they like according to their wishes.

Although the process is not always easy, reading will be a skill that can provide great happiness and satisfaction for autistic students (Broun, Leslie & Oelwein, Patricia;2007). Therefore, the attribute to be a good teacher for autistic students to develop the students' literacy is needed. The discussion below explains the teachers' profiles to be ideal teachers based on their competencies.

2. Discussion

This chapter discusses the teacher competencies needed in teaching autistic students based on previous research. several competencies are needed to become an ideal teacher in teaching children with autism, including the competencies of professional, pedagogic, social, and personality. In addition, it will also provide conclusions about the ideal teacher profile of autistic students based on those competencies.

a. Professional competence

The first competency that teachers must have is professional competence. It is closely related to the teachers' ability in managing the process of teaching in the class, such as mastering learning materials, teaching strategies, using media, and classroom management.

In professional competence, the demography of teachers should be considered. Finlay, et.al. (2019: 6-7) explained that teachers' demography consisted of having previous experience teaching autistic students, knowing the previous knowledge of

autism, having a duration of a long time in teaching autistic students, having linear graduation qualification, and having the recognition of teaching council. In his research, the teachers should take part in the program of professional development such as workshops or seminars as an effort to add their experience and reduce their stress in teaching autistic children when they have tantrums. (Finlay, et.al.; 2019 p. 1). Research reported that teachers' experiencing challenges in teaching autistic students because they have challenging behaviors and implementing different curriculum according to the characteristic of autistic students. (Boyer and Lee 2001).

Farkas, (2019:3) added that teachers' profiles to be professional should have performance, for example, the readiness to use technology or strategy in teaching. A teacher of autistic students should have a varied strategy in teaching autism. They also should give a chance to autistic students to enter inclusive classes so that they can grow and develop in a regular school environment (Finlay, et.al.; 2019 p. 1). A teacher is a program manager who has responsibility for managing the classroom. Brown (2008:34-48) says that he should give a good model to his students as a culture in their daily life.

From the explanation above, the teacher's professional competency includes the teachers' ability in managing the process of teaching and learning the classroom. Naturally, the professional competency is influenced by teachers' experience and the length of

teaching more than 3 years. The teachers' educational background should be linear, such as SEN graduate qualification or qualification of ASD graduation. There should also be the recognition of the teaching council. They could be restricted recognition, provisional recognition, or full recognition (Finlay, et.al.; 2019 p. 7).

The teachers' experience and the length of time of teaching will help them to face autistic students when they are tantrums. They will calm down the students first before they ask to read/learn English.

b. Pedagogic competence

Pedagogic competence means the ability where teachers are required to be able in understanding the learning process in the class. The reciprocal communication between teachers, students, and parents must be carried out properly because, with the diversity of autistic students, teachers need skills in designing learning.

Jones & Lawson (2015) investigated the pedagogical competence of teachers including the approaches used in teaching autistic children and the teacher's decision-making methods during teaching: for example if a child leaves the classroom to go to the bathroom, is he accompanied and leaves the classroom? or the teacher asks another teacher to take the child to the bathroom and he or she can continue teaching. The ability to identify student achievement and look for difficulties faced by autistic students is also an indicator of pedagogic competence as a basis for planning

and conducting further learning for them (Woods & Griffin; 2012 p.343)

The profile of ideal teachers for autistic students is the teacher who has the competency of pedagogic. It is the teacher's ability in arranging the process of learning for autistic students. The teachers teach autistic students based on the students' needs. They assess the student's achievement/improvement during the learning progress as a basis for planning and conducting further learning for them.

Teachers' knowledge is needed to help autistic students develop their literacy. The teachers can teach them by using the right and creative strategy, methods, or media so that it can be understood by the students easily.

c. Social competence

Social competency is related to the teachers' ability in interacting or communicating with the people in their school environment. This social ability can be seen from the association of teachers with students, fellow teachers, and the surrounding community.

Based on Coninck, et. Al. (2021) Clinical Simulation (CS) can be done to increase the close relationship between teachers and parents of autistic children. Hence, it made the confidence of teachers' self-efficacy in teaching. There is an interaction between other teachers, parents, therapists, teaching assistants, or psychologists talking about autistic students' learning (Jones & Lawson;2015).

A teacher of autistic students should have social competence to know the previous knowledge of autistic students. The ability to communicate to other teachers, therapists, parents, or teaching assistants is needed to plan and increase further programs of learning progress (Ruble & McGrew; 2011). Communication between them is done by sharing information about the development of autistic students.

d. Personality competence

To carry out the functions and duties of a teacher, a teacher must have a good personality and attitude to be imitated and shown by his students. Children with autism will be closer to teachers who have a loving and personal attitude.

According to Conn (2017:3) said that phenomenologically, teachers experience learning interactions with autistic children, through their bodies, and try giving orientation and attention to them physically and in practical ways. Finlay (2019) argued that the personal characteristics of teachers could influence autistic students' behavior outcomes when they implemented literacy development programs.

The last competence of a teacher is personality competence. If a teacher has a good personality during teaching both inside and outside the classroom, so the autistic student will obey and love him. Autistic students feel comfortable with teachers who always give

attention and affection. Sometimes, teachers speak aloud to train them a discipline.

3. Conclusion

A project of literacy development for autistic students should be improved to give self-efficacy for them in adapting to their environment. To achieve that project, an ideal teacher profile of autistic students should be considered. They should have the requirements of teachers' competency. They are competencies of pedagogic, professional, personality, and social. Those competencies are related to the experience and length of teaching, teaching style, good communication reciprocally between parents, other teachers, or with autistic students, and have good personal characteristics.

To be a good teacher for autistic students, a teacher must dedicate his life to teaching, have the patience and awareness to live socially and in society, be moral, loves children, and plan and manage to learn effectively (Devine, et. al.; 2013). That is a profile to be an ideal teacher for autistic students.

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The Challenges of Effective Communication at Universitas Pancasakti Tegal

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1. Introduction

Everybody needs communication wherever and whenever. Communication occurs in every situation, environment, region, organization and etc. Communication also become a key success of any company. It used for all types of organizational structures, individuals, need to hold meeting, work together, and discuss issues related to their functions and activities. Communication is one of the most important systems that must be expanded in all sectors. If we convey the message in a good instruction and easy to understand, so that the communication process will succeed. It means that good communication depends on how well it is designed and developed.

Good communication is essential in educational institutions. This is the key to success in achieving a common goal. It is necessary not only to communicate well, but also to foster effective communication. Effective communication means that you need to be able to send and receive messages in all situations. This communication process was carried out by Universitas Pancasakti Tegal at all levels among Foundation managers, rector, deans, lecturers, employees, students, and the entire academic community.

To teach effectively, faculty members must have advanced qualifications in all of these areas. Instructors should always communicate in an easy-to-understand manner (Freddy Silver). Communication skills are a fundamental requirement for academic and professional success in life. We known that communication skills include listening and speaking, reading, and writing. The lecturer will give further verbal instructions to the students both inside and outside the classroom. Students need to gaining knowledge and graduating well depends on their communication skills and also the communication skills of the lecturer employed in the classroom (Rintaningrum, R., 2014).

2. Discussion

1. The Components of Effective Communication

Several components of effective communication mentioned as follows; context, body language, interference, and active listening. The process of communication begins with internal processing of information and emotions (coding) that you want to share with someone else. Once encoded, the message will be sent by voice. Or a written word that completes the coding. At the end of the communication, what is sent is received and interpreted (decoding). The receiver must confirm to the sender that the communication was close. Paying attention to the context of communication will increase the communication process itself.

The context is one of communication component that takes into account the recipient's age, region, gender, and the intellectual ability. It also helps assess the acceptability and emotional state of the sender and receiver during communication. In this context, we need to understand the implicit meaning of communication. For example, if an instructor attends an out-of-state or international seminar, he or she must be able to communicate by adapting the intellectual abilities of the region or interlocutor. He must also be able to adapt the language used as a means of communication.

Nonverbal communication is often associated with body languages, such as posture, eye contact, facial expressions, and hand and arm posture. Proper body language can improve your understanding of the content of words. Body language that does not match this raises questions about the true message in the listener's mind. For example, at a meeting, a guide said, "I want to hear your thoughts on this." However, when respondents look away, cross their arms, or write text messages, they leave a bad impression. For effective communication, the content used to deliver the message and the body language must be the same.

One of the things that can hinder effective communication is emotion. Angry message senders can affect your ability to send effective messages. On the other hand, if the recipient of the message is angry or disagrees with the message or sender, the message intended by the sender will be misunderstood. In addition to emotional factors, there are other factors that can affect effective

communication: language and concepts. Effective communication itself is a two-way process involving the sender and recipient of a message. Then the good listener will requires speaker feedback, eye contact, and objective processing. For example, if a lecturer give the instruction to the students with clear message, so they will be easy to understand.

2. Models of Communication

There are several models of communication mentioned as follows:

1) Claude Shannon and Warren Weaver model

Claude Shannon and Warren Weaver's model was introduced by the Bell Labs communication model in 1949. The first model developed for the communication on the telephone. The model divided into three parts; transmitter, channel, and receiver. The sender is a part of the phone that one person is talking on, the line is the phone itself, and the handset is a part of the phone that one person can use to hear other's voice. Shannon and Weaver also often have problems when someone hears a telephone conversation. It was often defined as the standard transmission or display model of communication, information or content (such as a natural language message) is somehow (spoken) sent from the sender/encoder to the target/recipient will be decoder. This is a common term sees communication as just a means of conveying and receiving message. The strengths of this model are simple, and more general.

Social scientists Claude Shannon and Warren Weaver using this model with several elements, they are; information source, transmitter, channel, receiver and destination. Then several problems arise in this communication model, namely; (1) Technical problems; how accurate can the message be "delivered"?. (2) semantic problems; how accurate is the meaning of the message "delivered"?. (3) Effectiveness issues; how effectively the meaning received can influence behavior?. Furthermore, Daniel Chandler criticized the transmission model by stating the following assumptions; (a) the communicator is an isolated individual. (b) there is no allowance for different purposes, different interpretations, unequal power relations, and situational contexts. An example of this communication model is the communication between the leadership and the unit head and dean regarding a routine activity on campus that can be received well or not through bureaucratic channels and several procedural processes.

2) SMCR Model

David Berlo has developed the communication model of Shannon and Weaver (1949) and created the SMCR (Sender-Message-Channel-Receiver) in 1960. The Communication Model that separates the model into different parts. This model has also been developed by other scholars. Communication is usually described in terms of several main dimensions: message, source /emission /sender /encoder, form, channel, destination /receiver /target /decoder, and receiver. Wilbur Schram in his research shows that we must also know the impact of a message (both desired and

unwanted) on the intended message. All parties involved in this communication process can ask questions, give suggestions and orders, and most importantly impart knowledge. This action can take many forms, in one of many ways of communication. The form depends on the ability of the group to communicate. This model can be applied on campus, for example communication between the head of study program and lecturers regarding a policy, and later the lecturer will convey it to students as recipients of the message. So the parties have their respective functions.

3) Transactional model

The transactional model is a communication model in which individuals are involved in conveying and receiving information simultaneously. This model is a little bit complex, the recipient and sender connected each other. This model usually focuses on how each other communicates as a determining factor in how a message will be interpreted. An example of this communication model is usually seen when a lecturer has dual duties other than being a teacher but also being a structural official.

Furthermore, communication is a social interaction in which at least two interacting people share the same set of signs and a set of semiotic rules. In general, the rules are like that, but some are ignoring automatic communication, such as intrapersonal communication which is usually recorded through a diary. Both are secondary phenomena that follow main acquisition of

communicative competence in social interaction. Given this weakness, Barnlund proposed a transactional communication model.

