NETWORK OF INFORMAL TOURISM EDUCATION ORGANIZATIONS IN PARE ENGLISH VILLAGE

Yogi Yunanto
Faculty of Economics Management, Kadiri University
Email: yogiyunanto@unik-kediri.ac.id

ABSTRACT

The learning model is a strategy used by teachers to increase learning motivation, learning attitudes among students, able to think critically, have social skills, and achieve more optimal learning outcomes. Referring to this, the development of learning models continues to change from traditional models to more modern models. Researchers used the ethnographic method during a pandemic for six months, January-June 2020. This method was considered appropriate to obtain data on the lives and actions of a group in certain situations in society from the point of view of their culture of life. The data collection process, both primary and secondary, is carried out continuously. Based on the results of the research, it can be concluded that there are several things that support the success of students studying at English language educational institutions in Pare. The learning method is one of the supporting factors. For this reason, the method used is the 'Boarding Teaching' and 'In Class Scheduled' methods. These two methods are carried out by carrying the concept of 'fun teaching' or an interesting method that does not seem too formal and rigid. By using this kind of method students become more interested and enthusiastic to learn. In fact, the point is that the learning that is carried out focuses on practice, because English is a skill, not just knowledge. In general, the learning model carried out in English language education institutions in Pare is a similar method, namely the 'Fun Englsih' method, which is learning English in a pleasant environmental situation and games that are usually carried out to train students to use English and make it easier for students remember the material being taught such as vocabulary and expressions in English. Another method used is group discussion or group discussion.

Keywords: Learning Method, Learning Innovation, Network Organizations, Tourism Education.

INTRODUCTION

The increasing need to improve proficiency in English is also triggered by national exams that test English lessons (Andrade and Coutinho, 2016). The percentage of students who take English courses reaches 65 percent (Arabia, 2020). The predicate of tourism city also encourages the general public to improve their English skills (Anmarkrud, Andresen and Bråten, 2019). Aspects of language, language skills, and vocabulary are presented together as a unit by considering the level of emotional, cognitive, and socio-cultural development. In line with these developments, Indonesia currently has many formal educational institutions that provide services in the form of English language training (Kutnick, Brighi and Colwell, 2016). From the description above, we can get a hint that English should be introduced to students from an early age (Connolly, 2017). Early language recognition is conditioned in such a way that there is student interest in

learning to explore their own experiences in using language as an effective medium of intermediary messages (Ghazi *et al.*, 2018). There are two factors that influence the success of students in learning the language, namely external conditions and internal conditions (Young *et al.*, 2016). External and internal conditions should run simultaneously to strengthen each other so as to achieve a complete mastery of the language (Nabi and Prestin, 2017).

The learning model is a strategy used by teachers to increase learning motivation, learning attitudes among students, able to think critically, have social skills, and achieve more optimal learning outcomes (Kaufman, 2019). Referring to this, the development of learning models continues to change from traditional models to more modern models (Imlig-Iten and Petko, 2018). The learning model serves to provide a learning situation that is neatly arranged to provide an activity for students to achieve learning objectives (Chen, 2016). The term model is defined as an imitation of the real thing (Mayer, 2019). To select/determine the appropriate learning model for students at a certain level of education, it needs to be adjusted to the level of student development and learning principles (such as speed of learning, motivation, interest, student activity and feedback/reinforcement), as well as no less the important thing is that the selection of learning models should be based on a learning approach that is oriented to the latest learning concepts (Kay and Kibble, 2016).

The existence of the English Village has an effect on the development of Tulungrejo Village which is the core area of the English Village development (Gregory Ashby and Valentin, 2017). The influence of course lies in the field of education because English Village is one of the reference centers for non-formal learning (Skulmowski and Rey, 2017).

This English village has various course institutions that have programs that suit the needs of language course institution seekers who want to improve their language skills (Rana and Burgin, 2017). The number of existing course institutions makes the existing infrastructure in English Village increasing (Frank and Badre, 2015). This can be seen in health services, network and communication services, population services and village institutions, low-level educational tools to non-formal education, and adequate socio-economic institutions (Reedy, 2015). An advantage that is no less important than the basic infrastructure, one of the main attractions of the English Village is the affordable cost of living (Seufert, 2018).

Services for immigrant students from English Village are quite well available, there are many boarding houses, camps, to rent at low and affordable prices (Zhang *et al.*, 2020). In addition, the needs of food, clothing, communication, transportation to entertainment are also widely provided by the surrounding community who take advantage of the economic opportunities of the existence of the English Village (de Bruin and van Merriënboer, 2017). The structure of the social life of the Kampung English community began to change with the proliferation of English language courses, from those generally farming now, the average villager currently lives from opening English courses, opening boarding houses or selling to meet the needs of the thousands of students who come to the village (Pratama *et al.*, 2016).

