

**EVALUATION OF IMPLEMENTATION OF EXCELLENT CLASS PROGRAM  
ACCOUNTING EDUCATION FACULTY OF ECONOMICS YOGYAKARTA  
STATE UNIVERSITY 2017**

***EVALUASI PELAKSANAAN PROGRAM KELAS UNGGULAN PENDIDIKAN  
AKUNTANSI FAKULTAS EKONOMI UNIVERSITAS NEGERI YOGYAKARTA 2017***

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**Abstract**

**Evaluation of implementation of Excellent Class Program AED FE YSU.** This study aims to determine and evaluate whether this excellent class program has been running according to the standards that have been set or not seen from the aspect of selection, facilities and outputs. This study uses qualitative research methods and discrepancy evaluation techniques by comparing the standard with the reality that occurs. The subjects of this study were, the Head of Accounting Education Department, FE YSU, excellent class coordinator of AED FE YSU, three lecturers of the excellent class AED FE YSU, and four students of the excellent class AED FE YSU. The object of this research is the Accounting Education Department of FE YSU. The data analysis technique used qualitative data obtained from interviews with informants. The results of this study indicate that: 1) There is a gap between reality and standards in the selection process, where the protection value is quite low, the GPA value is not transparent to students and the motivation to enter the excellent class is low. 2) The facilities provided by the department are very good and able to assist in maximizing the process of activities in the implementation of excellent class. 3) The output, students' English language skills increase and students have more experience than regular classes, but students are also still less confident with their English language skills.

**Keywords:** Excellent Class, Evaluation, Discrepancy

***Abstrak***

***Evaluasi Pelaksanaan Program Kelas Unggulan Pendidikan Akuntansi FE UNY.*** Penelitian ini bertujuan untuk mengetahui dan mengevaluasi apakah program kelas unggulan ini sudah berjalan sesuai standar yang telah ditetapkan atau belum dilihat dari aspek seleksi, fasilitas dan output. Penelitian ini menggunakan metode penelitian kualitatif dan teknik evaluasi kesenjangan dengan membandingkan standar dengan kenyataan yang terjadi. Subyek penelitian ini adalah ketua jurusan pendidikan akuntansi FE UNY, koordinator kelas unggulan FE UNY, tiga orang dosen kelas unggulan Pendidikan Akuntansi FE UNY, dan empat orang mahasiswa kelas unggulan Pendidikan Akuntansi FE UNY. Objek penelitian ini adalah jurusan

*pendidikan akuntansi FE UNY. Teknik analisis data menggunakan data kualitatif yang diperoleh dari wawancara dengan narasumber. Hasil penelitian ini menunjukkan bahwa: 1) Terdapat kesenjangan antara kenyataan dan standar dalam proses seleksi, dimana skor protefl cukup rendah, nilai IPK yang tidak transparan kepada siswa dan motivasi masuk kelas unggulan rendah. 2) Fasilitas yang disediakan oleh jurusan sudah sangat baik dan mampu membantu dalam memaksimalkan proses kegiatan dalam penyelenggaraan kelas unggulan. 3) Outputnya, kemampuan bahasa Inggris mahasiswa meningkat dan mahasiswa kelas unggulan memiliki pengalaman lebih dibandingkan kelas reguler, namun mahasiswa juga masih kurang percaya diri dengan kemampuan bahasa Inggrisnya.*

**Kata kunci:** Kelas Unggulan, Evaluasi, Kesenjangan

## **INTRODUCTION**

The Accounting Education Study Program, Faculty of Economics, Yogyakarta State University has a vision that "In 2025 to become an excellent and professional Accounting Education Study Program in the field of accounting education based on purity, independence, intelligence with people's economic insight, entrepreneurial spirit, and noble culture and produces responsive graduates, adaptive and competitive. The Accounting Education Study Program Faculty of Economics YSU organized the Excellent Class with this vision in mind. The background of YSU as one of the major universities in Indonesia that need to develop itself from time to time to achieve quality education/teaching, research, publications, community service, and recognized management/management underlies the creation of an excellent class. Internationally, or commonly referred to as a world-class university (WCU) where the class contains selected students. The selected student must meet several criteria that the selector has provided. The criteria for

acceptance for this excellent class build upon student learning outcomes for two semesters as evidenced by GPA results and English proficiency as evidenced by TOEFL scores, then undergo interviews in English.

The Excellence Class Program in the Accounting Education Study Program, Faculty of Economics, YSU, has been running since 2013. If calculated at this time, the Excellence Class Program has been running for seven years since its inception. This excellent class is certainly not a foreign matter for the Accounting Education Study Program. This class uses English instruction (bilingual) instruction, including all teaching materials (curriculum, textbooks/modules/RPS).