Communication can also be interpreted as a channel; namely the part where information can be received from one person to another and this information becomes an integral part of the communication. Examples are often referred to as speech acts. The senders and recipients of these channels will be filtered by gender, culture and tradition, thereby changing the meaning of messages in the communication. Sometimes there is a "communication breakdown" on the transmission line (air, in this case), causing the reception and decoding of content to be incorrect, and possibly to inappropriate speech acts as well.

3. Communication noise

Communication noise is an effective communication effect that affects the interpretation of the conversation. Communication noise has a significant impact on both the analysis of one's communication skills and the perception of interaction with other people. The forms of communication noise consists of psychological noise, physical noise, semantic noise, environmental noise, organizational noise, and cultural noise. All these forms of noise affect communication with other people and need to be known by everyone to become a good communicator.

a. Psychological Noise

Psychological noise usually results from prejudices that you bring into your conversation, such as assumptions, prejudices,

reputation, and racial stereotypes. For example, when we talk about what others are trying to talk and the reason, we can easily blind their messages. Sometimes you can't get rid of psychological noise, so when you talk to others, you just need to be aware of it and try to avoid this kind of noise. On campus, you can find this kind of noise when students are submitting KKL reports. For example, the instructor may comment on what is considered unreasonable with prejudices and assumptions that are not necessarily true/false.

b. Physical Noise

Physical noise is an external inducement or influence that prevents a person from conveying the information sent by the communicator. One example is when someone is talking behind our background, people looking out of a terrible voice or conversation, and backsound. This usually happens during activities where something unexpected or unwanted noise occurs.

c. Semantic noise

Semantic noise comes from the broadcast station. This is an encoder. This type of noise occurs when the receiver (decoder) uses grammar or jargon that is not clearly understood or clearly understood. This happens if someone send a message uses a word, phrase, and sentence that they do not understand, or if they use it differently than the speaker. This type of noise is common in multi-level communication. For example, the Dean issues a policy that requires students to attend faculty seminars. If it is clearly stated in clear language that the seminar certificate is a prerequisite for taking

the proposed exam, there may be a small number of students who do not follow the rules.

d. Environmental Noise

Environmental noise is a noise that is affected by certain conditions in the environment. The problem with our campus environmental noise is that if frequent floods occur during the rainy season, management must first discuss which part of the flood will be affected. Then notify the entire academic community. Finally, create an action plan to avoid and overcome environmental noise.

e. Organizational noise

Communication is very important for the organization. Communication works well if the meaning of information can accepted by the recipient well. Organizations do not function properly without communication. Communication is the lifeline of an organization because people are involved in it. People cannot interact with each other without communication. Without communication, everything gets stuck. For example: on our campus, lecturers or students who do not fully understand the campus vision and mission are unable to achieve their goals.

f. Cultural noise

Cultural noise is a noise that can interfere with successful communication between people of different cultural backgrounds. One of the causes of cultural noise is language differences (e.g, the same word has different meanings), values (e.g, punctuality and the importance of working hours in culture), and nonverbal cues (e.g, body language), Interpretation, etc. In addition, individuals involved

internationally (or nationally if the communication involves different cultures) need to be aware of obstacles that can affect the message if it is interpreted as intended by the sender. there is. For example, if English Education Department holds an international seminar by introducing speakers and participants from abroad, the committee will provide clear information and in a language that is easy for the speakers and participants of the international seminar to understand.

3. Conclusion

Based on the discussion above, we can conclude that communication is a process of conveying information or messages, thoughts, and feelings by sender and receiver through speech, writing, or body language. Effective communication can happen if the content being conveyed can be received and understood by someone. The goal of effective communication is to create awareness, change behavior, and gather information. There are many components of communication, including context, body language, interference, and active listening. All of these components are necessary to achieve the goal of communication. In addition, there are also several communication models, namely; Claude Shannon and Warren Weaver model, SMCR (Sender Message Channel Receiver) model, and transaction model. This communication model may be used depending on-campus conditions. When communicating sometimes we encounter noise. Communication noise is an effective communication can affects the interpretation of

conversation. Several types of communication noise includes psychological noise, physical noise, physiological noise, semantic noise, environmental noise, organizational noise, and cultural noise. The communication process examples mentioned above, it shows that on-campus we need to be able to choose the right communication model. To achieve effective communication between the entire university community.

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Issues of Classroom Management in English Language Teaching (ELT) during the Pandemic COVID-19

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1. Introduction

As a teacher, the most essential thing to keep in mind in class is to design suitable teaching and learning circumstances. Therefore, the teacher must acquire this competency, which is then referred to as the ability to manage the class. In other words, the purpose of classroom management is to ensure that every student in the class engages in learning in a disciplined and orderly manner, allowing learning objectives to be effectively achieved. Hopefully, with the ability of teacher class management and appropriate learning environments, the teaching and learning process can run well.

Many previous studies have been conducted dealing with classroom management. Gultom and Saun (2016) investigated the role of teachers in managing classrooms to create effective English learning. In addition, Korpershoek, et al (2014) give a general description of strategies to manage classrooms and programs for (new) elementary educators so that they may create successful classroom management and identify items that might prevent classroom management challenges. Tyas & Naibaho (2021)

explored classroom management during the Covid-19 Pandemic. Good management requires the participation of all components involved in school management, including parents of students and community members who serve on the school committee, as well as the community in the school environment during the COVID-19 pandemic. Meanwhile, Zahra Khusnul Lathifah et al. (2020), found that the Mutiara Harapan Islamic School (MHIS), an international school in Banten, Indonesia, implemented effective classroom management during pandemic COVID-19 as four of the five requirements for good classroom management could be fulfilled by the teachers. Implementation of virtual learning in elementary schools during a pandemic can be managed with the help of various applications to connect students with teachers, such as e-learning, WhatsApp groups, Google Meet, Google Classroom, Zoom, and other similar applications (Marsen et al., 2021). Classroom management issues in English Language Teaching in the Pandemic Era, including challenges and solutions, will be discussed in this article.

2. Discussion

Classroom management involves everything that teachers do to manage students, places, timing, and resources to facilitate student learning. (Gultom, E. & Saun, S, 2016). Classroom management is defined by Evertson and Weinstein in Oliver (2011) as any activity taken by a teacher to provide an atmosphere that promotes and facilitates both intellectual and social-emotional development.

Effective classroom management is essentially built on the concept of creating a good learning atmosphere with strong teacher-student relationships. (Wubbels, et al, 1999).

The following are some of the things that teachers must do to effectively manage the classroom.

1. Creating a school program to promote students' use of English.

   The teacher should organize accordingly to ensure that the English classroom goes well.

2. Making a thoughtful decision on the most successful teaching strategy.

   Teachers analyze students' intellectual progress and alter their educational strategies to fulfill the students' needs. In addition, teachers must examine the various instructional activities that will be used to interest students in the topic and allow them to meet the objectives after determining the learning goals and evaluations for the course.

3. Putting the classroom in order.

   To increase the efficacy of English teaching and learning, it is necessary to arrange the classroom. Seating arrangements and the number of students in the classroom are two factors to take into account while planning a classroom.

In addition, the objectives of classroom management are as follows:

1. Create classroom situations and conditions that allow students to develop their abilities as much as possible.

2. Remove different barriers to the fulfillment of teaching and learning engagements.

3. Make available and organize learning tools and infrastructure that support and enable students to learn according to their social, emotional, and intellectual environments in the classroom.

4. Foster and guide individuals based on their social, economic, cultural, and personal backgrounds. (Ahmad, 1995).

The COVID-19 outbreak has had a significant influence across all fields, including education. For the education process to work properly, all parties, beginning with teachers, parents, and students must be willing to live a new life (new normal) through a learning strategy utilizing information technology and electronic media, whether they like it or not. The government instructs teachers to create exciting learning opportunities from home for students for classroom management to continue to run effectively. As a result, educators are required to be more innovative in the online learning process, not only conducting tasks or explaining content (knowledge transfer), but also paying attention to character values. Educators must be able to plan enjoyable and challenging learning methods or activities for their students for them to be more engaged (Saifulloh, A. M & Darwis, M. 2020).

Some pedagogical changes occurred due to the COVID-19 Epidemic. One of them is the change in classroom management, which was previously carried out in person or face-to-face, but has now changed to online. To interrupt the chain of transmission of the

COVID-19 virus, the Indonesian Ministry of Education established a policy that included school closures and the replacement of the Teaching-Learning-Activities process with an internal network system (online).

The use of technology is another of the COVID-19 pandemic's educational effects. Using an online learning system requires teachers to make changes in their teaching methods, one of which is technology utilization. Teachers employ a variety of online learning media, including e-learning, the Zoom application, Google Classroom, YouTube, and the Whatsapp social networking platform. Google Meet has been effectively deployed in a large number of Georgian schools (Basilaia, 2020). However, some innovative teachers design their creative learning media, such as videos, to arouse students' interest in learning.

The Internet plays a significant role during a pandemic COVID 19. Online learning necessitates interactive communication between students and teachers through the use of information and communication technology, such as computers, cellphones, and laptops that are connected to the internet. In addition, the internet can also help students find and access other learning resources besides books.

Based on some previous studies, various issues associated with classroom management were discovered. The first one is about the lack of interaction between the teacher and the students during online learning. Students only communicate with their teachers and peers

virtually and never meet their classmates in person. Therefore, the real-time exchange of ideas, knowledge, and information is limited during online learning. (Ashraf et al, 2021). Based on my experience, when teaching English, I frequently utilize the Google Meeting app. Because of the lack of interaction and many students' being off-camera, I sometimes feel like I am talking to myself when delivering the material. As a result, I am not sure if they are listening to me or if they are doing something else. This is different when learning occurs face-to-face, since I can interact with them and immediately observe what they are doing, as well as determine how far they are engaged in the learning process. Sometimes I interact with them by asking whether they understand the material or not, or by asking questions on the topic of the material that I have previously discussed, simply to ensure that they are still with me and listening to me, even if only a few students respond, and frequently the same person.

The next issue is the ineffectiveness of technology. The lack of teacher ability, especially senior teachers, in mastering technology can hinder the online learning process. As previously mentioned, learning requires the use of technology such as e-learning, WhatsApp, Google Meeting, Zoom, YouTube, etc. If the teacher does not master the technology, no matter how sophisticated the technology is, it will be ineffective. (Siahaan, 2020). In addition to the Google Meeting app, I usually use the YouTube and WhatsApp apps. YouTube is chosen because it has a lot of fascinating videos that can be selected based on learning objectives, student age,

culture, and other considerations. Furthermore, students' learning motivation may be increased by using YouTube since they can study while having fun by watching videos containing narration, dialogues with native speakers, or films.

Another issue with this online learning system is the lack of access to internet facilities. Online learning is costly since it requires the use of an internet connection. In remote areas, there are several obstacles to overcome when it comes to online learning. The first obstacle is the unavailability or absence of internet access. Even if an internet network exists, there are still other challenges to overcome, particularly the signal. As we know, access to information is limited by signals, resulting in sluggish access to knowledge. As a result, communication is inhibited, and learning is rendered inefficient. Students may get information regarding learning materials or tasks that must be completed late at times. These factors make online learning difficult to implement. When the network is bad or unstable, the learning process will be disrupted; the voice will become unclear or intermittent, the user will be abruptly kicked out of a Google conference or zoom, the display will stop, and so on. To avoid this, I use the WhatsApp application, which is simple to use and consumes little bandwidth.