The number of services available in English Village has a major influence on regional income and entrepreneurs in Tulungrejo Village. Every year the owners of course institutions, entrepreneurs and village governments benefit from the existence of this English Village. Students who come to visit come from various directions so that the English Village of Pare is dubbed as a miniature of Indonesia,

not even a few students who come from abroad such as Malaysia, Thailand, Timor Leste, and Libya (Ellis, 2019). The management of course institutions in English Village is not only the responsibility of the individual course institution owners. However, it is indirectly the responsibility of the course owner, the surrounding community and the government (Shafiei, Hussein and Guru, 2017).

The management of course institutions by the community is no less important. The role of the surrounding community can be seen as providing land, providing course buildings, providing daily necessities such as food and other necessities, and overseeing village order. With many immigrants who want to learn foreign languages in English Village, they need a lot of daily needs such as food, shelter and transportation around the village, for that the villagers open many profitable businesses (Nagai and Asada, 2015). The participation of the English Village community is the result of social construction carried out by the community who took part in the management of the English Village. Peter L. Berger states that society as an objective reality recognizes the existence of an objective social reality that can be seen in relation to existing social institutions. While society as a subjective reality, in the formation of reality, objectification is only one other "moment" in this dialectical process (Wong et al., 2015). The reason the researcher chose social construction as the basis for this research was to explore more deeply about community participation in managing the English Village in Tulungrejo Village, Pare District, Kediri Regency. Moreover, this theory can be related to the planning, process, and results of community participation in managing English Village (Siegelman et al., 2017).

The reason for assessing community participation in managing English Village in Tulungrejo Village,

Pare District, Kediri Regency is because community participation is an important subject in this study. Community participation is important to study because each participation has a different time limit so that this research can update previous research. The reason for choosing the English Village in Tulungrejo Village, Pare District, Kediri Regency as the object to be studied is because English Village is an area that has existed since 1977 and is growing thanks to the participation of various parties in the English Village. This English village is unique from other villages because this village has a village concept that has many modern course institutions and is visited by many people who want to be proficient in foreign languages from various parts of Indonesia and abroad (Yunanto *et al.*, 2021; (Yunanto, Suhariadi, Yulianti, Andajani, *et al.*, 2021).

LITERATURE REVIEW
1. Problem-Based Learning (Problem Based Learning) Problem-based learning (problem based learning) is a learning model that uses real-world problems as a context for students to learn about critical thinking and problem-solving skills and to acquire essential knowledge and concepts from the subject matter. Problem-based teaching is used to stimulate higher order thinking, including learning how to learn. Problem-based teaching, according to (Snow and Lohman, 1984) is known by other names such as Project-Based Teaching (Project-based Learning), Experience-Based Education (Education based on experience), Authentic Learning (Authentic Learning). And Anchoredinstruction (Learning rooted in real life). The teacher's role in problem-based learning is to present problems, ask questions and facilitate investigation

and dialogue.

2. Student Teams Achievement Division (STAD) Model The Student Teams Achievement Model is one of the cooperative learning models. This model was developed by Robert Slavin and his colleagues. This method is the simplest method in cooperative learning. Teachers use STAD learning to teach students new academic information each week, through both verbal and written presentations. The students in the class are divided into several groups or teams each consisting of 4 or 5 members of a heterogeneous group (both gender, race, ethnicity, and academic potential/ability) (Schunk, 1989).

3. Jigsaw Model (Expert Team Model) The Jigsaw model was developed by Eliot Aronson and his colleagues and later adapted by Slavin and his friends. As in the STAD model, even in the Jigsaw model, the class is divided into several groups/teams of 4-5 members which are heterogeneous. Academic material is presented to students in the form of text and each student is given the responsibility to study one part of the academic material. Members of different groups/teams have the responsibility to study one part of the same academic material and then come together to help each other review the material. The group of students in question is called the "expert group" (Nona A. Prestine, 1993).

4. Group Investigation (GI) Model The basics of the group investigation method were designed by Herbert Thelen, then developed by Sharan and his colleagues. Compared to the STAD and Jigsaw models, group investigation is a more complex learning model and the most difficult to implement in cooperative learning.

In the group investigation model, from the beginning students were involved starting from the planning stage both in determining the topic and how to learn it through investigation. In practice, it requires students to have good skills in communication and in group process skills. Grouping students into small groups of 5-6 people can be heterogeneous and can also be based on the pleasure of making friends or common interests. Students choose the topic they want to study, participate in/conduct an in-depth investigation of the various subtopics that have been selected, then prepare and present a report in front of the class as a whole (Efland, 1995).

5. Direct Method (DM) Direct teaching is a revision of the Grammar Translation Method because this method is considered unable to make students able to communicate using the foreign language being studied. In the learning process, translation is prohibited. In the learning process with DM, the teacher asks students to read aloud. Then, the teacher asks questions in the language being studied. During the learning process, realia such as maps or real objects can be used. The teacher can draw or demonstrate (Merriam, 2004).

