The Implementation of the Cascading Method in Post-COVID-19 English Language Learning at SDN 3 Timpag Tabanan

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ABSTRACT

As of COVID-19, instruction methods are once again being optimized through enticing education, which has been going strong for the past year. Every institution of higher learning that exists in Indonesia, from elementary schools to universities, is targeted by offline learning. SDN 3 Timpag Kabupaten Tabanan is the only primary school now operating under an offline curriculum. But as of right now, SDN 3 Timpag is experiencing a few setbacks, particularly when it comes to the implementation of the teaching method for students who previously studied using the online learning method. The research uses a qualitative approach as a method of analysis. The term "qualitative research" refers to research that uses non-angular literature and data as a component of the study. The current study makes use of literary research studies and analysis related to the current phenomenon. Studying literature is one method that encourages researchers to collect data through reading a variety of documents, printed and digital. The research findings that would be made are related to the objectives of the use of the Cascading model of instruction for the students at SDN 3 Timpag. The cascading learning model is organized using five stages, including formulating cascading materials, orientation, grouping, determination of materials, presentation, and evaluation. These five stages play a crucial role in the development of the learning system at SDN 3 Timpag, especially in shaping students' perspectives related to tourism objects to be integrated into English language learning materials. In addition, the researcher conducted a SWOT analysis, where it was found that the internal threat factor is students who have not been able to adapt to the new learning model, and the external factor is students who have experienced learning loss and will find it more challenging to develop creative thinking skills.

Keywords: *cascading, SWOT, English language learning, primary school, tourism*

INTRODUCTION

Two years after the pandemic, the government of the Republic of Indonesia has reinstated face-to-face learning systems, previously implementing limited face-to-face learning (PTMT). The regulations for face-to-face learning meetings are outlined in the Circular of the Ministry of Education, Culture, Research, and Technology Number 4 of 2021 regarding Face-to-Face Learning Implementation. In the post-COVID-19 era, the education method has been optimized through online learning, which has been ongoing for one year now (Ekantini et al., 2020). The online learning policy focuses on all educational institutions in Indonesia, from primary schools to higher education. One of the primary schools currently adhering to the face-to-face learning regulations is SDN 3 Timpag in Tabanan Regency.

However, in the current implementation of online learning, SDN Timpag 3 faces several challenges, especially in teaching students who were previously accustomed to online learning methods. The transition from online learning to face-to-face learning has impacted the habits of students when learning in schools, particularly for SDN 3 Timpag students. According to a quote from USSFEEDS, face-to-face learning is actually more effective compared to online learning, primarily because of the direct interaction between teachers and students and the disparity in teaching materials distribution between students and teachers (Rinaldi, 2023). Additionally, online learning has its drawbacks, including parents' difficulty in assisting their children due to their work routines and their understanding of the materials their children are studying (Ekantini et al., 2020).

The influences of online learning still affect face-to-face learning, including the fact that many students do not respond quickly, have discipline issues, and may not be mentally prepared for in-person

meetings. These factors can lead to the phenomenon of Learning Loss in students. Learning Loss is a condition in which children experience a decline in academic skills or a decrease in their ability to absorb academic knowledge (Subandowo et al., 2021). Symptoms observed in children may include a decrease in reasoning ability, a decline in academic achievements, disrupted mental development, and stress due to disparities in their learning access (Hanafiah et al., 2022).

To adapt to students' interests in learning and prevent them from experiencing learning loss, various teaching methods are tailored when academic instructors conduct face-to-face learning activities. One of the methods used is cascading, also known as Focus Group Discussion (FGD). FGD is a teaching method that enhances interaction between teachers and students, with students playing a more active role in the learning process through information sharing sessions with each other (Paramita & Kristiana, 2013). Using the FGD method also encourages students to be more active in creativity and to improve the quality of group work with other students. In this study, the researcher attempts to use the FGD method in teaching English. This is because English can be used as an instrument to promote tourism destinations. With students mastering English, the potential for developing tourism in the Timpag Village will grow rapidly. Furthermore, FGD helps students practice communication and discussion skills with each other.

