

ANALYSIS OF FLEXIBLE LEARNING IN THE BASIC ENGLISH COURSE OF TRI LEARNING HOUSE

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ABSTRACT

This research aims to describe the analysis of flexibility in Tri Learning House including increased shared motivation to learn English, comfortable facilities, and freedom in time and place. The method used is descriptive qualitative as it allows for a clear description of the results. The data were collected through flexible learning analysis from interviews, with students at Tri Learning House. Flexible learning analysis was conducted through interviews, photos, and notes from students at Tri Learning House. Instruments are the researcher herself, flexible learning books, articles, tables, notes, and interview results, to be used to identify flexible parts. The findings of this research are: 1) Joint motivation at Tri Learning House: to increase knowledge until students can have added value from others, the new situation when they learn English comfortably character. Furthermore, students can explore their interests and talents based on their abilities, 2) Comfortable facilities, Tri Learning House will provide a pleasant place and completed facilities, becoming a place for information centers and opportunities to develop and develop themselves. 3) Regarding time and place flexibility, students have numerous opportunities to study subjects of their preference, providing them with the freedom to grow and adapt.

Keywords: Flexible, Learning, English

ABSTRAK

Penelitian ini bertujuan untuk menganalisis fleksibilitas di Tri Learning House dengan focus pada peningkatan motivasi bersama dalam belajar Bahasa Inggris, kenyamanan fasilitas dan kebebasan dalam penentuan waktu dan tempat belajar. Metode yang digunakan adalah deskriptif kualitatif karena memungkinkan

penyajian terperinci dari hasil. Data diperoleh melalui analisis wawancara yang memungkinkan siswa di Tri Learning House untuk berpartisipasi dalam pembelajaran yang fleksibel. Pembelajaran yang adaptif dianalisis melalui wawancara, fotografi, serta mencatat pengalaman siswa di Tri Learning House. Instrumen yang digunakan mencakup peneliti, materi pembelajaran berbasis fleksibilitas, sumber informasi seperti artikel, table, catatan, serta wawancara, untuk mengenali komponen yang bersifat adaptif. Temuan penelitian ini adalah: 1) Motivasi bersama di Tri Learning House: untuk menambah pengetahuan hingga siswa dapat memiliki nilai tambah dari orang lain, situasi baru ketika mereka belajar bahasa Inggris dengan nyaman. Selanjutnya, mahasiswa dapat menggali minat dan bakatnya berdasarkan kemampuannya, 2) Fasilitas yang nyaman, Tri Learning House akan menyediakan tempat yang menyenangkan dan fasilitas yang lengkap, menjadi tempat pusat informasi dan kesempatan untuk mengembangkan dan mengembangkan diri. 3) Mengenai fleksibilitas waktu dan tempat, siswa memiliki banyak kesempatan untuk mempelajari mata pelajaran pilihan mereka, memberi mereka kebebasan untuk tumbuh dan beradaptasi.

Kata kunci: fleksibel, belajar, bahasas Inggris

A. Introduction

Educators in the present age, namely the 21st century, realize that students entering the classroom have significant differences compared to the previous generations. Current students demand changes in the classroom environment because they can gather information faster than previous generations. We must adapt our approaches to meet the demands of this new period if we are to build genuine connections with students. To construct this, mobile phones and mobile apps were the primary educational instruments and electronic learning materials most frequently employed. According to Ulanday, M.L., Centeno, Z.J. Bayla, , M.C., & Callanta, J. (2021) in their analysis. The hardest part of using the various resources that are available in the classroom, such as interactive software, digital images, audio and video editing software, on-demand video libraries, computers, LCD projectors, and web 2.0 tools, is deciding which ones to use and how to incorporate them into the teaching and learning process. This is the most opportune time in history to be in the classroom because learning technology is undergoing rapid

changes, and our students can thrive and develop well thanks to these technological advancements.

Digital technologies have the potential to impact crucial aspects of our lives, including communication, social interactions, and education. While utilizing technology for learning may seem like a recent development, it is worth noting that employing technology for flexible and remote learning has been a familiar concept for some time. In a previous commentary by Naidu (Citation 2017), the increasing prevalence of openness and adaptability in educational settings was highlighted and discussed.

Flexible Learning

This paper plays a crucial role in highlighting the importance of flexible learning. Currently, many students are benefiting from online learning. A significant number of them are enrolling in online courses, which enables them to make the most of technology.