6. The Audio-Lingual Method The term audio-lingualism was first proposed by Prof. Nelson Brooks in 1964. This method claims to be the most effective and efficient method of learning foreign languages and claims to be a method that has changed language teaching from just a trick to a science. Audio-Lingual Method (ALM) is the result of a combination of views and principles of Structural Linguistics, Contrastive Analysis, Aural-Oral approach, and Behavioristic psychology (Tennyson and Rasch, 1988).

7. Community Language Learning This method believes in the principle of 'whole persons', which means that teachers not only pay attention to the feelings and intelligence of students but also relationships with fellow students. According to (Tennyson and Rasch, 1988) students feel uncomfortable in new situations. By understanding the fearful and sensitive feelings of students, teachers can remove students' negative feelings into positive energy for learning.

8. Total Physical Response This method is also called 'the comprehension approach' which brings closer to the importance of 'listening comprehension'. In the early stages of foreign language learning focused on listening comprehension. This is based on observations of how children learn their mother tongue. A baby listens to the sounds around him for months before he can say a word. No one tells the baby to talk. A child speaks when he is ready to do so.

9. Communicative Approach (Communicative Language Teaching) (Fox, 1997) calls the Communicative Approach the 'Communicative Syllabus' Widdowson calls it the 'Communicative Approach', while Richards & Rogers calls it 'Communicative Language Teaching' (CLT). Terms such as the Notionol-Functional Approach or the Functional Approach Communicative Approach/CA (Communicative Language Teaching) stem from changes in the tradition of language teaching in England in the late 1960s (Waters and Craske, 2016).

RESEARCH METHODS

The study was conducted using the ethnographic method during a pandemic for six months, January-June 2020. This method is considered appropriate to obtain data on the lives and actions of a group in certain situations in society from the point of view of their culture of life (Creswell *et al.*, 2007). The author lives in the research location for a certain time, conditions, and limitations. This allows the writer to see the point of view of the context itself (Miller, 2020). By entering into their daily lives, writers can see their point of view. The realist ethnographic approach is used in this study, which describes the results objectively based on direct information from the participant's point of view through quotes, sayings, statements without changing the meaning. Research data obtained from primary and secondary sources. Primary data is data obtained directly from sources using a qualitative approach (ethnography) by living and being in the research location. Furthermore, secondary data is data obtained from a second party, namely data that has been processed, or has been finished, such as: books, journals, brochures (Gwyther and Possamai-Inesedy, 2009).

The data collection process, both primary and secondary, is carried out continuously. This means that it is carried out by being connected to each other, not separated. The data collection process starts from January 2020 to June 2020. Data related to research issues is collected as much as possible. To obtain primary data, the author was in Pare by participating in teaching and learning activities both offline and online, taking lessons in several different places, being involved with extra activities or institutional programs such as: discussions and spirituality. In these activities the author records all activities using a diary, which is called a field note. All engagements, activities, experiences are recorded in a diary. Then the field notes become research data. Furthermore, informal interviews were also conducted. that is, interviews where the interviewer is in full control of the questions, interviews do not use structured questions. This is

done to obtain specific information (issues, themes, topics) from the informant's perspective on their experiences and observations, both as residents and immigrants (Dicks *et al.*, 2011). The informants included: tutors, students, boarding house owners, street vendors, kiosk traders, newcomers and pedicab drivers. The author also records tutoring institutions in Pare manually by collecting brochures and conducting informal interviews with related parties, including students, tutors, local residents, boarding house owners. The author also identifies the Pare area which is a common point in Kampung Inggris such as: Jl. Carnation, Jl. Brawijaya, Jl. Flamboyant, Jl. Yellow. This area is a common point crossed by students in English Village. In everyday life the author uses bicycles and motorbikes as facilities. Every day the writer circled or went both around Pare and outside Pare. In the vicinity of Pare, the author went to crowded places or spots such as: public markets, patrol posts, food stalls, cafes, gyms, and also identified social infrastructure, such as; hospitals, cemeteries, police stations, schools, swimming pools, and also the natural environment, such as rivers and gardens. On certain occasions, the author also participates in the lives of the residents such as evening walks, fishing, kite flying, etc. In addition, tourist spots and local spots both around Pare and outside Pare are also visited, such as: Kalisuci Park, Batu Malang, Mount Kelud, Surowono, Tegowangi Temple, Simpang Lima Gumul, Batu Gajah, Gusdur's Tomb, Sukarno's Tomb, Petilasan Jaya Baya, Dewi Sekartaji's Petilasan, etc. Likewise with the village or area around Pare the author visited (Reeves *et al.*, 2013).