The objective of implementing the Cascading Method in Post-COVID-19 English Language Learning at SDN 3 Timpag Tabanan is to revolutionize the approach to English language education in the aftermath of the pandemic. This method is introduced with the specific aim of:

1. Adapting to Post-COVID-19 Learning Environment: Given the disruptions caused by the pandemic, the objective is to adapt the teaching methodology to accommodate the new normal in education, focusing on safety protocols, remote learning, and hybrid teaching models.
2. Improving English Language Proficiency: The primary goal is to enhance students' English language skills comprehensively, encompassing reading, writing, listening, and speaking. The Cascading Method may offer a structured and systematic approach to facilitate effective language acquisition.
3. Promoting Interactive and Engaging Learning: This method likely intends to foster interactive and engaging learning experiences for students. Through cascading, where knowledge or skills are passed from one level to another, it aims to encourage peer-to-peer learning, collaboration, and active participation among students.
4. Empowering Teachers: Another objective could be to empower teachers with innovative teaching strategies and tools to navigate the challenges of the post-pandemic educational landscape. The Cascading Method might offer teachers a framework to effectively impart language skills and knowledge.
5. Ensuring Continuous Learning: Despite the disruptions caused by COVID-19, the objective might also focus on ensuring uninterrupted and continuous learning for students. The Cascading Method could be a means to sustainably integrate online and offline learning, providing flexibility and accessibility.
6. Assessing Learning Outcomes: Implementing this method could involve evaluating its effectiveness in improving English language proficiency among students. Objective assessments might be conducted to measure learning outcomes and make necessary adjustments for improvement.

In essence, the objective of employing the Cascading Method in Post-COVID-19 English Language Learning at SDN 3 Timpag Tabanan is multifaceted, aiming to meet the evolving educational needs, enhance language skills, empower educators, and ensure a resilient and engaging learning environment in the aftermath of the pandemic.

LITERATURE REVIEW

Focus Group Discussion can encourage students to be more active in their creativity and improve the quality of their teamwork with other students. Additionally, the use of the Focus Group Discussion method has a significant impact on the development of students' communication skills in expressing themselves (Aswad, 2019). In its implementation, the Focus Group Discussion activity offers several advantages, especially in the pedagogical development of students. According to Ting et al. (2017), group work or Focus

Group Discussion is easy for students to practice when designed with a good model. Focus Group Discussion can be highly beneficial for students because this teaching method involves activities that can enhance their independence, self-confidence, and critical thinking skills (Fardiah, 2016). The planned Focus Group Discussion model by researchers at SDN 3 Timpag is as follows:
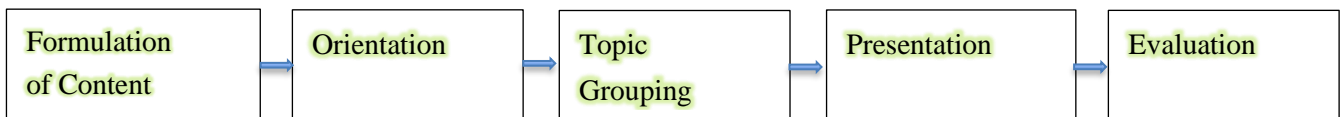
| Formulation of Content | → | Orientation | → | Topic Grouping | → | Presentation | → | Evaluation |

Figure 1. FGD Model

1. Formulating teaching materials based on Focus Group Discussion in students' subjects.
   In implementing the Focus Group Discussion teaching method, it is necessary to formulate materials related to students' subjects. Teachers can make improvements or additions to the curriculum, especially in English language learning, tailored to the topic of tourism. This way, the materials they possess will align with the concept of Focus Group Discussion. Subjects can be adapted, such as English language courses or those with discussions related to case studies for students, especially in tourism. The material can include an introduction to popular tourist attractions in Bali using the English language.