For students, instructors, and parents, flexible learning includes both wired and wireless connectivity. This system gives users on-demand access to content, tools, training, information,

and assistance catered to their needs, improving the relevance and efficacy of learning in both academic and private settings. This study's goal is to raise every student's achievement, which makes it extremely pertinent to the circumstances at hand.

Flexible learning is an approach to education that grants students autonomy in the way they learn, including the methods, content, timing, and location. It encompasses the utilization of adaptable learning environments, considering the physical space, grouping of students, and effective time management during teaching. And flexible in communicating with students and in accommodating their concerns, initiatives for professional development, and gaining support from colleagues and students. It is comment by Tarrayo,V.N., Paz,R.M.O.,& Gepila Jr, E. C.(2023) Flexible communication entails adjusting your communication strategies to fit various preferences, circumstances, and necessities. It revolves around being responsive to how people absorb information and engage in conversations.

Flexible learning occurs when a school provides with access to

learning opportunities that are flexible in at least one of the following areas: times, place, pace, learning style, topic, assessment, and paths. Flexible learning is an approach to education that allows students to have more control over time, place, and place of their learning. It combines a range of teaching techniques, materials, and technological tools to cater to a wide array of learning styles and individual preferences. In the context of English education in Tri Learning House, flexible learning has the potential to enhance language acquisition and overall learning outcomes. This analysis aims to explore the benefits, challenges, and strategies associated with implementing flexibility in English elementary schools.

Tri Learning House

Tri Learning House is a course that provides educational services, especially in English. The beginning was formed after the COVID-19 pandemic at the end of 2022 on Jl. Apple f30 Sekardangan, Sidoarjo, Early education through enjoyable flexibility. Tri Learning House using flexible learning can be

the degree of adaptability in learning and teaching has extended beyond the limitations of study time, location, and pace in a flexible environment. Moreover, individuals can access this flexibility in exchange for different forms of payment and academic credit. As a consequence, learners presently enjoy the autonomy to decide when and where they wish to engage in learning, enabling them to strike a balance between their educational endeavors and other obligations and responsibilities. This increased accessibility and customizable nature of learning and teaching have revolutionized the method in and of itself. It is a fundamental principle of society and education, just like diversity, just like diversity and equality. So, the aim of the Tri Learning House project, to encourage the use of student-centered flexible learning strategies, student-centered learning in construction education (SLICE) aimed to improve the quality of construction education. Flexible education is a practice guideline within formal learning that focuses on enhancing versatility in study conditions, teaching methods, evaluation procedures, and

certification criteria.

The vision was to “make a difference” by creating and disseminating practical benefits to Tri Learning House and students across the construction disciplines. To build construction of English education is necessary challenges and considerations: 1). Technology Infrastructure: Implementing flexible learning requires a reliable technology infrastructure, including access, devices, and software. Schools need to ensure equitable access to these resources for all students, 2) Training and assistance for teachers: To proficiently incorporate adaptable learning methods into their instructional techniques, educators require proper training and support. Professional growth initiatives should emphasize skills in digital competence, curriculum creation, and the apt choice of suitable materials. 3) Assessment and feedback: Designing assessments that align with flexible learning can be challenging. Teachers must develop methods that effectively evaluate students’ language skills and provide timely feedback, even in a digital learning environment, 4). Student

self-regulation: Adaptive learning necessitates that students assume greater responsibility for their learning. Teacher's Tri Learning

BASIC ENGLISH LANGUAGE

The Modern Education System Emphasizes The Teaching Of English As A Foreign Language, and there has been a significant and widespread application of information technologies to facilitate this process. (Bhowmik, 2015; Motteam, 2013). We need a basic English language lesson for Tri Learning House. The objective of this research is to English language learning for learners. It will explore the various technologies used in language learning, such as online resources, and mobile applications. The research will also analyze the benefits and drawbacks of using technology and assess the impact of technology on learner's engagement, motivation, and language proficiency. This study will contribute to a better understanding of how technology can enhance language learning and provide insights for educators and learners in using technology effectively.