3. Conclusion

The COVID-19 epidemic has caused changes in many areas, including education. Schools that were formerly held in person are

now being implemented online. Many issues were discovered during its implementation, particularly those relating to classroom managemenoet, such as obstacles in the use of technology, challenges in the network and signals from the internet, and difficulty in controlling students' involvement. This situation demands high levels of professionalism and competence from teachers for teaching and learning activities to continue while making the best use of available learning media. Therefore, teachers must find the best ways to solve issues in the classroom and ensure that every student has a positive learning experience during online lessons.

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Risk Management in Higher Education

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1. Introduction

Risk analysis is a methodology for evaluating and calculating the probability of a natural phenomenon. It could alternatively be defined as a "feeling of community" or "quality of life." Risk analysis was used to analyze it.

The risks involve future government funding, increasing doctoral student numbers, pursuing a top position in the university's world rankings, intensifying competition for international student quality, and uncertainty about global competition in research, education, and learning Ahmad et al. (2016) stated that public higher education cannot escape for risk management.

Term risk and university seem to be unrelated. Risk is usually dangerous behavior in business and finance. The university is considered an ivory tower and is isolated and isolated from the corporate world. Universities are seen as a place to deeply reflect and discuss issues like philosophy, theory, ideas. A place to teach and nurture the young minds of future leaders managers. Therefore, the concept of risk seems irrelevant in such places. But the reality is risky. It is a part of everyday life, and like all other people and

businesses, universities are at risk. Mitrov et al. (2006) the university claimed to be numerically similar to a city, despite its core educational mission. And the various services they offer. For example, the university of southern California operates up to 20 schools. Various businesses such as food, cooking, health care, and sporting events. According to the former Yale, University is a Complex Company with millions of dollars at stake. Still, they don't want to see themselves as a company (Lundquist, 2015).

As we all know, academia is regarded as a safe place for deep thought and strolling with our colleges to discuss something in the teaching-learning process. The actuality, however, is considerably different. Risks are inherent in practically every person's endeavor, and exceptions are uncommon and difficult to find. However, academia generally acts as if the old way of working life is unassailable. The fact is that academia is not wrong in this case. This study introduces academics to the concept of risk management. The majority of the dangers in society's educational sector have a direct impact. The gap between what the teacher teaches and what they practice, according to Raanan (1999), should be considered seriously.

The problem of academic, faculty, ethical, management, leadership, student-related, institutional, and competition risks are also all excluded in higher education. Hargreaves (2008) stated that adopting could be increased the risk, it calculated in curriculum design that has been predicted in education. The result of the

teaching and learning process would be transferred to other institutions by considering the consequences.Some argue that colleges are attempting to develop internationally like businesses, and they examine the risks involved in such initiatives as well as their effects on institutions.

A risks management approach that was adopted in business could be found only in one source, we can find it in a nonpublication academic of the HEFCE. (HEFCE,2001) Now, we will discuss some risks in a higher institution, there are:

a. Academic risks

This kind of risk which can be found in the institution. Mostly the activities in research and also teaching and learning process.

b. Research risks

At research risks here any research which bad quality. This kind of research is produced without scientific academics, because of that usually the research will be rejected. Because it could not get the benefit for the research. Dangerous research: a study that poses a (physical) risk to persons, equipment, animals, buildings, or other property.

c. Risk-taking in the classroom

Teachers who are unable to educate or who teach obsolete material are examples of poor teachers. Furthermore, the material is irrelevant or incorrect. Inadequate teaching resources: a shortage of teachers (which typically results in overburdened teaching personnel (which results in poor teaching), the lest of teaching assistants, or the

lest of materials in the library also makes the increase of several problems in the school. Because of that, the institution should be found the problem in the institution periodically, then find out the solution for it before they evaluate all of it.

d. Quality risks

Quality is a crucial concern for higher education institutions. All stakeholders in the institution strive to avoid serious harm to the institution's quality. Quality risks might occur as a result of other risks that have not been appropriately addressed, or they can arise on their own.

The quality of the institution is the result of faculty and students risk which have by institution, as we know that almost all of the risks could be given the impact for the institution. For example, in one institution, the significant downgrade for institutions might be it will reduce the society's interest in those institutions.

e. Faculty-related risks

In this risk, the writer has divided between the institution and also the members of faculty. The wrong promotion for division on the faculty could be given a bad impact on the faculty and also the institution. Because what? the wrong person in the wrong place, they will not do anything, even worse the performance that was already good.

Therefore, the selection of the right person in the faculty could make the effectiveness for the achievement of the faculty itself.

f. Ethical risks

In this risk, the ethical risk mostly can be found in other institutions. In many activities at risk management, the risk should be taken seriously. As we know that in the higher institution has additional ethical risks in non-academic. Such as; In the research, the researcher ignored the safety rules, regulations, and also in practices. The research should be involved humans, but in unethical research, there are any untrue results, achievements, and also misuse of funds of the research.

Other examples are about plagiarism; as we know that plagiarism is an activity that uses people's work without asking permission. In the institution also still many exploitations for the students; such as being assistance in teaching, private purposes, etc. The last is about giving the grading with the seller the score.

g. Management risks

In this kind of risk, many risks which related to management in the organization besides in higher education. That has management structure with differently with other. Wheres, it has an additional risk for those institutions of higher education. For example; some institutions are also unable to change the leader or management position although many cases have found cases and also evidences for its non-performance.

This risk will cause several customs which indirectly could influence the other. Besides that, the election for a management position for choosing rector, vice-rector, dean, and the head of the

department almost does not involve the external people. It means that the election does not carry the principle of openness so that certainly the election program does not listen to the argument from all of the academic community in those faculty. It will be a matter for the small group who participated in the election, where she or he has no political power in those elections.

Another example is a rotation that the leader (rector) did every few years, sometimes the dean, the head of the department have felt more comfortable with their position so he or it is difficult to adapt new position. The last example is two-head management, in some institutions, the rector and head of the founder have taken care of the same thing, but using different policies so makes the subordinates or employees feel confused about which one to follow. So that many conflicts arose afterward.

h. Leadership risks

There is noa good leader is a risk for the organization or institution no exception for higher education. It is likely much higher for these institutions, in contrast to commercial organizations, to have very long plans and work schedules. Because of these major mechanisms, changing the course of an organization is a hard and laborious process, compounding the long-term consequences of a substandard leader's actions.

i. Students-related risks

This risk, and some examples for describing students-related risk. There are;

1. declining the grades of the students, it's will degrade the students in their performance, achievements, creativity for all activities. Declining the grades will make difficulties for the next period, because when the institution has chosen the lower score or grade for one of the entry requirements so the next period follows the same rules.

2. The opposite of the first point is using the higher grades for entry requirements. It makes the teachers and students will be giving up on these rules. Because what? The teachers know about the capacity of their students. Then if the institution applies these rules of high scoring. There will be a lot of manipulation of grades or scores, students who always did cheat, and finally, the students who give up will decide to move.

3. the poor placement or strategic location. (Raanan1998 and Raanan 1999) stated that many students will attend the institution of higher education because of the place or location. Because they think if the institution has good building, strategic in location, it can be categorized as a good institution. They will not consider the quality of education in those institutions. It caused that they need is an academic degree for precondition job application. Because of that, the institution not only focuses on the quality of the academic but also placement or good strategic location, completeness of facilities should be considered.

j. *Institutional risks*

a) *Financial risks*

Lack of funding for research, education, services, and development. When higher education needs more funds to operate, these institutions are at serious risk because they lack sufficient funds to support the minimum funding required to operate sustainably. This risk is exacerbated if the lack of funds persists for an extended time interval. In this case, higher education should be a focus on activities and the goal according to its economic capacity. Otherwise, it may go bankrupt. This could mean closing a higher education or, at best, reorganizing in some other way with all the consequences of such a reorganization.

b) Nonfinancial *risk*

The lack of nonfinancial risk is hindering many attempts to provide opportunities for institutions to grow and develop, even with all other requirements such as money and teachers. The most important of these resources are: classes: not an optimal timetable for teachers as classroom availability is the dominant constraint if there are not enough classrooms. These suboptimal schedules create frustration and irritation among stakeholders, leading to dissatisfaction. It also leads to a loss of opportunity seminars, conferences, and similar events, adding lectures instead of canceled lectures, or additions deemed necessary, again with negative consequences. Labs: A lack of laboratories means a lack of lessons, with the additional problem of slowing

down or hindering research. Equipment: inadequate equipment for education or research reduces the ability of an institution to carry out its mission. Information and knowledge: these risks are not unique to the university. Lack of information about the environment and inadequate information about activities and their consequences can reduce the efficiency of an organization. prone to errors and wasting other resources. And, of course, this makes half-truth and assumption-based agency decision-making ineffective.

k) Competition

Competition is kind of the risk all humans which almost every human action carries the risk of competition. While competition often results in improved products and services, it can also lead to unrestrained conduct with fatal consequences. If there is a competition a large number of the student's body between the higher education or department in the same school. For example, the standard could be neglected, resulting in a tarnished reputation, uncontrolled and unsustainable expansion, and other issues. These factors could lead to instability and hasty decisions that are detrimental to the institution.

2. Discussion

A systematic management process is risk management that could identify all of the risks that a particular institution is exposed to decides how to handle them and how to handle them

appropriately. Risk management has received a great deal of scientific and practical interest in recent years, the general approach of risk management is divided into four phases: risk identification is the process of revealing all the risks an organization is exposed to. Of course, the first thing you need to do is make a complete list of all possible risks. It has done by using a specific master, if available, and adapting it to the specific requirements and characteristics of the organization. Next, you need to identify all the risks involved and list them using an organization-specific results list. Organizations change in many ways over time, affecting the risk of exposure. You are exposed to new risks inherent in it. Therefore, risk identification processes, as well as risk management processes, need to be carried out regularly and as part of new initiatives. Organizations that start with risk management often have immediate iterations until management fees are (relative) specific management skills and activities.

In the phase of risk management, it could be identified of the first category, such as project, environment, trade, and also the organization itself. The analysis of risks have involved several steps, there are;

a. Consider all possible after doing combinations and also the result of it.

b. Assess and separate risks into a few categories, controllable and uncontrolled.

c. Focus on the impact.

d. Interpretation of results.

e.   Sometimes quantitative data is unavailable or in doubt, both about the potential impact of risk and its probability of occurrence. In these cases, the following preliminary estimates are generally used.

After analyzing the result of the risk, then we have to make planning for what should we do. Because of that, any several responses for those. There are: **Avoid risk**. Here you are insured to cover this risk and are guaranteed to transform probable random events into deterministic events of the known potential scale. **Reduce risk**. The mitigation strategy used for risk depends on many characteristics, such as management attitudes, the ability of higher education is to know the risk, and the next plan for the future. On the other hand, the risk management process should always end with a list of issues and mitigations associated with each risk.

Based on experience, it is conceivable (and recommended) to revisit specified mitigation techniques for specific risks in the next iteration, rather than focusing solely on newly identified risks. The responsibility of the risk is to regularly reassess the higher education's response problems.

3. Conclusion

As the the academic world experiences extraordinary transformation, it must also adopt modern, cutting-edge management methodologies, approaches, and strategies. Some areas of university management are time-consuming and pose some crises,

but the risks are that these institutions are relatively easy to use, inexpensive, and management tools that have the potential to improve management performance quickly. There is no reason not to adopt management tools. Universities must first rely on the know-how generated in other sectors of the economy until a particular tool is developed, but even this humble start has the potential for significant improvement.

In Indonesia, risk management practices in non-profit institutions, including universities and higher education, are less developed than in much of the corporate world. By adopting a "business-centric" approach to risk management, schools can be more proactive and prepared. In the future, customized risk management systems for science will be developed.