2. Orientation of Focus Group Discussion for Students
   In this case, teachers provide an introduction to the importance of Focus Group Discussion to students, along with the benefits students will experience. Additionally, introducing Focus Group Discussion to students will give them a brief overview of the learning system they will go through. In this context, teachers can conduct practical exercises with students or provide modules in the form of books that offer simple explanations about Focus Group Discussion to students. Teachers can also explain the materials that will be discussed during the session, focusing on tourism objects.

3. Forming Groups and Topic Selection
   Teachers can create small groups consisting of both active and passive students. Combining these two types of students can be a positive stimulus, as active students are likely to teach or encourage passive students to contribute their ideas when given a project or assignment. Furthermore, merging two students with different levels of material absorption will add variety to the Focus Group Discussion activity in learning. The teacher's role within these groups is to guide the FGD process and maintain control over students during the learning activity to ensure it aligns with the material presented.After the groups have been determined by the teacher, the next step is to select the material for the implementation of the Focus Group Discussion. Teachers should strive to provide questions that encourage children's reasoning abilities during the learning situation. Try to avoid questions that can only be answered with "YES" or "NO." When students are unsure and ask questions, teachers should provide suitable modules for them to study independently. If students are still confused, the teacher can explain by giving small guidelines or hints for the answers from the materials provided. Teachers also play a crucial role in eliciting different answers from students and maintaining the Information Sharing session among students. Additionally, teachers can ensure that students are capable of explaining tourist destinations in simple English.

4. Presentation
   After students have been given time to discuss and respond to the material, the teacher can assign student representatives to give presentations. Presentations can be based on the materials already discussed or the students' perspectives on the FGD system that has been implemented. Presenting the material after the Focus Group Discussion also greatly helps students in developing their communication

skills and their ability to reason about the materials provided, especially when explaining tourist destinations in English.

5. Evaluation

After the Focus Group Discussion session concludes, the teacher conducts an evaluation based on the materials provided and the students' perspectives on the previous implementation of the Focus Group Discussion activity. Following the Focus Group Discussion session, the teacher can also provide feedback regarding the effectiveness of the sharing session and the conduciveness of the discussion activities that took place.

The research titled "Implementation of Focus Group Discussion in Improving Student Learning Outcomes in the Aqidah Subject at SMP Muhamadiyah 7 Surabaya" by Retnawati et al. (2016) discusses the importance of implementing FGD in shaping students' character. The research also addresses the FGD material and method applied to the students at SMP Muhamadiyah 7 Surabaya. In this research, there is a significant difference compared to the current research. The researchers in this study have developed a new model that can be used for post-COVID-19 learning and do not focus on the formation of students' character. Therefore, the research topics are very different from the earlier study.

The previous research titled "Effectiveness of Small Group Discussion with Problem-Based Learning Model in Learning During the COVID-19 Pandemic" by Susanto et al. (2020) also significantly differs from the current study. Susanto et al. (2020) discusses the effectiveness of learning, while in the present research, the researchers formulate strategies and create a learning model. Thus, based on these differences, the topics developed in this research are distinct from the earlier study.

In English language learning, the Focus Group Discussion method is considered more effective compared to other methods. This is because in the Focus Group Discussion method, students are encouraged to express their communication abilities (Mesiono & Sahana, 2021). Furthermore, in Focus Group Discussion, students are also encouraged to think critically about the objects they have observed. They are taught to conduct simple observations and are then asked to explain the objects they have seen. By training students to use Focus Group Discussion, especially in the subject of English, it can help students promote Desa Timpag as one of the tourism destination options in the future. Therefore, this research will have a significant impact on changing the learning system for students at SDN 3 Timpag, improving their understanding of the English language, and providing a reference for teachers to create more enjoyable teaching methods for students.
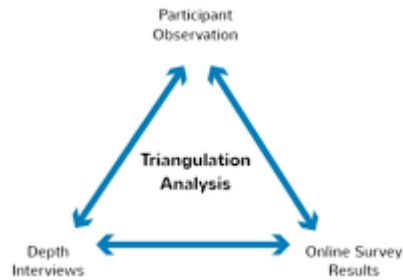
METHOD