English learning in basic very important for several reasons. First

House should have independent study habits too succeed in a flexible learning environment.

and foremost, it helps individuals to communicate effectively in English-speaking countries and with English-speaking individuals around the world. English is widely used in trade, education, science, technology, and international relations, making it a crucial language to learn. Moreover, basic English skills enable individuals to access a vast amount of information available in English, including books, websites, news, and academic materials. It also helps them to travel with ease, as English is often the lingua franca in many tourist destinations. In addition to practical benefits, learning English cognitive abilities, such as critical thinking, problem-solving, and creativity. It also opens up opportunities for personal and professional growth, from higher education and employment to cultural exchange and personal enrichment. Overall, basic English learning is essential for anyone who wants to in the modern, globalized world. It provides both practical advantages and enriching experiences that are invaluable for

personal and professional development. For example: building vocabulary: expand vocabulary by new words and their meanings. use flashcards, vocabulary lists, or online resources to help memorize words in different contexts. And English is very important in practicing listening: watching movies, TV shows, or podcasts and music in English. Focus on understanding the pronunciation, and intonation of language. This study previously read the article to forward the idea of similarity and distinguish previous research. The similarities and differences between the previous study and this research: the differences from the first article with the title "Enabling adaptable education through the substitution of traditional classroom instruction with online learning settings: A comprehensive examination of blended learning in higher education have differences using review of learning", but my article using hybrid learning meanwhile the similarities is the same analysis facilitating learning. The differences from the second article with the title "ZUNIGATONIO, Jimmylen. Google Classroom as a tool of support for flexible learning in the new normal.

Education, Management, and Development Studies, 2021, 1.2: 25 – 39 have differences using Google Classroom, and my article using WhatsApp, google form" meanwhile, the similarities are the same analysis of flexible learning in the new era of normal

. Research Problem

Currently, the interest in learning English courses is very high but the motivation of students is very low so there needs to be an increase in Tri Learning House. The research problem:

Is how to analyze flexible learning based on the contents of increased motivation joint English lessons in Tri Learning House, comfort facilities, and freedom times also place?

The objective of this research

This study aims to outline the process of analyzing flexible learning based on contains of increased motivation in joint English lessons in Tri Learning House, comfort facilities, and freedom times place.

Contains motivational joint English language lessons in the Tri Learning House, comfort facilities In the Tri Learning House, and freedom times and places. The objective of

this research is to examine the use of technology in basic English learning.

B. Research Method

The research design in this study was descriptive qualitative. In Tri Learning House, it was dug deeper into information related to a research topic which later the information obtained can be used. According to Creswell (2010), the theory is frequently employed in

Source and Data were taken from notes, a document result test, and interviews with students of Tri Learning House. Instruments were the researcher herself, field notes, a document result test, and table. Data Collection Procedures: the researcher first collects results from tests, motivation for students, data notes, photos, and interviews.

According to Miles & Huberman (1994, p: 10) analysis consists of collecting data, data reduction, data display, and concluding. All the sources were taken from note data and interviews with students on RBT (Tri Learning House).

The researcher read flexible learning and identified the personality of students at Tri

qualitative research to describe attitudes and behaviors. Descriptive qualitative research lacks a correlation coefficient between the variables.

The study's subject was students English in Tri Learning House. The information was described using flexible learning analysis. The data was presented descriptively and evaluated using a qualitative design.

Learning House. And giving codes put and classified in the table. The data is displayed, and drawn.

FINDING

The objective of this research is to describe flexible learning in RBT (Tri Learning House). After analyzing flexible learning by collecting data and grouping them in tabular form and explaining the latest findings. These results can improve the quality of education from RBT (Tri Learning House).

1. Motivation to learn English at RBT,

First, I want to increase knowledge until the students have added value scores from the other friends.

No	Names	T1	T2	T3	Total score
1.	Azzam	60	70	80	70
2.	Audrey	90	90	90	90
3.	Aura	75	95	100	90
4.	Amel	65	75	90	77
5.	Almera	80	95	95	90
6.	Daniel	60	75	75	70
7.	Keisha	80	90	95	88
8.	Kenang	75	90	90	85
9.	Khanza	90	90	90	90
10.	Komang	90	90	100	93
11.	Nabil	65	75	80	73
12.	Nadhif	70	75	85	77
13.	Nabrisa	80	90	90	87
14.	Ratu	75	80	86	80
15.	Vina	90	90	90	90

The students of Tri Learning House tutoring have experienced an increase in learning motivation because flexible learning has allowed them to improve their subject grades, leading to recognition ranging from good to

The member of the lesson at Tri Learning House

excellent.

Second, Personalized learning: Flexible enables teachers to cater to interests and abilities. Students can engage with English language materials and activities at their own pace, ensuring a personalized learning experience. For example: Nabrisa excellent for doing google form, Khansa excellent for doing in whatshap group, and Ratu show up presentation the result score

Third, Students could find interests and talents in themselves according to their abilities.