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Creating *Good University Governance* (GUG): An Analysis of Risk Management at IAIN Kudus

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1. Introduction

In the midst of quite tough competition, quality improvement is unavoidable in order to be able to compete to gain public trust and continue to exist. College demanded to be able to provide the best service to the community and be oriented to the needs of the community. Academic services and their supporting facilities are one of the considerations for prospective students in choosing a college to continue their education. For that reason, the quality of service becomes one of the success indicators of an educational institution as a public organization.

One crucial element that becomes the focus of university reform is university governance in which its best practices are often referred to as *Good University Governance* (GUG). Institutions need to continuously improve their governance and aligning governance models to meet the challenges of higher education.

In the last decade, universities or colleges have faced dramatic changes, including the development of a more flexible mode of education system such as e-learning and distance learning systems, the growing internationalization of universities, a more heterogeneous students' profile according to socioeconomic, ethnic,

and social background. These changes also happen at *Institut Agama Islam Negeri* (IAIN) Kudus.

The pressure to diversify revenues and reduce dependence on public funding continues to increase. Moving on from this point, college governance becomes a vital element so that policy effectiveness and efficiency can be designed, anticipated, implemented, monitored, and assessed at the college level (Henard and Mitterle, 2010). Moreover with the *Good University Governance* (GUG), the performance of college is expected to be able to be further increased. For realizing GUG, risk management should be done to make sure the university governance can run well.

From that background, the writer conducted a case study at IAIN Kudus. This qualitative research aims are: (1) knowing components of risk management, (2) explaining risk identification applied at IAIN Kudus, and (3) explaining risk analysis applied at IAIN Kudus.

2. Discussion

The application of good governance at universities, known as good university governance, is different from good companies. Governance, GUG, is the focus of knowledge transfer that creates value for the university (Januri et al., 2015). Through vision and mission, universities need to develop good university governance by implementing comprehensive management where the missions are exploring, discovering and disseminating scientific truth.

According to Aristo (2005), Good University Governance (GUG) and great corporate governance are not similar. Both effective corporate and university governance are extensions of the larger concept of governance. Higher education implementation cannot be compared to the operation of a business. The principles required by GUG as set forth by the National Committee on Corporate Governance (KNCG: 2006) are (1) transparency, (2) accountability, (3) accountability (4) independence, and (5) justice and equality. University has a distinct personality from corporate or government's institutions. Governance universities must continue to achieve governance both as a whole and as a part of their competitiveness while maintaining high levels of competition.

Risk management is mentioned in Government Regulation Number 60 of 2008 concerning *Sistem Pengendalian Instansi Pemerintah* (SPIP) or Government Internal Control System, particularly articles 13 to 17. In the Government Regulation Number 60 of 2008, it is implied that the Heads of Government agencies, both Central and Regional, apply risk management principles. In managing existing resources in the government agency, they lead in achieving the goals of the government agency concerned.

The application is absolute and must be carried out, for the sake of an accurate assessment of the risk of the government agency he leads, so that the risk or obstacle can be overcome and the goals of the government agency he leads are realized.

Efforts to reform the bureaucracy at the Ministry of Religion continue. One of them is by issuing the Decree of the Minister of

Religion or *Keputusan Menteri Agama* (KMA) No. 580 of 2019 concerning Guidelines for the Implementation of the Government's Internal Control System or *Sistem Pengendalian Internal Pemerintah* (SPIP). SPIP strives to give enough assurance for the attainment of effectiveness and efficiency in fulfilling state administration objectives, as well as the reliability of reports, the protection of public assets, and adherence to laws and regulations.

Internal control is not an event or situation, but a series of actions that cover all organizational activities carried out to obtain reasonable assurance that the objectives will be achieved. KMA 580 of 2019 is published so that it can serve as a guideline for the effective implementation of SPIP for all Work Units/UPTs. Thus, there is a clear mechanism that can be monitored. At IAIN Kudus, SPIP task force team has been formed. Based on KMA 580, this team consists of all units and faculties.

This KMA mandates that all Work Units/UPTs at the Ministry of Religion are obliged to carry out SPIP in accordance with their scope and functions, and leaders are required to form a SPIP Task Force.

The Ministry of Religion has also created an Internal Control Management Information System called SIMPI application as a tool to facilitate the implementation of SPIP.

The control system is known as the Three Lines of Defense or three layers of defense, namely: Risk Owner, SPIP Task Force, and *Aparat Pengawas Internal Pemerintah* (APIP) or Government Internal Supervisor. As the first layer, the risk owner is the key to the

success of controlling/controlling the operational technical level at the institution/UPT. The second layer is the SPIP Task Force which is tasked with monitoring the controls carried out by risk owners to strengthen the control of the institution/UPT. While the third layer is the Inspectorate General as APIP in charge of monitoring the control carried out by the SPIP Task Force at the institution/UPT.

The List of Government Internal Control Tests is listed in the Appendix to Government Regulation Number 60 of 2008 in Part II of Risk Assessment, it is stated that "Leaders of Government Agencies formulate risk management approaches and risk control activities needed to minimize risk and Leaders of Government Agencies or evaluators must concentrate on setting goals agencies, identification and analysis of risks as well as risk management when changes occur".

The definition of Risk Appetite according to CERA is "A level of a group of risks that the organization will accept and can manage within a certain period". Meanwhile, according to Basel II, it is "a number of risks within the entity that will be accepted in order to achieve the mission or vision".

Meanwhile, according to UK RM is "a number of risks in the entity to be taken". Risk tolerance is defined as "A variation of the level of risk the entity is ready to accept".

Identification of the risks focuses on the risk/events/obstacles that will occur or may occur in achieving the vision, mission and goals of the institution. It is done by determining the vision, mission and objectives of the government agency in accordance with its main

tasks and functions, and proceeds with identifying the risks or what which can hinder the achievement of the vision, mission and goals of the institution.

The components of the risk management process at IAIN Kudus are as follows:

1. Institution or Internal Control Environment

A risk philosophy is chosen by management, as is a risk appetite. Internal control environment at IAIN Kudus is *Sistem Pengendalian Internal Pemerintah* (SPIP) IAIN Kudus. It covers all faculties and units. They are five deans of all faculties and units at IAIN Kudus, they are *Lembaga Penjaminan Mutu* (LPM), *Lembaga Penelitian dan Pengabdian Masyarakat* (LPPM), Library, Ma'had or Boarding School, Language Development Unit and *Satuan Pengawasan Internal* (SPI) or Internal supervision unit.

The internal environment shapes how employees within an organization perceive risks and controls. Individuals within the institution, including their integrity, ethical ideals, and competency – as well as the environment in which they function – are the most important aspects of the institution. They are the entity's driving force and the foundation for all other components.

2. Goal Setting

At IAIN Kudus, goals must exist before management can detect events that may jeopardize their target achievement. Enterprise risk management ensures that management has a mechanism in place for creating goals, and that the goals chosen are compatible with the entity's risk appetite, as well as supporting and

aligning with the entity's purpose or vision.

3. Risk Identification

Early in the year, potential events that could affect IAIN Kudus were recognized. Internal and external considerations, as well as how possible events may affect strategy implementation and goal achievement, are all factors to consider when selecting events. Differentiating between possible occurrences that signal risk, those that suggest opportunity, and those that indicate both is an important part of event identification.

Management identifies interrelationships between prospective events in order to categorize them so that a standard risk language can be created and enforced across entities, as well as a foundation for considering occurrences from a portfolio perspective. Each risk owner, faculty, or unit is in charge of risk identification.

4. Risk Assessment

The hazards that have been discovered are examined to determine how they should be managed. It's possible that the destination's dangers will be affected. The risks are examined both internally and externally, and the assessment takes into account the risk's likelihood and impact. A hypothetical occurrence can have a variety of effects, which management must examine all at once.

5. Risk Response

In the framework of strategy and objectives, management chooses an approach or set of activities to align evaluated risks with the entity's risk appetite. Employees identify and assess risk responses, such as risk avoidance, acceptance, mitigation, and

sharing.

6. Control Activities

To guarantee that management's risk responses are implemented successfully, policies and procedures are defined and implemented. The control and evaluation are from bureau chief and Internal Supervision Unit or *Satuan Pengawasan Internal* (SPI) and SPIP team.

7. Communication and Information

Relevant data is recognized, gathered, and disseminated in a format and time range that allows people to fulfill their obligations. To detect, assess, and respond to risks, information is required at all levels of the organization. Effective communication must also take place at a higher level, going downwards through the organization. Employees should be informed about their tasks and responsibilities in a clear and concise manner.

8. Monitoring

The entire enterprise risk management process should be monitored and adjusted as appropriate. As a result, the system can respond dynamically, altering in response to changing situations. Monitoring is done as part of ongoing management activities, with a separate evaluation of the company's risk management process thrown in for good measure.

All of the components are arranged and implemented by each risk owner of SPIP. They are faculty or unit (dean or head of units). Then, they will be monitored by institution generally. In the last step, IAIN Kudus will be monitored and assessed by *Inspektorat Jenderal*

(Itjen) of *Kementerian Agama* or Religion Ministry.

The strategic plan of the ministry of religion was revealed to be the strategic plan of the directorate general of Islamic education. Then, to achieve this strategic plan requires support from all work units or institutions under the general directorate of Islamic education. One of them is IAIN Kudus. Meanwhile, to achieve the strategic targets of IAIN Kudus, it is necessary to support the strategic plans of faculties and units.

In risk analysis, each faculty and unit analyzes what are their problems or obstacles in achieving the Key Performance Indicators (KPI) contained in the Performance Agreement (Perkin) made and must be achieved by each faculty and unit. This performance agreement is a target to be achieved by each faculty and unit every year.

Risk analysis and measurement of institutional goals are carried out by conducting an assessment of existing risks or obstacles and determining a score of risks for achieving the goals of the institution and obstacles in achieving the objectives. The procedures that are usually taken in analyzing and measuring risk at IAIN Kudus commonly applied are risk impact and likelihood, quantitative or qualitative, threats and opportunities, tips and techniques. Then, a new risk score assessment is carried out on the achievement of institutional goals with the risk.

The priority scale of risk is taken and the risk of achieving the agency's goals is evaluated by comparing the priority scale with the plan for achieving goals at the institution. And the situation and

conditions that occurred at that time along with the condition of the local government is concerned. The stages in determining the risk priority scale for achieving the agency's goals are risk ranking (scoring), residuals versus inherent risk, and risk appetite.

3. Conclusion

Implementing risk management is one of ways for creating Good University Governance (GUG). Based on the discussion of the research data, there are three results. First, the components of the risk management process at IAIN Kudus are the internal environment, goal setting, risk identification, risk assessment, risk response, control activities, information and communication, and monitoring. Second, the risk identification at IAIN Kudus is arranged and implemented by the certain units or faculties so they do the identification of their own risk. Third, risk analysis and measurement at IAIN Kudus use the considerations of risk impact and likelihood, quantitative or qualitative, threats and opportunities, tips and techniques.

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The Strategies in Program Execution at International Relation Office of Universitas Muhammadiyah Berau

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1. Introduction

Initially, strategy in program execution became an embryonic important equipment in higher education. The mission and vision help prioritize strategy and encourage the goal of the organization. Consequently, the program strategy efforts create the technique describing the organization was created, even though had little effect on process motivation. Hence, the plenty of reasons, this strategy often shows dissatisfaction surrounding the institution. It took a lot of time to create the program plan, it need a big consideration. At this point, strategic programming began to be accepted at the university levels. Likewise, Hinton (2012) said that "the appearance of strategic program execution in higher education consist with the unpleasant moment in the whole of Education in the 1970s". The accreditation committees have responded to create the appropriate strategies in the execution program in the university. Historically the strategies of criteria were based on the type of management data, such as the financial stability of the institution, and strategies well designed.