The research method employs a qualitative approach. Qualitative research uses non-numerical data and literature as components of the research. This study utilizes literature review and analysis related to the observed phenomenon. Literature review is a method that requires researchers to gather data by reading various documents, both written and digital. Literary data can be obtained from books, overviews, journals, or reputable research papers. The analysis, on the other hand, involves the ability to formulate or reason about a phenomenon. From the results of the literature review and the analysis of the phenomenon, the researcher will draw conclusions related to what has been observed in the field.

In this study, the researcher also uses SWOT analysis to assess the implementation of the Focus Group Discussion teaching method at SDN 3 Timpag. SWOT is used to formulate strategies for an organization or group. It consists of an analysis of the external and internal factors of an institution or organization, including Strengths, Weaknesses, Opportunities, and Threats.

Before conducting the research, the researcher made preparations, beginning with in-depth observations by meeting with three central parties: the head of Timpag Village, the school principal, and the teachers at SDN 3 Timpag to formulate and seek permission for the research implementation. During the observation phase, the researcher assessed the situation and condition of students at SDN 3 Timpag and

ensured the phenomena occurring at the research location. In the next stage, the researcher conducted interviews with the teachers responsible for the subject at SDN 3 Timpag regarding the teaching methods currently in use. After the interviews, the researcher formulated teaching materials based on the introduction of tourist destinations using the English language. Subsequently, the researcher conducted a literature review to find references related to the implementation of Cascading.

Picture 1. Research method

During the implementation phase, the researcher attempted to apply the 5 Cascading teaching methods to students, consisting of orientation, grouping, material selection, presentation, and evaluation activities. The results of this implementation will then become data that is analyzed using the SWOT instrument. SWOT analysis is related to the implementation of Cascading in the English language teaching method at SDN 3 Timpag. The results of the SWOT analysis will then be further reviewed by the researcher to formulate the appropriate strategy for the implementation of the Cascading or Focus Group Discussion teaching method.

RESULTS AND DISCUSSION

The coronavirus is a large virus family that can cause diseases ranging from mild to severe. At least two known types of coronaviruses can lead to severe symptoms, namely the Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). Coronavirus Disease 2019 (COVID-19) is a new type of disease that was previously unidentified in humans. Common symptoms of COVID-19 infection include acute respiratory symptoms such as fever, cough, and shortness of breath. The average incubation period is 5-6 days, with a maximum incubation period of 14 days (Dewi, 2020).

Initially, the spread of the coronavirus significantly impacted the global economy, causing a slowdown. Currently, its impact is also felt in the education sector. Many countries, including Indonesia, have implemented policies cancelling all face-to-face educational activities. This situation has forced the government and related institutions to provide alternative educational processes for students who cannot attend education in educational institutions.

The COVID-19 pandemic has had a significant impact on education, necessitating schools to switch to distance learning. The Cascading method, which involves a gradual learning process with an emphasis on student collaboration and the use of technology, was chosen as an alternative to address the challenges of post-pandemic learning.

Figure 2. Cascading Material Guidance to SDN3 Timpag Elementary school Teachers

This research utilized a qualitative approach involving teachers and students from SDN 3 Timpag Tabanan. Data were collected through interviews, classroom observations, surveys, and analysis of student learning outcomes. The research findings revealed several key observations:

1. Positive Reception: Both teachers and students displayed a positive reception to the Cascading method. They felt that this approach helped enhance interaction among students, increased engagement in learning, and facilitated an improved understanding of English language materials.
2. Effective Collaboration: The Cascading method encouraged effective collaboration among students. Students felt more comfortable collaborating in small groups, sharing knowledge, and supporting each other in understanding the material.
3. Technology Utilization: The integration of technology within the Cascading method helped students overcome distance learning barriers. Students could access online learning resources more effectively, which was crucial during the pandemic.
4. Improved Learning Outcomes: Students' learning outcomes in the English language subject showed significant improvement. Test results demonstrated enhanced comprehension and speaking abilities in English.