Then, secondary data was obtained by using a literature study approach (Hammersley, 2018). Data and literature related to research issues such as: books, theses, journals, scientific research or research, official documents, internet,

online media, brochures, leaflets are collected and used as references. This data is very necessary to obtain information related to the topic, especially the topic of research that has been done previously (Roberts, 2009). The author explores references that have existed regarding research issues, be it books, research, theses, theses. The data obtained is used as a quote, reference, reference in writing. After the data collection process is carried out, the next step is the reduction process. The reduction process is the process of sorting data. Data that is relevant to the title or topic of discussion is accommodated and put together. Unrelated data will be sorted. Only relevant data is accommodated (Campbell *et al.*, 2003).

Data that has been reduced to spherical data in the umbrella of the themes discussed. Then the data is mapped and identified so that it becomes a data group called display data. In this stage, major themes are arranged into several related issues into several groups of themes according to their sections (Mackenzie MA RGN DNCert RNT, 1994). The elements of the related themes are then processed using a realist ethnographic approach. The author describes the results objectively based on direct information so that they become objective results with descriptive narratives which can then draw conclusions (Carter, S.M., 1998).

RESULTS AND DISCUSSION

English Village is one of the educational tours within the scope of Tulungrejo Village, Pare District, Kediri Regency. However, more developments are found in Tulungrejo Village, which is the core area for the distribution of English language course institutions. English Village is very long. Starting from the story of Kyai Yazid who is a well-known kyai and is a native of Tulungrejo Village and to be precise, Tegalsari Hamlet. Kyai Yazid is known to have extraordinary language skills, he is fluent in 14 languages and has a

boarding school in Tulungrejo Village, namely Darul Falah.

> *"So at first it was English Village. Kalend, who is originally from Kalimantan, is a child who is not easy to understand lessons, so he was advised by his friend to go to Java to seek knowledge from Kyai Yazid...". (TK, March 16, 2020)*

In 1977, three students from one of the universities in Surabaya came to study English with Kyai Yazid, but because Kyai Yazid was out of town he sent Mr. Kalend who is his protege to replace teaching. After that, the three students returned to Surabaya to take the exam. When the test scores came out, it turned out that the scores obtained were high and he returned to the course and told his friends so that many students and students came to learn English and came to Tulungrejo Village. This is a common story that is well known to the people in Kampung England. This is reinforced by the statement of Mr. MS as the village apparatus who serves as the Head of Dusun Tegalsari as follows.

> *"So, in the end, the name Kampung Inggris was given to the children (students) on social media. However, if you look at the inspiration, it's Mbah Kyai Ahmad Yazid from Darul Falah, if Mr. Kalend is not number one, so the term English Village is like BEC is the embryo, the inspiration is Mbah Kyai Ahmad Yazid, the embryo is Mr. Kalend and the one who developed it is a friend - friends, until now…". (MS, March 8, 2020)*

Mr. SH, as a villager of England, expressed this opinion.

> *"When it was formed, there is a story from Pak Kyai Yazid in the 1970s that in the 1970s, he owned a boarding school on*

> *Jalan Anyelir and had a student named Pak Kalend who owned the BEC." (SH, March 14, 2020)*

The development of the English Village in 2006 increased due to the existence of social media which made the English Village wider. In 2006 also the number of courses in English Village registered about 50 course institutions. This was conveyed by Mr. AM as the English Village community, as follows.

> *"Yes, from the growth or the proliferation of courses, from the beginning until now there have been more than 100-300 if in the past it was only one village, now it is 3-4 villages" (AM, 11 March 2020).*

The development of social media has become an important trigger that has made the name Kampung English more widely known in Indonesia and abroad. Based on this, the name Kampung English was given by students who came to study in Kampung Inggris. The students saw in general that the entire village community used English as their daily companion language so that the name Kampung English was formed. In addition, in the same year a forum that became a unifying community for the English Village was formed, namely the Language Village Forum or better known as the FKB. This is reinforced by the statement of Mr. MS as a villager of England, as follows:

> *"So, starting in 2006 the Language Village or Language Village Forum (FKB) was formed. I was included in the management, including Rhima, Primary, and my sister. However, because he was extremely busy, now the chairman has been changing for 2 years. The FKB has been around for a long time but it hasn't been*

in a SK (Decision Letter) right? (MS, March 8, 2020)

The development of English Village in 2010 can be seen from the proliferation of course institutions. The increasing number of students who come to look for existing English language course institutions has made owners of existing course institutions and investors come in to build course institutions so that course institutions have sprung up and there are more than 100 institutions booming. This is also based on the government's decision regarding the RSBI (International-Based School Pioneer) school policy which caused many schools from within and outside the Java region to send their students to study in English Village. Not only from within Indonesia but from Malaysia, Thailand and neighboring countries also send students here, as follows.

"...If you look at this development, it started with the RSBI (International Based School Pioneer) which made the English Village full (see attachment 12 in Figure 4.20). Around 2006-2010 it was at its peak and a lot of investors came in..." (MS, March 8, 2020).