The professional committee has had a hard time deciding what the strategy process measures. To tighten the standards, the accreditation committee has begun to insist that the institution has strategic programs. An evaluation plan to meet the certification requirements. The SWOT analysis was held by various people, the accreditation committee has developed expectations regarding the scope of planning and evaluation of the system and process. Educational institutions are undergoing serious scrutiny during the recertification process. There was no practical strategic program or evaluation plan of any kind. The pressure to present strategic plans and assessments wasn't just from accreditation.

However, at the same time, the chairmen of the institution began to bind obligations and regulations. Oversee the encouragement of the management and implication of strategy dealing with activities in international relation office of Universitas Muhammadiyah Berau, with the decline in student numbers and funding, most higher education institutions very limited resources. Identifying and developing the assessment tools needed to support the case created an environment leading to the rise of the campus for institutional self-determination and continued promotion strategic program execution. Therefore, the international relations office with strong full strategies for executing the International programs in many activities.

Internationalization can interpret the involvement of an organization in doing cooperation events directly in other countries

abroad. International events need good preparation. The cooperation between two institutions must have the unity of vision and mission. The two institutions aim to achieve the come forward of internationalization. Possibility to continually expand. The quality of cooperation must build to fulfill by following the dynamic necessity in the future. The Internationalization strategies of Universitas Muhammadiyah Berau that as an organization is an ongoing process of international, cross-cultural, and global integration the dimension of university purpose and function. The university is fulfilling unpredictable changes in education due to internal and external operations changes in the educational and learning environment. External example factors driving change in university development can impact the global issue. Changes in government policy due to educational agenda and public decline university promotion, increasing demand for higher education, student diversity, stakeholder demands for sustainable student growth and quality, new flexible learning methods, new international trends in universities and around the world student movement.

Meanwhile, Shah and Nair (2013) said that "Examples of changes in the internal environment Leadership changes impact the strategic development of the university strategy and financial sustainability." The proficient strategies overcame this issue in execution. This study endeavors to explain steps in program execution at the International Relation Office of Universitas Muhammadiyah Berau. Therefore as the consideration for some implementation of the International program in the future.

2. Discussion

a. The profile of International Relation Office (IRO) of Universitas Muhammadiyah Berau.

The International Office of Universitas Muhammadiyah Berau is located at Dr. Murjani II street Tanjung Redeb, Berau. This department was built in 2018. The purpose of the International Relations Office is to promote and organize the international relations and activities at Universitas Muhammadiyah Berau. According to Amand (2019) "The involves providing support and feedback to the University management on international issues and developing international agreements for the University". Both inbound and outbound provide the necessary support to market image and internationalization activities. As a center with its management system, therefore leadership helps to develop its own strategic goals according to the overall goals of the IRO and achieve internationalization strategies and growth efficiently and effectively. In the meantime, Cromm (2015) has defined some examples of IRO responsibilities.

1. To promote bilateral exchange programs and other mobility programs students, staff, professors.
2. Providing a highly academic and unique academic experience standards and social responsibility.
3. Increase in the number of students staying abroad
4. Recruiting international students and providing the necessary support

Strengthen the prestigious image of universities in multiple countries in fulfilling their responsibilities, IRO management must work closely together to achieve the desired goals and targets.

b. The program execution and obstacles in higher education faced by IRO of Universitas Muhammadiyah Berau.

The issues of internationalization activities are external and internal environmental. The issues and uncertainties can affect the implementation of internationalization missions and goals. Quality performance of internationalization and overall management of internationalization projects. Here are some examples of strategic internationalization issues at UM Berau based on theory of (Holzbaur:2015) mentioned:

1. Financing options and financial issues (lack of funding)
2. Sustainability of cooperation with Partner
3. Competition between International Relations Officers
4. Resignation of ongoing executives or supporters, uncontrollable events, external environmental factors, internationalization strategies due to complications of internationalization Possibility of delay in implementation Policy
5. IRO UM Berau changes rules and regulations based on the value, power, resources, and expected needs of UM Berau, such as internationalization.
6. Unclearly define goals and objectives, SWOT analysis, tasks, and activities

7. Inadequate understanding of UM Berau's undergraduate and administrative strategic goals for internationalization

8. Communication problems

9. Personnel Issues-Insufficient staff commitment, lack of commitment from UM Berau management, vice presidents, faculty, and staff management.

The issues that happened need the correct strategies to anticipate the failure of program execution.

c. The Strategies in program execution at International Relation Office of Universitas Muhammadiyah Berau.

The International Relations Office (IRO) is constantly improving the quality of professional cooperation between university partners. Decisions about predicting some problems need in advance. According to Lozier & Chittipeddi (1986), "Identify and measure the relevance of issues that may affect an organization's strategic decision" Therefore, the IRO management team has developed a fundamental strategy for addressing the issue. IRO management that can achieve the goals.

The Head of the International Relations Office has to examine and focus on the implementation through the continual exchange of information and long-term performance control and evaluation. Adaptation and improvement strategies as needed. The Head of international relations should also need to ensure support in implementing the strategy by creating the appropriate condition for the implantation. Finally, follow-up is very important. A strategy

without the steps required to implement it can be a worthless effort. The implementation of the strategy in program execution by strategy planning to achieve the strategic goals. Implementing the strategy is important. Provides a competitive advantage. But for that If it happens, the actions taken should determine the strategy Implementation is forward not backward.

According to Berg (2021), the strategy for implementing the program in international affairs is as follows:

1. Coordinating Initiatives: An Important Path to Failure However, implementation is when a new strategy is created. Then the same old thing is done. All activities as the most functional must oppose your relevance to new strategies. Need an initiative evaluate based on strategic value and impact organization.

2. Resource and performance tuning: These are resources that it is enough to implement strategic office initiatives. Organizational performance should be closely tied to this strategy. All employees influence the strategy. Employees need to be aware of their role and influence strategy implementation and performance.

3. Look at the structure that follows the strategy, the structure of the IRO suitable for the strategy.

4. Employee involvement: engage, communicate and clarify. It is important that all employees are aware of their expectations. Each individual needs to understand his or her internal function

strategies, expected results, and what they look like it will be measured.

5. Surveillance and adaptation: Strategy must live breath document. As we all know: if any It's constantly changing in today's business. Therefore, the strategy needs adaptability and flexibility to make it possible respond to changes in internal and external areas environment. Need to hold a strategic meeting regularly throughout the year where performance and strategy initiatives and directions are evaluated relevance.

d. The strategy of program execution in International Activities

The International Affairs Office (IRO) of the University of Muhammadiyah Berau has conducted the implementation of the MoU with Universities partners. For instance, in 2018 the two students from the accounting study program joined an International class in Rajamangala, Thailand. This International event lasts for a month which is that students can develop their experiences while studying abroad. For example, Nova is an outstanding student who gets three certificates at once while undergoing this sit program. The program execution is students exchange in Brunei Darussalam. This program took six months at University Brunei Darussalam (UBD). The strategy for executing this program is coordinating the initiative. The initiatives have been taken by in this International program. Coordinating for setting the goals by the management of IRO, students, and the university partner applied.

In 2021 summer program at Asia University has been followed by 15 students of three study programs at the University of Muhammadiyah Berau. This program gave a lot of contributions. The students explored their experience and knowledge. Professor Chen was there for International Class in Taiwan. The whole of strategies were mentioned previously have been implied for succession this International activities.

3. Conclusion

The strategy became the crucial thing for higher education in executing the program. Missions and visions help prioritize strategies and advance organizational goals. Thus, program strategy efforts have created a way to explain the organization, even if it has little impact on process motivation. Therefore, these strategies promote institutions to imply the strategies. The Head of the International Relations Office of Universitas Muhammadiyah Berau has already examined and focused on execution through the continual exchange of information and long-term performance control and evaluation. Adaptation and improvement strategies as needed. The strategies for implementing the program in international affairs; 1. Coordinating Initiatives, Need the initiative to evaluate based on strategic value and impact organization. 2. Resource and performance tuning: These are resources that it is enough to implement strategic office initiatives, 3. Look at the structure that follows the strategy, the team of the IRO suitable for the regulations, 4. Employee involvement: engage, communicate and clarify. Each

individual needs to understand the function of strategies, expected results, and what they look like it will be measure. Then the last 5.Surveillance and adaptation: Strategy must live breath document. As we all know, everything is constantly changing in today's execution. Therefore, the strategy needs adaptability and flexibility to make it possible to respond to changes in internal and external areas environment.

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From Positive language Instructions to Positive English literacy Program Outcomes in Elementary School Level

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1. Introduction

Mentioning the term "positive" refreshes the mind for thinking confidently. Then it relates to outcomes that create consequences to turn out the input as the last process. This is the core of the discussion which creates hope, independence, dynamics, strength, and other good points of program outcomes. The figures in educational institutions need to plan, implement, and evaluate the program outcomes as the final step of educational management.

One of the Indonesian educational program outcomes comes from School Literacy Movement/*Gerakan Literasi Sekolah (GLS).* According to the GLS Guide for Elementary Schools (http://dapodik.co.id), education must equip students with fundamental abilities beginning in elementary school through literacy activities to 1. think critically in problem-solving; 2. be creative in problem-solving; 3. communicate effectively; and 4. be able to collaborate effectively.

Some previous preliminary studies related positive language instructions as the starting point to form positive education program outcomes. The studies discussing literacy outcomes have been conducted in various educational backgrounds. Lin (2015) conducted Computer-Mediated Communication from 2000-2012. She covered reading and writing literacy outcomes from all levels. All Taj et al. (2016) did their Mobile Devices research from 2008-2015 and got Vocabulary literacy outcomes for K – 16/Grade 11. While research on digital games from 2001 to 2017 was conducted by Tsai and Tsai (2018). The K-16 literacy outcomes are vocabulary as well. Moreover, Xu, Banerjee, et al. (2019) also did their study from 2001–2017about Technology Applications for adults. The writing was the literacy outcome. Then, Lee, et.al (2020) researched K-12 English language learners using technology-integrated classroom education, which resulted in a positive, medium impact size on literacy outcomes when compared to traditional techniques that did not use technology. From those researches, there is no research focusing on English literacy outcomes, especially at the elementary school level.

The necessity for English to be integrated into the National Literacy Movement curriculum is critical, especially since its importance in this presentation has been overlooked by educators who are more concerned with Indonesian. The purpose of the School Literacy Movement, according to the GLS objectives (the Ministry of Education and Culture, 2019:10), is by forming a culture and strengthen the character of children through involvement in the

school literacy environment so that they become lifelong learners. As a result, the fundamentals of school literacy can be applied to all forms of learning, including English.

For some schools, GLS implementation has run well. Widiati, et.al (2020: 233) in their research on GLS revealed that English teachers understand that cognitive aspects are at the core of literacy as an expression of meaning whose vehicle is from the aspect of linguistic literacy which is used as an expression of meaning. Sociocultural aspects affect both cognitive and linguistic literacy. So that in the day-to-day these three aspects accompany each new experience. Likewise, readers can describe the strength and weaknesses of their education program outcomes in their institutions to realize the ideal balance between them and followed by opportunities as the solutions of the weaknesses and threats as challenges.