Graduates of the Accounting Education Study Program who come from excellent classes can be better than regular classes. Excellent class students benefit to compete globally and have a global citizenship perspective. The students also wanted to participate in sit-in programs abroad, learn directly from guest lecturers,

and attend international seminars. This expectation is due to the input that has been good since the beginning and then given different treatment and prepared to excel in all aspects, both language, and material so that the output will be sound.

Based on a preliminary survey of twenty-three students, the excellent class is the class they want to enter but are also afraid of because there is no readiness to use English and they have not understood English material well. In addition, the final thesis for excellent class students is necessary to speak English. Based on the preliminary survey results, it can conclude that students have not found significant differences in activities and learning processes between the excellent class and the regular class. Only the language of instruction is slightly different, and the language for the final project is also different, and an additional Academic Writing course for the excellent class.

Based on interviews with excellent class students, 80% felt a big difference. The differences are in the form of a mismatch between expectations and reality; students are not ready to receive English subject matter and facilities that are felt to be lacking for superior classes. At first glance, there is no difference with regular classes other than regular classes, the use of two languages, or bilingualism. A selection process is based on protefl scores, GPA, and interviews. Some

students who are not interested in entering the excellent class are forced to enter the excellent class by the selection party for the excellent class. Some facilities offered to prospective students when there is a selection to enter the excellent class are not available, for example, English camp and sit-ins.

Therefore, researchers want to know how the excellent class learning program's implementation process is and evaluate the superior class's implementation process to find out whether the superior class of the Accounting Education Study Program, Faculty of Economics, YSU needs to be changed or not. This research is also due to the evaluation of the excellent class, which was previously unclear.

Therefore, the researcher took "Evaluation of Implementation of Excellent Class Program in Accounting Education Faculty of Economics Yogyakarta State University 2017" as the final thesis title.

This study aims to evaluate the implementation of excellent class learning programs, in the form of: 1) To find out how the Accounting Education Department carried out the selection process in selecting the excellent students of the Accounting Education Study Program in 2017. 2) To find out how the facilities and infrastructure were provided by the Accounting Education Department in supporting lecture activities

for excellent class students. 3) To find out how the implementation of the 2017 Accounting Education excellent-class program, Faculty of Economics, YSU, was seen from the excellent class program's influence, impact, and results.

## **LITERATUR REVIEW**

Evaluation is a process to determine the level of effectiveness of a program that has been planned. This success can be seen from the impact or results achieved by the program. The main objectives of the excellent class program are to produce reliable professionals in the field of accounting in accordance with the demands of the business world, to provide the basic knowledge and skills in the accounting field so that they can develop them creatively and innovatively through work experience in the field, and be able to continue to education level—higher level (continuing to S1 Accounting or S1 Accounting Education).

This study tries to evaluate the implementation of the excellent class program for students of the 2017 class of excellent class in the context of implementing the program. This is intended to determine the effectiveness of each component of the program and the overall effectiveness of the program. The evaluation was carried out using a discrepancy evaluation research model. This gap

evaluation is carried out to determine the level of conformity between the standards that have been determined in the program and the actual performance of the program from superior classes.

## **RESEARCH METHOD**

### **Type of Research**

This research is evaluation research with a qualitative method, namely research that intends to understand the phenomenon experienced by the research subject. The subject of this research can be behavior, perception, motivation, and action holistically. This research is then presented by the description in words and language, in a particular natural context, and various scientific methods (Moleong, 2015).

In this qualitative research, the researcher uses a phenomenological study. Phenomenological studies describe the general meaning of several individuals to their various life experiences related to concepts or phenomena. The main goal of phenomenology is to reduce individual experiences of phenomena to descriptions of universal essences or essences (Van Manen in Creswell, 2015).

This type of research is evaluation research with a qualitative approach. Qualitative research acts as a research procedure that produces descriptive data in

written or spoken words from the data collected in the form of primary and secondary data and then analyzed in research reports. This qualitative descriptive describes students' understanding of implementing learning activities carried out in their classrooms and then compared with existing indicators of success.

### **Place and Time of Research**

Place of research : Department of Accounting Education FE YSU. Research Time : 19 July - 7 August 2021. Object of research: Excellent Class AED FE YSU.

### **Research Instruments**

One of the qualities of research is affected by the quality of the research instrument. In qualitative research, the researcher becomes a research instrument or tool. In other words, the researcher becomes the research instrument in this study. According to Sugiyono (2008, 222), the researcher becomes an instrument or research tool in qualitative research. Researchers must be validated to see the readiness of researchers. Researchers as instruments must be validated, and the way is by understanding qualitative research methods, mastering the field being researched, and being ready to enter the field. In this study, the researcher poured it into in-depth interviews to get the researcher's data.