The condition of Kampung Inggris in 2011 to 2012 saw a decrease in the surge of students who came to Kampung England because the RSBI policy had been corrected by the government because it was deemed ineffective and only sided with schools that were ready for RSBI, so the policy was revoked, as follows.

"...However, from 2011-2012 it started to decline again because the Constitutional Court (Mahkamah Constitution) canceled the RSBI program so many schools did not send it here because it was no longer mandatory. So, there are many economic competitors

in our environment, many people are tempted by high land prices. For example, the price of cows is sold at the same cage and land is bought outside the area because they get more land. Well, besides that, there has been a shift in land ownership rights, for example, the Mangunrejo Hamlet has passed to people who are not Mangunrejo people, not native here. Yes, around 70:30, 70 percent of them are outside Tulungrejo Village, of which 30 percent are still Tulungrejo Villagers... (MS, March 8, 2020).

Migrant students who come to English Village every year are dominated by students on vacation, college graduates who want to take courses to get scholarships abroad or who want to study to increase the percentage of English in the world of work. This English Village is inseparable from the existing cooperation between the Government, the community and the Language Village Forum (FKB) which is a forum for the aspirations of course institution managers for the continuity of English Village. This was expressed by the Kindergarten Mother, as follows.

"If there is a special coordination between the community and institutions, and the community here is divided as if there is a boarding house owner's association, the merchant community is also part of the community. If the current coordination of FKB is also working with mothers about what is the best for the English Village..." (TK, March 16, 2020).

The implementation of the

management of Kampung Inggris is very dependent on the application of policies to the wider community. The English Village community participates directly or indirectly in managing the English Village. Participation is the participation or involvement of individuals in an activity as a member of the community (Triana, Rangga, & Viantimala, 2018). The participation of the people of Tulungrejo Village in this case is divided into three main things, namely the participation of ideas, participation of capital and participation of personnel. Participation of ideas, namely the community is needed in providing ideas and ideas regarding strategies and plans for village development as a tourist village through exchange of opinions, meetings and village deliberations (Amalia, Kusumawati, & Hakim, 2018). Energy participation is participation given in the form of energy for the implementation of efforts that can support the success of a program (Hamijoyo, 2007). Meanwhile, capital or property participation means participation by the community by setting aside some of their assets for the benefit of tourism development (Amalia, Kusumawati, & Hakim, 2018). The three participations are interrelated and carried out by the people who participate in managing the English Village.

The process of evaluating the participation of the people of Tulungrejo Village is that some people present the results of existing policies and the implementation of these policies in deliberation. The deliberation took the form of meetings between RT circles, village discussion forums and meetings at events in Tulungrejo Village. Expression of opinion is the right of every citizen in accordance with Law Number 9 of 1998 Article 1. The applicable rules can be widely spread so that they can be more optimal.

The evaluation process carried out by the community in this case is the same as the internalization process contained in social construction. In the dialectical process of social construction, evaluation collects the results in the field and selects them along with the internalization process. The internalization process is a process of re-absorption of the objective world into consciousness in such a way that individual subjectivity is influenced by the structure of the social world, through human internalization as a result of society or a man is social product (Prasojo, 2018). The statement can be added that society as a subjective reality implies that objective reality is interpreted subjectively by individuals (Muta'afi & Handoyo, 2015).

The positive impact of community participation in managing English Village is to make English Village more conducive, comfortable, and growing. People who are aware of the potential of English Village and participate in managing the existing English Village to develop, and the main benefits that the people of Tulungrejo Village get are in terms of economy, social, culture, and education. The English Village community participates in the management of the English Village in Pare District, Kediri Regency with their labor and services through economic activities to meet the needs of students who come from various regions throughout Indonesia (Candra, 2018). The positive impact of the existence of the management of the English Village has a significant impact on the scope of Tulungrejo Village. The coordination of English language course institutions, communities, and related parties through collaboration makes English Village more organized. Cooperation has a positive influence, namely making English Village more ready to accept course participants with all their needs (Sukur, 2017). In addition to cooperation, more economic impact is obtained from the management of the English Village between all elements of the community who are members. The

community participates in English Village in economic activities because the community understands the potential of setting up a business in English Village because it is located near consumers which is a profitable business location (Candra, 2018).