2. Discussion

To converse positive program management in the GLS program, the processes before the program could succeed have to be learned. Brown (2008:221) states that excellent results were obtained from the creation of a positive program culture as a facility for project management excellence. The flow of positive program management is as follows:

Program Clarity and Corresponding Success and its Educational Implementation

Integrating GLS and English skills at the elementary level does not mean the schools must allocate special time for the program. The program clarity has been arranged by the government by announcing GLS in 2019 by Regulation Number 23 of 2015 by the Minister of Education and Culture on Character Development. A 15-minute non-lesson-book reading exercise is one of the activities in the movement GLS Guide for Elementary Schools (http://dapodik.co.id). From this point of view, the school could not manage the time for all language classes. If the schools have managed 15 minutes for reading outside of study hours, it has been a great improvement for the program. Let us take a look at how Brown (2008:221) sets the flow of bringing this into some processes: a.) know how to manage stakeholders, b.) execute the most effective program process strategy, c.) implement a good execution process, d.) establish a strong program team, e.) plan a well-organized program communication process, f.) ensure thorough risk management, and g.) link the program with organizational strategy. In the integration of English literacy into the program, the modifying flow is as follows:

A. Having the correct program manager attributes

Principals at school and the Ministry of Education and Culture as the program managers need to play their roles to be leaders, mentors, decision-makers, and other related characters. They have to

make the relationship between them and their project managers (at school there are vice-principals and English language teachers). They could be involved as the objectives planner as well as the executors that need consistency, perseverance, and trustworthiness.

B. Knowing how to manage stakeholders

The stakeholders help to frame the program outcomes to reach success. According to the movement GLS Guide for Elementary Schools (http://dapodik.co.id), there is The School Literacy Team as a specific team (that may or may not be a member of the School Education Quality Assurance Team) that reports directly to the principal and may include:

1. Librarians and other educational professionals.
2. Teachers of classes, language subjects, and non-language subjects.
3. Literacy volunteers or other members of society who assist in the promotion of d. school-based literacy initiatives.
4. Students' parents or guardians.

C. Implementing the most effective program process strategy

By coordinating between schools, students, and parents the literacy activities, the program will run well and reach the outcome positively. With the intention of the positive program outcome, there should be a management of program process strategies and implement the most effective one. For instance:

1. Add time allotment twice or more per week
2. Organize storytelling pieces of training for teachers, parents, and students
3. Give opportunities for students and teachers as well as parents to join competitions related to English language literacy such as storytelling, speech contests, writing scientific papers/fiction, reading poetry, and all that.

D. Deploying good execution processes

After strategy selections, the next step is doing execution. Brown (2008:103) states that execution entails going out and putting what has been prepared into action. In the planned schedule, there should be monthly, semi-annual/semester, and annual literacy programs.

Table 1. English Language Literacy Program Strategic Plans

Monthly strategic plans	Semester strategic plans	Annual strategic plans
- Display students' creations through wall magazines and school websites - Bring an English book for classroom reading corners	- Join language competitions - Do literacy performance at school in collaboration with some extracurriculars	- Invite experts in language literacy for language events - Celebrate Language month every 28 October to commemorate Youth Pledge Day

- Visit the library and reading corners in turn		

Each monthly, semester and yearly strategic plans need to be evaluated both at teacher meetings and parents' meetings. Students also occasionally need to be given an opinion on short-term plans through class representatives.

E. Building strong program teams

In the 1960s and 70s, thanks to Albert Humphrey from Stanford Research Institute (SRI), who pioneered the method and invented the concept of SWOT analysis (https://www.bl.uk). Nowadays, it is not only used as a business strategy but also as strategies in many backgrounds and aspects.

To build strong team planners for a program, they could start by doing a SWOT analysis first. For the English literacy program, the teams could be similar to the executors. English teachers as the controllers who know the field very well and can develop some activities related to students' needs.

F. Planning well-organized program communication processes

Building relationship between program teams deals with giving and sharing information. Regular meetings are required and should be on time. It represents professionalism as well as solidarity between the members. Doing communication does not mean having

to be taken place in the institution. Having a meeting outside could recharge the intimacy between the members. In some situations, distance communication can be replaced by online media such as by online meeting conferences for spoken and emails for written ones.

In some conditions, conflicts may occur between the members. Cultural issues for instance are sometimes being one of the conflicts. Resolutions could solve it internally. So there is no occasion to break the communication. Trustworthy communication is needed as a solid team. Accordingly, they are going to cooperate rather than compete with each other. Dealing with the trustworthiness, there should be legalized in written as an agreement to authorize their commitment to succeed in the program.

G. Ensuring through risk management

Risk can influence many aspects because it is ambiguous. Brown (2008:176) argues that uncertain events are known as risks. They will have a favorable or negative influence on the project or program if they materialize. Everyone is ready for positive risks but not necessarily ready for negative risks. In the implementation of the English literacy program in elementary schools, the positive risk that occurs is the fame of the school which is an attraction because it can carry out government programs in an efficient way and attracts interest, especially students. For example, a school with a reading corner and a complete library, English extracurricular activities, as well as support for participating in language Olympiads.

If the risk that occurs is negative, the school must also be prepared as a result of poor planning. Therefore, multi-planning can be a good starting stone in the process of a program. Minimizing risk can be an option when alternative backup plans are available.

H. Linking the program to organizational strategy

The organization of a strategy and the program have to be linked. They should flow in a line. In a program, this is produced by a tool. The tool can produce a recommended list of projects; however, this is only information that should be used to inform the decision maker's decision. Organizations that limit input to ensure capacity is regulated and system utilization rarely surpasses 90% achieve more in a year than those who do not (Brown, 2008:220).

In classroom implementation, students' portfolios could be capable of being documented and organized as their progress. However, in an English literacy program, there should be differences. Literacy strategic indicators in learning (the movement GLS Guide for Elementary Schools (http://dapodik.co.id)):

Table 2. Literacy Strategic Indicators in Learning

Activities	Indicators
Preliminary activities:	-Knowing why you're learning or reading. -make educated guesses about learning materials

	-Discussion of learning contents using entertaining media (enrichment books, instructor stories/tales, and movies). -media features for learning (book title/author/title movies, etc.).
Lower-grade elementary school core activities:	-need to learn new words and figure out what they signify -using text features (context of image/sentence). -Using proper tone, pronunciation, and rhythm while repeating words. -Creating a basic idea map -Role-playing, singing and recounting -demonstrate that you comprehend the content. -In the process of learning, discuss with friends and work in groups.
High-grade elementary school core activities:	-need to learn new words and figure out what they signify -using the text feature (context of image/sentence). -making an idea map/graphic organizer to help you grasp what you're reading. -taking notes/summaries on what you've read

	-while reading and playing, thinking aloud
	-agreement with teachers/friends
	-explaining understanding verbally, in writing, with drawings, or digitally.
Closing activities:	-accepting the learning material's conclusions and relating them to everyday life
	-considering the learning process
	-confirming predictions/questions stated in the preparatory tasks

Program Performance Analysis for Positive Program Outcomes

Analyzing a program's performance is best done with metrics, and the usage of data metrics with a history of past data can be used to distinguish differences in current data. (Brown:2008:235). To make the metrics, the program manager should note some points. One of the points to enrich positive English literacy program outcomes at the elementary school level is by building positive language instructions. They are presented through some curricula. The interconnection between The English language curriculum for the elementary school level and the elementary school teacher department in higher education should be in line.

In English education, the Ministry of Education demands that the class monitoring policy be implemented and that the universal curriculum be followed. Longer periods of instruction do have a

positive impact on educational outcomes. Integration of communication in the curriculum of a subject that is a core aspect

Learning discipline and improving the competence of teachers requires a whole-institutional approach (Yuliani, et.al, 2015; Harper&Verred, 2016; Feng, et.al, 2017).

The two curricula from very different levels (schools and universities) are essentially related under the Ministry of Education and Culture. They need to enclose English literacy development for better positive literacy program outcomes even in the non-English department. Paradis, et.al (2016:33) suggest that rather than just 'catching up' monolingual concepts in multilingual societies [such as Indonesia], bilingual L2 abilities with more outcome variability and L2 time frames can be acquired.

Research on student-level second language literacy training is almost non-existent in this age group. Building the positive language instructions need to analyze the program performance that has been done:

A. The Big Five

The national reading panel report mentions five things dealing with reading in literacy. The focus of this panel report is on five things (Shanahan, 2015:6-29):

1. Phonemic awareness, (instructions that help novice readers to hear sounds in words are helpful),

2. Phonics (instructions to decode words through letter sounds and spelling patterns),

3. Oral reading fluency (instructions for reading aloud orally using written media),

4. Vocabulary (instructions teach the meaning of words),

5. Comprehension strategies (instructions for understanding reading during the reading process which gives activity to think about the reading material. Since reading is a part of literacy activities, the design could be based on the criteria.

B. Integration of Teachers' and Lecturers Associations

At the elementary school level, Teachers could discuss through deliberations of English subject teachers or English education association. Both English teachers and lecturers' associations need to cooperate in some events to get the bonding of each learning goal.

C. Feedbacks from the Educational Customers

The feedback from the customers (students and parents) could be good ideas in developing better learning outcomes, including in English literacy. The parents could facilitate books for their children's literacy at home or make a simple comfortable reading corner. At school, they can make it in the class reading corner.

Stability of Lesson Plans and the Learning Outcomes. Parents never know how the teachers plan their lessons. They mostly understand the materials only. Then, the teachers could attach the learning outcomes in the separable sheets. This condition is different from university students. As the teacher candidates, they have to be

familiar with the semester lesson plans that contain learning outcomes. Even they could discuss what they are going to learn before the classes begin. This is one way to make them getting know how to manage their lesson plan for students-based learning when they become real teachers.

3. Conclusion

Outcomes differ between the implementation of English literacy in low-level and high-level classes. While the levels of outcomes achieved can also be different as well. Program performance analysis is necessary to achieve the planned positive program outcomes. The integration of the national English curriculum and GLS in primary schools should be in harmony regardless of which language is most important, between mother tongue, the national language, and foreign language. the Big Five, the integration of teachers and lecturers' associations, and feedbacks from educational customers (students and parents) are the starters of analysis and are followed by the fulfillment of each need. This is commonly known as SWOT analysis in some backgrounds.

By analyzing, the strength, weaknesses, opportunities, and threats, a program becomes more effective. The SWOT analysis related to English literacy at a certain educational level could deal with a novelty for further studies. The implementation of learning outcomes which are explicitly mentioned in every semester lesson plans from university courses become a good input for the

development of a sustainable curriculum that is by the needs of related institutions.

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The Challenges of Assessment on English Language Teaching (ELT) In Indonesia

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1. Introduction

There is a concrete difference between assessment and test. Test is a method of measuring a person's ability or knowledge in a specific domain, while assessment is more general than test, it is any kinds of measurement to see or to check a person's understanding on a specific course of materials (Douglas & Frazier, 2001). From this definition, it is clear that a test is a part of assessment. There had been many researches focusing on the test (Green, 2013; Imsa-ard, 2020; Othman Abahussain et al., 2020) and assessment (Huang et al., 2021; Husam AlMofti, 2020; Mambu, 2015; Yan et al., 2021) where some of them were focusing on the test construction to know its validity and reliability (Tyas et al., 2019) and some were discussing about the implementation of the test or assessment as well as the students' or teachers' perception related to the test and assessment in ELT.

Based on the reviews of the previous researches, some challenges were found related to the assessment in ELT, especially in Indonesia context. The first problem was about the pre-assessment

exactly in test construction. Some tests were having problems on its validity and reliability so that the test could not measured what to be measured (Douglas & Frazier, 2001). The second problem was during-assessment, precisely related to the implementation of the test its self (Abkary & Purnawarman, 2020). The implementation of the test was colored by the activity of cheating from both students as well as teachers. The next problem was related to the shifting policy from manual to online assessment where some students got problems on using technology (Abduh, 2021). The last problem was about the post-assessment, exactly related to the scoring activity as well as remedial activity (Husam AlMofti, 2020). In scoring the students' test, the teachers sometime did not use the proper rubric or even they did not read the students' answer sheet at all. What they did was that they gave scores to the students based on their imagination of self-perception of the teachers toward the students. The second problem in this stage was that the teacher claimed that they did a remedial program to improve the score of low students. The fact that they just gave the test to the student using the same questions and directly added the scores of the students as the students had joined the activity of what the teachers called as a remedial program. From this phenomenon, there seemed to be a misunderstanding about the concept of a remedial program or there were other things backgrounding this incident.