### **Interview**

An interview is a conversation process with the intention to construct about people, events, organizations, motivations, feelings which is carried out by two parties, namely the interviewer (interviewer) who asks questions and the interviewee (interviewee) (Burhan, 2003). By using structured interviews, the results obtained will be able to interpret the author's needs in answering the formulation of the problem. The research instrument consisted of six letters, namely one cover letter for instrument testing, one interview permit sheet, one interview guide sheet for the head of the accounting education study program, one interview guide sheet for the coordinator of the excellent class of accounting education study program, one interview guide sheet for teaching staff for the excellent class of the Accounting Education study program, and an interview guide sheet for students and alumni of the excellent class accounting Education study program. In the interview guide sheet, the number of questions is different for each group of sources but based on the same theme determined previously. Apart from the six letters, there are also instrument test sheets, one laptop, and one cellphone for documentation tools; there is an interview result sheet already in text form.

### **Data Source Sample**

Samples of the object under study and represent the entire population. This research is qualitative research, with subject of research are nine informants selected the sample of data sources. In this study, the head of the accounting program who served in 2017 as the head of the program implementers in the Accounting Education Study Program FE UNY also as the person in charge of program implementation, Coordinator of the Excellent class in the Department of Accounting Education, Faculty of Economics, YSU who know excellent class clearly. Three excellent class teaching staff majoring in Accounting Education FE YSU, and four excellent class students as the object of program implementation.

### **Data collection technique**

*Data* is an important material used by researchers to answer questions, test hypotheses, and achieve research objectives. Therefore, data and data quality is an essential subject in research. Data is obtained from a process called data collection. According to Ulber Silalahi (2009:280), data collection obtains empirical data through respondents using specific methods.

Data collection techniques were also used to collect data according to research procedures to obtain the required data. According to Sugiyono (2012: 224), data

collection techniques are the most strategic steps in research because the primary purpose of research is to collect data. The data collection technique in this study used a structured interview technique.

According to Sulisty-Basuki (2006:171), structured interviews are interviews using a list of questions that have been prepared previously. Researchers must ask the same questions in the same order to all respondents to generate the same response so as not to cause processing difficulties due to different interpretations. Interviews were conducted using telephone or video calls considering the Covid-19 pandemic, so it is better to communicate through social media and not meet in person to avoid spreading the Covid-19 virus. This interview is worn to find out the experience or opinion of the informant on matters related to the research topic. This interview is also used to prove information or information that has been obtained previously.

Here are the interview guidelines:

1. How is the selection process to enter the excellent class?
2. What is the GPA and Protefl score limit?
3. How are the facilities and infrastructure provided by the department?

4. How is the excellent class program implemented?
5. What are the impacts of the existence of an excellent class?
6. How does an excellent class affect students and campuses?
7. What results can be obtained from the excellent class program?

### **Data analysis technique**

Qualitative data analysis is done if the empirical data obtained is qualitative in the form of a collection of tangible words and not a series of numbers and is not arranged in categories/qualification structures. Data can be collected in various ways (observation, interviews, document digests, tapes) and are usually processed before they are ready for use (through recording, typing, editing, or transcribing). However, the qualitative analysis still uses words usually arranged into an expanded text and does not use mathematical calculations or statistics as analytical tools.

According to Miles and Huberman (in Ulber Silalahi; 2009:339), analytical activities consist of three streams of activities that coincide: data reduction, data presentation, and conclusion drawing/verification. There is a whole reduction of data, presentation of data, and

concluding as an interrelated whole, a cyclical process and interaction before, during, and data collection in a form that builds general insight called "analysis."

Data analysis techniques used in qualitative research include transcripts of interview results, data reduction, analysis, and data interpretation. From the results of data analysis, conclusions can then be drawn.

### **Data Validity Test Plan**

This study uses data triangulation to measure the validity of the data. According to Wirawan (2011: 156), triangulation is a research approach that uses a combination of more than one strategy in one study to collect data/information. Collect and compare multiple data with each other. Triangulation not only compares data from various sources but also uses various techniques and methods to research and collect data/information from the same phenomenon. This study uses source triangulation as described by Lexy J. Moleong (2004: 330) below:

### **Source Triangulation**

Source triangulation is used to test the credibility of the data by checking the data obtained from several sources. Triangulation with sources means comparing and checking the trustworthiness of information obtained through different times and tools. For example, in this study, to find out how the

program is running, the researcher compares the results of interviews from the Head of the Department, Lecturers, and Students with the contents of the document from the Accounting Education Study Program Faculty of Economics YSU about the process of implementing superior classes and other documents. The expected result of the comparison is in the form of similarities, or if different, the reasons for the differences can be found.