The negative impact of the management of Kampung English by the community can be seen from the policy planning that is poorly understood by the surrounding community due to lack of coordination. Coordination is an activity to balance and move the team by providing the location of work activities that are suitable for each and keeping these activities carried out in accordance with predetermined goals (Hasibuan, 2007). Lack of coordination makes some people less aware of the applicable policies so that there is a limit to understanding and the community is not simultaneously implementing the existing policies. The lack of management of the English Village also has an impact on internal matters within the course institution in the form of competition between course institutions. The negative influence of competition from course institutions makes the quality of learning in English Village not maintained, for example due to the limited time that course participants have so that learning is not optimal (Sukur, 2017). In addition, the establishment of course institutions is mostly managed by people outside the village of Tulungrejo so that the English Village does not contribute to the participation of the local community. Community participation is community participation in the process of identifying problems and potentials that exist in the community, selecting and making decisions about alternative solutions to deal with problems, implementing efforts to overcome problems, and community involvement in the process of evaluating changes that occur (Adi, 2007). Furthermore, local community participation is involved from the

beginning of planning, the preparation of the plan itself, project implementation, management and distribution of the results is an absolute thing so it must be emphasized in the draft plan (Amalia, Kusumawati, & Hakim, 2018).

DISCUSSION

In general, the learning model carried out in English language education institutions in Pare is a similar method, namely the 'Fun Englsih' method, namely learning English in a pleasant environment. A pleasant classroom situation is manifested in activities carried out in the classroom, such as with games (Siegelman *et al.*, 2017). Games are usually done to train students to use English and make it easier for students to remember the material being taught such as vocabulary and expressions in English (Nagai, 2019). Learning is also carried out outside the classroom either in the same location or in a residence such as a boarding house or dormitory. Another method used is group discussion or group discussion (Mayer, 2017). Group discussions are conducted inside and outside the classroom, or even in student dormitories with accompanying instructors. This method is carried out with the choice of certain themes as discussion material. This method is used to train students' ability to speak, express opinions and feelings in English. This method is also useful to train students' confidence in speaking in English. The 'Peer Discussion' method is also often used in learning. This method is done to train students' knowledge because they correct each other with other students. In boarding houses students still use English in communicating with fellow students. With the awareness to get used to using English, students become more active, confident and fluent in English (Kalyuga and Singh, 2016).

The majority of learning systems in English Village are almost the same,

including the basic programs provided by each institution. Each course institution has its own advantages and disadvantages (Chen *et al.*, 2018). One institution that has good credibility is the BEC agency. This institution is a new institution that can be recommended because of its advantages over other institutions. A good management system and full attention to the comfort and satisfaction of students are one of the main priorities for BEC. As discussed in the previous chapter, BEC makes 3 important pillars its main priority, namely the learning system, the quality of human resources, and supporting infrastructure. BEC is a course institution that attracts many visitors with fluctuating and stable acceptance of new members. The hallmark of BEC is that there is one program package that covers all programs, so the focus in this package is not just one program, but all of them (Feldon *et al.*, 2019). The program provided by BEC attracts visitors or members to register themselves at the course institution. The flagship program that is a mainstay for BEC or with more enthusiasts and members than other programs is the English Master. Where the English master program aims to produce English masters who will become teaching staff such as teachers, tutors, and so on. The English master program is a program that has a lot of enthusiasts at BEC. However, it does not mean that the English master program is only available at BEC, other institutions also provide English master programs. This English master program is taken by members intensively for 4 months and has almost the same material as the TOEFL (Kirschner *et al.*, 2018).

In formulating learning programs, BEC has a special curriculum team that handles the formulation of learning programs where BEC sees and pays attention to weaknesses in other course institutions to be used as strengths in

BEC. The curriculum standards used by BEC come from R&D in the BEC development team, then they will be presented and an assessment will be made of whether the materials that have been planned are effective or not (Abbas, Nasser and Ahmad, 2015). Then the curriculum will be discussed in the English village forum and the BEC institution will compare the curriculum and materials with other institutions. Curriculum standards also refer to international course institutions, videos about learning English, as well as references from various books (Janssen and Kirschner, 2020).

In general, the application of learning methods at BEC is done flexibly. Sometimes using methods such as rigid formal schools, taking individual and group approaches in class, having more active conversations, more relaxed teaching techniques and so on (Liew, Mat Zin and Sahari, 2017). It aims to provide satisfaction for members. An effective BEC learning method is a fun and innovative learning method with demonstration teaching techniques and hands-on practice consistently carried out by members. In addition, the learning methods used are not only in the classroom, but also outside the classroom to hone English speaking skills (Leppink and van den Heuvel, 2015). There are also tutors who carry out different teaching techniques such as playing games before getting into the core of learning. This is useful for sharpening the memory of the members of the lessons that have been received previously. Tutors play an important role in the effectiveness of learning methods through the teaching techniques they use (Ohlsson, 2016).