2. Discussion

This sub-heading will discuss on the problems of assessment on ELT in Indonesia especially in pre- assessment, during-assessment, and post-assessment. These paragraphs below will also discuss about the solution made by the school, especially the English teachers as main actors of assessment .

Problem of pre- assessment on ELT

As stated in previous sub-heading that one of the most common problems of assessment before its implementation was related to the test construction. In this case, the test failed to present its content validity. Content validity dealt with a representative sample of the course that should be used as the items of the test (Green, 2013). In a larger incident where the test making and distribution was coming from the teacher association in that area, many times happened where the items of the test did not reflect to the domain of a representative sample of the course that the students studied in the classroom. This phenomenon frequently appeared in a larger domain, the national examination. In the classroom setting, the teachers frequently failed to present face and construct validity where the teachers claimed to teach speaking but the test was in the form of writing in reality.

To solve this problem, the teachers were sent to join a teacher training conducted by the local education department represented by MGMP teacher association. This effort was very important since the problem of the teachers was on the concern of conception. In this

training, the teachers would be taught about the conception of constructing the test, especially about the concept of validity and reliability as well as scoring test. By this way, it was expected that the teachers would have a better understanding about test construction.

Problem of during - assessment on ELT

This paragraph dealt with the problem of assessment during the implementation of the test in the classroom. As previously stated that there were two major problems of the test during its implementation; students cheating and technology integration in online test. The first problem was about the students cheating. Cheating is a very common activity in test implementation in Indonesia (Ednadita et al., 2020). Cheating is categorized as academic criminal but the students kept doing cheating in examination. Move over, the teachers and the students did a good cooperation to succeed this cheating activity as like the experience of the writers in many national examinations; the teachers helped the students to cheat. It was a very radical activity but there were two reasons behind it. The first, the teachers were trying to keep the identity of institution and the later the students were trying to prepare the best for their next grade of education. This incident normally happened in national examination where its score gave a great influence for the next stage of education.

To solve this problem, the government did what we called as a "mixing the teachers from one school to others". Meaning that a

teacher in one institution would keep the class of examination in another school; and vises versa, in one region. Even though it did not much effective but it could give a reminder for the school host not to do cheating activity. In a smaller context, in the classroom setting, where the teachers usually gave the test to the students, by the name of avoiding the cheating, the teachers usually did a collaborative test where the test would be done by a group of students resulting the determined product. It occasionally would reduce the cheating activity among the students.

The next problem was related to technology integration in doing online assignment. The teachers, especially the old generation, would feel uneasy to face technology. Ironically, some students from remote area felt the same problem related to the technology implementation. At the same time, most examinations in the current time were conducted via online, meaning that the students should do the examinations using technology. To solve this problem, the school did some efforts as follow.

1. The school conducted the teacher training related to the use of technology.
2. The students got ICT lesson as a part of curriculum so that the students would be in good preparation when facing the online test.
3. The school completed the software and hardware of technology at school.
4. The school did the rehearsal of examination to the students.

These efforts were very effective in facilitating the students and the teachers in facing online examination, especially on the students' confidence. Some students failed to get a good achievement since their focus was disturbed by the technology implementation. In detail, the focus to think about the answer of the test was diverted to think about the way to operate technology.

Problem of post - assessment on ELT

This paragraph was discussing about the problem in post-assessment. As stated before that there were two major problems related to the post-assessment implementation; the scoring and the remedial activity. Related to the scoring activity, most teachers rarely used scoring rubric when correcting the students answer, in writing class especially. Besides, most teachers did not read the answer of the students when they wanted to give score to the students. Then, how did the teacher give the score to the students? In this case, the teachers just used their imagination toward the students in daily classroom and used their self-perception toward the existence of the students, then scores were given to them. Consequently, the low students would always get low score and the high students would keep getting high scores, forever. This condition was very ironical since the ability of the students could be up and down. This injustice judgment was frequently found in some private schools on rural areas. To solve this problem, the school management usually gave a specific policy that every teacher had to return back the students' answer sheet after examination with some

corrective feedback. This policy drove the teachers to be more honest in correcting the test and in giving the scores to the students.

The second problem was related to the mis-conception of remedial program. Remedial program deals with the conduction of re-teaching of the difficult materials reflected from the result of the test and ended with the re-testing activity (Douglas & Frazier, 2001; Green, 2013). In their practice, the teachers did not do the remedial activity since they came to the classroom and gave test to the students without any teaching activity highlighting the students' difficulty on a specific material. Meaning that this activity did not help the students to solve the difficulty of the materials but more over this added the students' confusion as the teachers mostly used the same question given in the classroom examination. As the way solve the problem was that the school management prepared the additional badged for teachers' salary in implementing the correct method of remedial program. Secondly, the duration time after test conduction and score submission were added to be longer to give a chance to the ideal remedial program implementation. This policy was very important since most schools only prepared a week for remedial program where there so many lessons involved in one semester. By this way, the teachers and the students would get a better improvement on their achievement at school.

3. Conclusion

Giving attention on the test implementation is a very crucial activity in order to get a better quality of education. A test is not only

a matter of score, but it is about what the students can do as the result of classroom instructional, and what point of evaluation can be made for a better improvement. Score is only a reflection of the students' competence, meaning that score should be able to portrait the real ability of the students on mastering the materials. To be effective, the test should be correct in pre-implementation, during-implementation, and after-implementation. The teachers should give attention to the validity and reliability concept of the test as well as the practicality of the test in order that the test could tap the global competency of the students after studying in a specific tenure.

As recommendation, the teacher can conduct the test collaboratively as what people call as collaborative work. Project-based learning, problem-based learning and task-based learning can be a solution to create independent, motivated and qualified test. Many researches had proven the effectiveness of collaborative work in doing the test (Hong et al., 2011; Situmorang, 2021) as the alternative way to increase the quality of assessment in ELT.

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Planning for Success in Higher Education Innovation

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1. Introduction

People think that success can only be started from the school level. Even educational background will not guarantee someone to be successful, but success will be something far more impossible without education. Success in the education system cannot be separated from each element that works together in harmony including innovation. White & Glickman (2007) define innovation as sifting a new paradigm, system, or equipment. Meanwhile, Baregeh et.al (2009) argue that innovation is a 'multi-phase procedure to transform conception into new or developed artifacts or products, value or mechanism that it would be possible to improve, standardize, and successfully differentiate in the marketplace. Based on those perspectives, it can be summarized that innovation means looking beyond what we do in an institution and developing different ideas that can improve our performance in many ways. Therefore, the purpose of innovation can be simplified as a process of creating something different from what we often do, including in terms of quality and quantity.

Success in higher education innovation cannot be separated from various supporting elements such as the role of the government,

innovators, leaders, educators, stakeholders, students, and so on. Innovation can be considered as something risky if it is not prepared properly. Inaccuracy for taking steps and strategies in implementing innovation plays an important role in the success or failure of the innovation process. It is supported by Hurley & Hult (1998) that innovation is genetically risky, the greater number of conceptions will certainly fail. This constant failure will affect the loss of financial, and the overall sustainability of the organization. Therefore, it is important for higher education, to learn from the failures and successes that have been achieved in the institution.

One of the most crucial things in innovation is planning. Without clear and thorough planning, it seems impossible to have an innovation. Hunter, et al. (2012) "A plan for innovation, in contrast, can provide a beacon on the horizon and facilitate movement toward a creative goal. What must be borne in mind is, that although innovation is an iterative process, it must begin somewhere if an end is to be achieved. Plans provide this starting point."

Planning and innovation are inseparable because planning can provide an overview of the process and the steps and milestones of the project to be implemented. Planning is the starting point in implementing innovation. It should be underlined that even though planning is considered as something complex and requires effort, there are several benefits from the planning process in innovation. Planning is not only able to produce initial steps and movements in achieving goals but it can also able to identify the requirements to

achieve success in innovation. In addition, planning is also able to provide an overview of the systematic approach as well as the direction and resources needed to reach the goals. In this article, the writer would like to emphasize some key elements of planning innovation in the higher education context.

2. Discussion

1. Applying Education Innovation

   Innovation is divided into two approaches, namely top-down and bottom-up. In the top-down approach, innovation is initiated by the government (minister of education), which acts as an innovator who implements the innovation in public schools by following the agreed policies. While the bottom-up approach is an innovation that is initiated and implemented by the institution to improve the quality and performance. The bottom-up approach is usually carried out by private institutions because they have more authority than public institutions. The purpose of implementing innovation in higher education is to increase efficiency, effectiveness, relevance, and also quality.

   Several factors are affecting the innovation in higher education including the severe challenges in education, the low quality of education, the development of science and technology, the need for qualified educators, etc.

   Several elements need to be considered in higher education innovation, including:

1) Teacher

The teacher is the most important part of the implementation of educational innovation. Therefore, teachers need to meet several criteria and qualifications to get success in education innovation. Those criteria include the ability to apply knowledge, the ability to manage the classroom, the ability to guide students to be effective learners, and also the ability to master media and technology. Teachers are role models, parents, friends, motivators, and innovators at the same time. Those reasons made teachers the core of the continuity of the educational process and innovation. To apply innovation in education, teachers may face various challenges. One of the challenges is improving their qualifications and skills in teaching. With easy access to knowledge through the internet, of course, the role of the teacher will be increasingly difficult. They are required to be knowledgeable, and master innovative learning strategies to be able to apply an effective learning system. In implementing innovation, teachers should receive training to increase qualifications so that the implementation of innovation runs as desired.

2) Students

As the main object in education, especially in teaching and learning activities, the student is the core component in the success of the education system. Innovation in education will certainly be applied directly to students as one of the stakeholders in educational institutions. The implementation

of this innovation will not be able to run without the support of students to accept all forms of innovation. Students are required to be able to adapt to the latest innovation, including the application of a new curriculum, media, learning strategies, and the application of technology. Therefore, teachers and students must create a harmonious relationship for the implementation of the innovation process in educational institutions. In this case, the teacher is an individual who applies innovation and students are individuals who accept the innovation process. The perfect synergy between teachers and students is the key to success in the innovation itself.

3) School Leader

Leadership is vital to determine the success or failure of the institution because it is at the top of management or bureaucracy. Jain & Saakshi (2008) explain that a leader is responsible for guiding, directing, and setting an example as well as providing a positive influence on his/her subordinates to innovate and to support the goals of an organization. Meanwhile, Kirkpatrick & Locke (1991) "A leader must be a creative strategic thinker not only a strategic planner because plans change frequently." Apart from teachers and students, the role of the leader also greatly influences the development of educational institutions and the innovation process. The leader must be someone who is sensitive to the challenges and obstacles faced by the institution and can make the right and effective decisions when it comes to the critical point where

the institution needs to create the maneuver to have the innovation.