Differentiated Instruction: Flexibility in learning methods allows teachers to differentiate instruction based on students' proficiency levels. They can provide additional support and challenge to students as needed, promoting, and inclusive learning.

No	Names	T1	T2	T3	Total score
1.	Azzam	60	70	80	70
2.	Audrey	90	90	90	90
3.	Aura	75	95	100	90
4.	Amel	65	75	90	77
5.	Almeira	80	95	95	90
6.	Daniel	60	75	75	70
7.	Keisha	80	90	95	88
8.	Kenang	75	90	90	85
9.	Khanza	90	90	90	90
10.	Komang	90	90	100	93
11.	Nabil	65	75	80	73
12.	Nadhif	70	75	85	77
13.	Nabrisa	80	90	90	87
14.	Ratu	75	80	86	80
15.	Vina	90	90	90	90

2. Comfort facilities RBT,

Increase engagement by incorporating a variety of interactive and multimedia resources, by using learning, English learning can be more interesting for students. It allows for games, online platforms, and real-world applications, fostering active participation and motivation. For example, a video introducing myself to YouTube channel

https://youtu.be/ooOoHS_wlak or with playing question and answer with the quiz platform English Study. Tri Learning House will provide a pleasant place and complete facilities

Second, differentiated instruction: flexible learning methods instruct based on student ability levels. They can additional support and challenge students as needed, promoting inclusive learning. Become a place for information centers and opportunities to develop with online flexible learning. This platform's inclusiveness and accessibility enable students from diverse backgrounds to access quality education at home, overcoming geographic obstacles.

a. Quizizz technique

b. Presentation making product masker batik

Third, Collaborative Learning opportunities: Flexible learning facilities collaborative projects, and activities among students can work together, practice communication skills, and engage in language I peer-to-peer learning. Tri Learning House develops contemporary learning

platforms by using flexible learning. By incorporating adaptable technologies and personalized learning paths, students can engage in interactive, tailored learning experiences that cater to their individual needs and learning styles.

3. Freedom of time and place,

First, 1 hour a week of access to resources: online platforms and digital resources provide students with continuous access to English learning materials, enabling them to extend their learning beyond the classroom and practice at any time. Students have to feel and have a lot of time and enjoy learning with flexible learning.

plenty of time for growth. For example: kindergarten and elementary school students to



learn vocabulary by playing and flexible learning for time and place.

c. Discussions

To address the research issue in this investigation, which pertains to examining the assessment of Flexible Learning encompassing heightened motivation in collaborative English coursework at Tri Learning House, the convenience of facilities within Tri Learning House, as well as temporal and spatial autonomy, the researcher can provide elucidation. Within this study, flexible learning denotes an educational approach distinct from the conventional in-person classroom and course setting. Flexible learning encompasses diverse modes such as fully online, blended learning, flipped classroom, and distance learning

The implementation of flexible learning within a competency-based curriculum (CBC) can enhance the learning motivation of students who were initially lacking enthusiasm for their studies. This is accomplished by providing a variety of teaching approaches that match the unique characteristics of students within the competency-based curriculum structure. This Shift in approach results in an

improvement in students' academic performance, evident in their scores on various assessments such as worksheets, formative evaluations, and summative assessments. Additionally, the introduction of learning materials in the form of instructional videos uploaded on social media platforms like youtube is a tangible outcome of applying the principles of flexible learning. This can be seen as a valuable contribution derived from the learning. This can be seen as a valuable contribution derived from the learning theory of flexible learning.

Furthermore, these advancements contribute to the enhancement of the learning environment's comfort facilities within the competency-based curriculum. As teaching methods are tailored to accommodate students and their preferences, students feel more valued and engaged in the learning process. This inclusivity fosters a stimulating environment that promotes better student learning. Expected outcomes from incorporating flexible learning at Tri Learning

House include enhanced education quality, stronger student engagement with their studies, and the cultivation of a positive relationship. This integration of flexible learning methods is anticipated to result in a more enriching educational experience, appreciated by both students and their families, while also benefiting the broader society.

D. Conclusion

Students from diverse backgrounds have access to this platform's openness and accessibility, which allows them to complete their education. at home and circumvent geographical barriers. flexible learning approach has the potential to revolutionize the education landscape, providing a brighter future for learners and fostering a more equitable and empowered society. If all students are comforted with all knowledge, if students increase, with flexible learning the name of the Tri Learning House can be development and center place of education. Tri Learning House's utilization of a flexible learning platform represents an innovative and impactful step toward

transforming education.

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