However, this research also identified some challenges, including limited access to technology among some students and the difficulties in motivating students in both distance and face-to-face learning. Thus, the research concludes that the implementation of the Cascading method in post-COVID-19 English language learning at SDN 3 Timpag Tabanan can improve student learning outcomes and support effective collaboration. Recommendations include providing better technology access for students and further training for teachers to effectively implement this method.

The COVID-19 pandemic has dramatically changed the education landscape worldwide, including in Indonesia. One significant impact of this pandemic is the shift from in-person learning to distance education. Amid this change, effective teaching methods become crucial to ensure quality education continuity. One method that can be adopted is the Cascading method, which involves gradual and collaborative learning.The Cascading method is a learning approach that involves gradual learning, where students take on the role of leaders in teaching specific topics to their peers. This method emphasizes collaboration and active student participation in the learning process. Additionally, the integration of technology can enhance the effectiveness of the Cascading method, particularly in the context of distance learning.

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Discussion
Strengths

Implementing the Cascading Method presents an opportunity to create an interactive and collaborative learning environment, fostering peer-to-peer engagement among students. This methodology's adaptability to both in-person and remote learning environments is a significant advantage, providing flexibility amid potential disruptions in education. Moreover, it empowers teachers to serve as mentors and facilitators, potentially enhancing their role in guiding students through language acquisition in the post-pandemic era.

Weaknesses

However, the implementation may face challenges due to resource dependency, requiring sufficient technological support, teaching materials, and training for effective execution. There might be a learning curve for both students and teachers, impacting immediate efficiency. Additionally, traditional assessment methods may struggle to fully capture the collaborative and experiential aspects of this approach, posing a challenge in measuring its effectiveness.

Opportunities

Despite these challenges, the implementation of the Cascading Method offers opportunities for enhanced language proficiency among students. It serves as an innovative model for post-pandemic education, potentially sparking interest and discussions among educators. Moreover, it opens avenues for continuous research and development in teaching methodologies, encouraging student autonomy and critical thinking skills.

Threats

Resistance to change among educators or stakeholders might impede successful adoption. Technological constraints, especially in terms of access and connectivity, could limit the method's effectiveness. Balancing curriculum requirements and adapting to this new approach within existing time constraints might also pose a threat. Furthermore, external factors such as potential future waves of the pandemic or socioeconomic disparities among students might disrupt the continuity of learning.

CONCLUSIONS AND RECOMMENDATION

This research explored the implementation of the Cascading method as an effective learning approach in response to the dramatic changes in education caused by the COVID-19 pandemic. The research yielded several important findings:

1. Positive Reception: The Cascading method received positive acceptance from teachers and students at SDN 3 Timpag Tabanan. They saw it as an effective way to increase student engagement in English language learning.

2. Enhanced Collaboration: The implementation of Cascading encouraged collaboration among students, helping them better understand English language concepts. It also stimulated critical thinking and active participation in the learning process.
3. Technology Usage: Integrating technology into the Cascading method provides an effective solution for remote learning. This allows students to access online learning resources more effectively.
4. Improved Learning Outcomes: The implementation of Cascading also proved to enhance students' learning outcomes in the English language subject. There was a significant improvement in students' language comprehension and speaking abilities. However, the research also identified some challenges, including limited technology access and the need for additional teacher training to effectively implement this method.

Overall, the implementation of the Cascading method in post-COVID-19 English language learning at SDN 3 Timpag Tabanan offers the potential to improve education quality amid significant changes. To successfully adopt this method, special attention should be given to student technology access and teacher training. In the ongoing pandemic situation, innovative approaches like Cascading can be a valuable tool for addressing challenges and improving English language learning outcomes at this school.

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