4) Stakeholders

Studies have identified the important but neglected part namely stakeholder management (e.g. Jongbloed, Enders, and Salerno 2008; Pavicic, Alvirevic, and Mihanovic 2009; Benneworth and Jongbloed 2010). In higher education innovation, the role of stakeholders is very important to support the success of the innovation. Stakeholder participation is expected to be able to provide a way out for the process of decision-making, policymaking, planning, monitoring, and evaluation. Examples of stakeholders in higher education are local communities, students, parents, and the government. Stakeholders are figures who are expected to be able to provide aspirations for the development of educational institutions and innovations. Therefore, the inability to manage the role of stakeholders will fail innovation or programs in higher education. School leaders must give careful attention to the balance of school management. They need to listen to the teacher's aspirations as the one who will apply this innovation.

5) The quality of Management

Besides having qualified human resources, in the innovation of higher education, the quality of management also becomes one of the key factors supporting the success of the innovation. As suggested by Hamrol (2005) that quality

improvement can be achieved if there is a good relationship between managers and workers (in this case the university administration staff as well as stakeholders and all supporting staff) based on trust and self-confidence.

In addition, all individuals in the organization have the same responsibility in the overall decision-making process, where the leader can create an atmosphere to involve all staff in achieving goals. The level of success of an organization is largely determined by individuals and the type of management that is carried out. Evaluation of the quality of education cannot be based solely on the level of student satisfaction but requires a more in-depth analysis of other factors that affect the level of quality of an institution. Therefore, measuring the quality of management is also very much needed in producing the development of the quality of education.

6) Technology supports

Zhi (2015) argues that education institutions are developed and technology is crucially needed for the transformations of education. The success of innovation certainly cannot be separated from the role of technology. Especially at this time when people are starting to welcome a new era in the 5.0 industrial revolution. The rapid development of technology requires educators and all parties involved to adapt to the required technological qualifications. Therefore, the direction of development in educational innovation certainly requires the role and support of technology.

7) The importance of Culture

Qaltash & Salehi (2008) "Educational organizations as a bridge between knowledge producers and knowledge researchers need serious changes to answer to the social, political, economic and cultural changes." To achieve success in innovation, all the members of an institution must create a positive culture that is always progress-oriented. The culture that is built must also be something positive that will be able to create a good and conducive academic environment. All of the members of the institution must follow the positive culture that has been agreed upon to achieve the vision and mission of the institution.

2. Cause of Failure in Higher Education Innovation

Several things cause failure in educational innovation. One of them is that the changes are too large but not supported by the appropriate speed. The second is the lack of resources that support innovation including school facilities, class sizes, learning materials, and the ability of teachers to teach. The third is the incompatibility of innovation with cultural values between students and teachers, and the last is due to changes that are usually made by someone that should be directly related to the educational context. To avoid the failure of innovation, all of the supporting elements should work hand in hand and support each other to create balance.

3. Conclusion

It must be understood that planning for innovation is not only the responsibility of one member in an organization, but innovation requires synergy in every member or aspect of an organization, including the innovator, the stakeholders, leaders, educators, etc. The participation of every member of the organization is needed for the continuity of innovation. In addition, innovation also requires clear planning to avoid failure in its implementation. Therefore, all the members of the educational institution have the same responsibility to have a good culture, good planning, good management, to meet something needed for the success of innovation.

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Communication Barriers in Higher Education: How to Solve Them

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1. Introduction

Communication is an important element in establishing relationships in various fields. In the world of education, especially in higher education, communication can occur in the classroom between lecturers and students as well as those within the management of the institution. Good communication will be established if the relationship between various parties realizes the importance of communication and seeks solutions if there are obstacles in communication.

Regarding communication barriers in the context of education, several scientific articles have discussed this topic previously.

A descriptive study of higher education has been carried out on describing the barriers to efficient communication that occurred in the relationship between teacher and students. This study also provided recommendations on improving their communication experience (Duţă, 2015). The population was drawn from university students aged between 18 and 28 years. The results of this study indicated that students perceive the basic obstacles in communication as physical, disinterest, lack of materials, excessive

verbalism, and anxiety. At the end of the study, it was said that effective communication is an art.

The problematic aspects of intercultural communication for higher education can be seen from the international market, knowledge globalization, different cultures of national higher education, and successful cross-cultural cooperation (Bash, 2009). The study was conducted on a doctoral program in a UK-based University that implemented distance learning. The students lived in non-Anglophone countries. It occurred the communication barriers including cultural and linguistic barriers, distance-based supervision, and taken-for-granted knowledge related to learning and academic levels.

Exploratory descriptive research was conducted to examine the effect of online classes on the achievement of higher education students and the communication barriers they encounter while attending class (Shrivastava et al., 2021). The result of this study indicates that students have a high preference for offline classes than online classes. There are still fears faced in online learning. They present various communication barriers both verbal and nonverbal, personal, physical, psychological, and emotional barriers. According to students, it takes physical interaction between teacher and students for a better understanding of the material being studied. In addition, their speaking skills deteriorate in online classes.

Another previous study of barriers in online classes has been conducted to see the solution to the problems that happened. During the covid-19 pandemic, the Indonesian government has implemented a policy for learning using the online meeting mode. The learning is integrated into technology using Moodle, Microsoft Teams, and Google Classroom. Those applications are so-called learning management systems (LMS). Barriers to online learning faced by English Education students include the ignorance of applying e-learning applications, problems with slow internet connections, no signal, and limited face-to-face interaction between lecturer and students to have effective communication (Octaberlina & Muslimin, 2020).

Good and effective communication can be achieved if it follows the steps or elements of the communication process. The eight elements are as follows (Buarqoub, 2019):

a. Sender or source

   Someone who initiates a message and makes sure the message is well received.

b. Encoding

   This is the second element of the communication process. Encoding is the process of transferring messages or ideas to be conveyed are translated into a specific form such as a code, symbols, or other formats of expression.

c. Message

The message is the core of communication. It refers to ideas, information, opinion, fact, or feeling which can be spoken, written word, gesture, and body language.

d. Channel

To transfer a message or information to the receiver, it needs a medium. This medium was so-called a channel. The form of the channel will be television, telephone, internet, radio, newspaper, etc.

e. Decoding

Decoding and encoding are different. Encoding has been explained before. Decoding is the process of translating a message into a brief language that can be understood by the receiver.

f. Receiver

The receiver means someone or group to whom the message is intended to be received. It can be a listener, viewer, and reader.

g. Feedback

Feedback is the response of the recipient to the message sent by the source. The way to respond can be verbal, non-verbal, or both. It is essentially important so that the communication will run smoothly and there will be the reaction of what the listen to, watch or read.

h. Effect

This is the last step in the communication process to give effect on the receiver's attitudes and doing practice or actions.

To make the communication process run properly and effectively, it needs more attention regarding what communication barriers or issues will appear. These various barriers could occur at each stage in the communication process (Buarqoub, 2019). The types of communication barriers include mechanical, physical, psychological, social, invention, religious, cultural, and language barriers. It needs to be addressed wisely so that it does not cause problems in communicating.

Relating to those following previous studies and theoretical framework of communication barrier in higher education, two points of view should be underlined that the barrier can be seen through the classroom practices and institution management. In classroom practices, lecturers and students should have effective communication to face the barriers during online or offline learning. In case of the barriers in institutional management, it is supposed to have alternative policies such as developing curriculum based on the current needs, having a continual meeting every week or month between a leader, staff, lecturers, students, and other external parties to make the effective communication.

2. Discussion

Communication can be done through verbal and non-verbal ways. Verbal communication is communication about exchanging ideas, thoughts, feelings, opinions, and experiences orally or in writing (Buarqoub, 2019). While non-verbal communication is

communication that is done through language and body language facial expressions, eye contact, voice, hand, and body movements.

In doing communication, messages can be conveyed properly if the recipient can reflect the barriers of communication they have (Klimova & Semradova, 2012). These problems and barriers include basic barriers to communication such as the differences of culture, diverse views on the world, distinct educational backgrounds, and other differences in language communication caused by technology.

In dealing with the obstacles that arise in the communication process, it is necessary to first address our understanding of the types of communication barriers (Kapur, 2018). The types of communication barriers are as follows:

a. Environmental and physical barriers

The classification of barriers in environment and physic include time, space, place, and medium. Effective communication is supposed to see the time of communication happened, the space can be reachable or not, the location taken place, and in what various forms it is used such as oral, written, audio, video, formal, or informal. The important thing dealing with these barriers is the purpose of having communication should be understandable and received well.

b. Semantic barriers

Whatever type of communication is used formally or informal is extremely important to use the right words, dictions, and language. Both types of communication, there must reflect the value of

politeness and can be understood by everyone. In addition, the language and words used in communication must be understood by the person. So the choice of language is very principal. Two or more people communicating with each other must use the same language so that everyone can understand it well.

c. Cultural barriers

When a person has different background and culture, he needs to find a solution to overcome all the obstacles that may occur in the communication process. It requires an understanding and acceptance of other people's cultures for communication to go well.

d. Psychological barriers

An understanding of the mindset and mental capacity in communication is very necessary. This is because if someone communicates with other individuals or groups by showing a disinterested or indifferent attitude, the communication process will not run effectively.

e. Perception of reality

In making conversation or having communication in a written way, it is necessary to have various perceptions of the reality of the problem. Moreover, someone who lacks an understanding of various levels of perception then will be a communication barrier. It is very important to obtain a 'perception of reality regarding information that refers to facts, knowledge, figures, and truth. The other most important thing when communicating is that it requires an open, flexible, and transparent attitude.

From the concept of effective communication and the types of communication barriers above, the author tries to observe various communication barriers that arise in a private higher education where the author works.

a. When lecturers and students conduct online learning, it occurs the environmental barriers in using the medium of communication. Written and oral medium sometimes gives various understandings because the sentences used are not clear and they never met before.

b. In online learning, it arises environmental barriers refer to time. Students send a message or call in the night.

c. Psychological barriers also happen when someone communicates but the receiver does not give respond and do other activity like playing mobile phone.

d. The semantic barriers often occur in communication between the leader and staff or even between lecturers and staff. For example, the words or sentences used too much foreign language in communication, which causes difficulty for the public to understand the messages. In addition, the speaker used a different language from the language used by the recipient. For instance is when a lecturer tries to English, while the recipient cannot understand English, so the response is just laughing or answering "yes...yes...". The barriers sometimes come to the language structure used being incomplete, thus it makes the recipient confused and get misunderstandings.

The solutions to overcome the barriers that arise are:

a. Give feedback when communicating. This is done so that a message can be confirmed, whether it has been understood or not.

b. Use the right timing. The goal is that each participant can be wiser in communicating in terms of space and time.

c. Give attention and empathy to each other's condition. This action is very important to maintain the psychological state between the speaker and the listener.

d. The repetition of sentences or words that are considered to cause ambiguity. This is done so that the message is better understood and received.

e. Use simple language and clear sentence structure. This is intended so that the recipient can better understand the message conveyed.

f. Listen carefully when other people are being spoken to.

Referring to the various communication barriers faced, there are effective solutions so that communication can run well. These solutions can be applied depending on the problems or obstacles encountered.

3. Conclusion

Conveying the messages orally and written will be received effectively if there is good communication. To achieve good and effective communication, it must be considered the basic

components of the communication process. Moreover, it is also necessary to see the barriers to communication that will arise. By understanding these communication barriers, between the sender and the receiver will be established good communication.

Through this article, it recommends to the institution must improve the communication skills of all academics and internal parties within the institution by providing more space for interaction such as meetings, discussion group forums, and training. For the barriers encountered in online learning, several things were done, namely by conducting intensive asynchronous virtual face-to-face meetings and when asynchronous meetings were expected between lecturers and students active interaction would occur. This interaction can be started from the lecturer's side to provide feedback so that students can communicate actively in online learning. Moreover, in the case of offline activities both learning and general communication, effective communication can occur if using good language. Good language includes the use of sentences that are not long-winded, and do not go around in circles to convey a talking point.

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