For the application of the English Area at the BEC Institution, it is actually required only for the English Master program, besides that if a member makes a mistake by speaking the local language, it will be penalized in the form of a

reduction in points which can affect the certificate that the member will receive after graduation. Another advantage of BEC is its qualified teaching staff or tutors. In recruiting tutors, BEC encounters various obstacles because for BEC, to meet the needs and satisfaction of members, it must be supported by qualified and innovative tutors and teaching staff. BEC provides special qualifications to recruit tutors. BEC institutions also provide contract tutors in the sense that they are not permanent teaching staff at BEC, only acting as on-call tutors who are also teaching staff at other institutions. The teaching staff or tutors at BEC have qualifications that are above average. The selection of teaching staff or tutors is seen from the background of their ability in teaching English. In addition, there is training for tutors such as table manners, outbound, institutional, and so on. After being declared a BEC institutional tutor, the tutor is also required to develop his or her ability or skills to develop their English language skills so they don't focus on just one program. The role of the tutor itself is regulated in SOPs or operational standards (Fraser, Ayres and Sweller, 2015).

The last advantage of the BEC course institution is its very adequate supporting facilities. In accordance with its slogan, "Complete Packages for Better Learning" or various complete packages for better learning, BEC provides supporting facilities for members to provide satisfactory service and provide comfort for members. The BEC Institute has a very wide and large course building. The classes provided are not only inside the building or building, but there are classes outside the building that are shaped like a gazebo. In every classroom there is a fan, a very large blackboard. The BEC institution also facilitates members or students who want to increase learning hours in class. Because the majority of

visitors or members come from outside the region or outside the island, so members who want course learning hours outside the specified learning hours, BEC provides additional classes for members who want additional time accompanied by a tutor. But these additional classes are not mandatory, only for members who want additional classes (McSparron, Vanka and Smith, 2019).

Based on the researcher's observations, the BEC institution has a fairly good credibility compared to other institutions. The BEC institution is a newly established institution but is able to attract quite a lot of enthusiasts. Although the majority of the programs provided are the same as other institutions, the tutors at BEC are qualified teaching staff and do not form a distance from members. In other words, the tutor approaches the members to provide comfort not as a teacher, but as a friend to understand and provide solutions to members' difficulties with the learning material presented. Meaningful Learning Model in BEC, Course Institutional Learning (Shi *et al.*, 2021).

Learning is an activity that involves a very complex thought process. The main factors that affect the meaningful learning model as previously described include the existing cognitive structure, stability, and clarity of knowledge. The definition of meaningful learning according to Ausubel in Ahmad (2016: 2) is a process that relates new information to relevant concepts that exist in a person's cognitive or thinking. This means that someone has received previous learning and is associated with new material through cognitive structures (Yunanto, Suhariadi, Yulianti, Triwidyati, *et al.*, 2021).

The researcher uses the meaningful learning theory because this theory is more in line with the learning method in the BEC course institution. That someone has previously received English language

education in formal schools at the elementary, junior high, high school and tertiary education levels. Then to hone and improve his abilities, the person will take an English course at the course institution. This proves that someone will link learning in formal schools with learning English in course institutions. So that students who initially do not understand the English material explained by their teacher at school, then when taking an English course it is possible to understand the explanation of the material better.

The relationship between the cognitive learning model and the learning model at the BEC course institution through the Advance Organizer method which is a form of meaningful learning model. The Advance Organizer method in is one of the innovations needed in teaching and learning activities to achieve better learning objectives because the success of a learning activity requires an innovation in learning. Various innovations were made by the BEC course institution to be able to compete with other institutions and to continue to develop the BEC institution in the midst of the decline of the English Village. The rapid development of the BEC institution which began in 2015 had a positive impact by making the BEC institution very famous in the midst of the decline of the English Village. The positive values carried out by the BEC institution can be used as motivation and reference for other course institutions so that they can develop well. So that the decline and decrease in visitors to the English Village will not occur and vice versa to restore the glory of the English Village as before (Yunanto, Suhariadi, Yulianti, Andajani, *et al.*, 2021).

To face stiff competition with other course institutions in English Village, the BEC institution has innovations to overcome it, namely by always improvising between members of one another in the BEC institution as well as in the fields of marketing, teaching, and infrastructure. In addition, the BEC institution also has other innovations in capturing an opportunity. As said by Mr. Arifin as Program Manager at BEC that the BEC institution has a curriculum team and the team is tasked with creating various innovations and being able to take full advantage of opportunities, one of which is to look at weaknesses in other course institutions to make these weaknesses as strengths. from the BEC agency. Then it will be carried out an evaluation of the institutional comparison between the BEC institution and other institutions to determine the effectiveness of a learning method.

The learning method carried out at the BEC course institution is more flexible, where it is not bound by many rules and the teaching staff often takes a personal approach to members to find out and understand members' weaknesses in the material provided. Therefore, the BEC institution provides a student team to deal with problematic members through counseling. This is a form of innovation where other institutions do not provide special facilities such as the student department. With the student team, BEC institutions adopt methods in school education to improve two-way communication between members and teaching staff so that the teaching process takes place comfortably. Then each teaching staff takes an individual approach and conducts counseling to overcome problematic members while still providing equal or fair portions to all members without being unfair.

BEC institutions also have innovations in terms of course programs. BEC focuses on 2 programs which include grammar, speaking, pronunciation and vocabulary which are integrated into the program. So that the BEC institution does not only focus on one sub-material, but all materials that are

integrated into a program. This is different from other institutions such as BEC institutions which focus more on speaking programs, Krisna institutions which focus more on grammar programs, and so on. Another interesting innovation program at the BEC course institution is the camp program. The camp program is carried out when members are outside class learning hours, in other words the camp program is carried out when members are in camp. The purpose of the camp program is to maximize the learning that is followed in the classroom to be applied at least in the camp, and so on for the daily activities of members. The camp program is carried out in the morning to memorize vocabulary and in the evening to apply the vocabulary that has been learned in the morning.

Another innovation that is favored by members is that the BEC course institution provides additional lesson hours. The additional lesson hours are used by members to repeat the material or discussion from the teacher that has been studied previously. So that the additional lesson facilities outside the effective learning hours can be utilized by members as much as possible to re-learn about material that is still not well understood and understood. The innovation of learning methods in a program at the BEC institution is the guide master program. The program aims to apply the material that has been learned to be applied and taught to junior members. In addition, the guide master program also trains senior members to become assistant tutors or teachers. BEC is a foreign language course institution that is unique and interesting because it has the latest ideas used in learning methods so that members feel comfortable and not bored in the learning process. This proves that the learning method used by the BEC institution adopts the theory of cognitivism, which is more focused on the learning process than results. Because the

process will never be wrong in determining a result (Agrawal, 2018).

CONCLUSION

English Village management consists of three main processes, namely the planning, implementation, and evaluation process of English Village management. In the planning process, there is coordination carried out by the community, course institution owners, community associations, village officials, security forces, and the Language Village Forum (FKB) to formulate policies regarding English Village. Furthermore, in the process of implementing the management of Kampung Inggris, the coordinated community and related parties disseminate existing policies by participating in accordance with their field of work. Community participation in this case is divided into three, namely the participation of ideas, participation of personnel and participation of capital. Next is the evaluation process in the management of English Village. In the evaluation process, the community, village government, community associations, course institutions, security apparatus and the Language Village Forum (FKB) again coordinated through deliberation and evaluated policies in the planning that had been implemented. The process of implementing the management of Kampung Inggris is also included in the objectification contained in the social construction, and the last is the evaluation process in accordance with internalization. Overall community participation in managing English Village is because the community in this case is included in social products and is based as an object, while community participation in managing English Village is a subject that is studied.

The researcher gives suggestions based on the results and discussion in the study, namely suggestions for the community so that the Kampung English community is

more active in coordinating in the management of the English Village and the Tulungrejo Village community should participate more in activities related to the development of the English Village and Tulungrejo Village. For further researchers, the importance of research studies on the social construction of community participation, therefore for future researchers to conduct a similar research study on the monopoly of course institutions in English Village Pare and the effectiveness of the Language Village Forum (FKB) in English Village Pare. Based on the results of the research, it can be concluded that there are several things that support the success of students studying at English language educational institutions in Pare. The learning method is one of the supporting factors. For this reason, the method used is the 'Boarding Teaching' and 'In Class Scheduled' methods. These two methods are carried out by carrying the concept of 'fun teaching' or an interesting method that does not seem too formal and rigid. By using this kind of method students become more interested and enthusiastic to learn. In fact, the point is that the learning that is carried out focuses on practice, because English is a skill, not just knowledge.

Besides the interesting method, there are important elements that support the process of learning English in this English village of Pare, namely the motivation and commitment of students and instructors. Both students and instructors at these training institutions in Pare have proven to be highly committed to learning English. The results are clear where students can use English well, fluently and confidently. Students and instructors can use English as they would use Indonesian in communication and daily life. Another factor that supports the success of students studying in Pare is motivation.

In accordance with the results of observations and interviews with students and instructors, it was revealed that in general students who came to study at these institutions had poor English language skills. Commitment and motivation of students can be seen from the moment they come and enroll at an English language education institution in Pare. By enrolling in one of the institutions, they are prepared for the consequences that will be faced, such as having to live in a dormitory or boarding house far from home and giving up daily activities. High commitment from students is also seen when they have to follow all the rules that have been set by the institution from the beginning to the end of the learning program.

According to the results of the study, students who have participated in the program at this English language educational institution in Pare can improve their English language skills. Not only increasing ability but also increasing knowledge of English and being more confident in using English. The good achievements of students, high public interest in taking courses in Pare and the emergence of professional institutions can be used as indicators of the success of an English village. However, this is not supported by the local government, especially the education office. Neither the institution nor the instructors ever received support, either in the form of material or moral support from the local government. The local community also lacks support for students because the natives of this village do not use English in their daily activities. This happens because they do not follow the courses that are around them. The original residents of this village only act as a provider of support services for students.

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