## **RESULTS AND DISCUSSION**

### **The selection process carried out by the Accounting Education Department in selecting the excellent class students of the Accounting Education Study Program in 2017.**

From the interview results, it can be stated that in planning and determining the selection criteria, it is the result of thoughts and considerations that have been carried out previously and have been studied for a long time by the accounting education department. Systemized GPA scores and protefl scores from the campus are also automatically inputted by the campus, thereby minimizing cheating. BT, IM, DN, N, and Y assume that the limit for the protection value that is the reference is based on the assumption that a high protection value will facilitate the learning process in excellent classes. In the interview guide,

some questions are used to determine the English readiness of students who will become excellent class students. This is reinforced by DN's statement that:

"a protefl score is needed To enter the excellent class, so students whose protefl exceeds the minimum limit are advised to take the excellent class because they feel their English is good."

The selection process carried out is based on the willingness and motivation that comes from students. This motivation supports the selection activity program because students have a strong drive to gain more knowledge and experience and the experience they want to participate in the excellent class activity process. Even so, the excellent class selection program still has shortcomings that must be corrected to maximize the results of the selection process itself in the form of many excellent class students who initially feel burdened by the selection program. This is also reinforced by the MNN statement, which says:

"The interview criteria are based on the willingness of students' motivation to get more knowledge or knowledge in excellent classes."

The main reason students feel burdened to participate in the program is because of coercion from the campus. There is coercion to participate in the activity



program because the campus sees that their scores are included in the assessment criteria in a protefl score above average. The GPA they have is in accordance with what the campus expects. So not 100% of motivation is obtained from internal themselves, but coercion from the accounting education department.

The selection process that the campus organizes begins with socialization from the campus who introduces an excellent class activity program. Then students are notified about the criteria for entering the superior class in a minimum protefl score and GPA. Benefits of attending excellent class and explaining what is meant by excellent class. Furthermore, the selection stage for TOEFL scores and GPA were carried out and continued with interview activities and ended with the announcement of the results of the interviews. This is also reinforced by the MN statement, which says:

"We hold the selection from May to June; this starts with students entering semester 3. The data that must be collected is a minimum protefl score of 425 and a minimum GPA of 3.3-3.4."

MN's statement is relevant to Sutondo's (2010) statement, which states that the excellent class in a general sense is a class that contains children who have academic talent or intelligence above average, seen

from high academic scores, above-average IQ.

This statement reinforces Sutondo's statement by Suhartono (2005), who argues that excellent class students are categorized as gifted students, namely students who have physical and spiritual health, are intelligent, creative, innovative, and have noble health personalities.

### **Facilities and infrastructure provided by the Department of Accounting Education support lecture activities for excellent class students.**

Facilities in an institution, especially in educational institutions, are important and need to be considered. This is because the existence of these facilities and infrastructure will support students' academic and non-academic activities and support the realization of a conducive teaching and learning process. The utilization of learning facilities is crucial to achieving learning objectives. From the interview results, it was found that the facilities and infrastructure provided by the accounting education department in supporting the use of lectures were as much as possible. The facilities and infrastructure provided to students are the campus's best. This is in accordance with the statement of N which says:

"The facilities and infrastructure already support learning and are appropriate from the building until the modules. We students feel that we have been facilitated enough."

This can be seen from the campus, which provides facilities in the form of feasible and comfortable buildings. The building is a strategic place for teaching and learning activities on campus. Because the building is a place for teaching and learning activities that will take place over a long period.

The curriculum content that has been used so far is beneficial in the process as a program in designing creative learning, assisting in the implementation of teaching and learning activities. Because curriculum content encourages teaching staff to be creative in the teaching and learning process and assists in the final teaching evaluation process. This is also reinforced by the MNN statement, which says:

"The facilities in the excellent class can be felt from the higher quality curriculum content so that a plus for you is the facilities provided internally from the study program and department are the curriculum content."

The campus also provides a language lab to support teaching activities that will be and have been implemented. It

is considered important because the excellent class students use a bilingual language that must be trained to improve their abilities. With the language lab, it is hoped that students will be facilitated to train themselves to hear and speak in foreign languages so that it is easier for students to understand the material presented in foreign languages. This is also reinforced by the MN statement, which says:

"From the aspect of learning, the excellent class uses a bilingual language with a larger portion of English. Furthermore, lecturers in excellent classes are ready to teach with superior abilities and are better than regular classes."

The Yogyakarta State University campus also facilitates students with professional teaching staff in the field of education. With the existence of professional teaching staff, it is hoped that the process of knowledge transfer between educators and students can run without obstacles and encourage student achievement levels.

It is hoped that the campus facilities provided can encourage more effective teaching and learning activities, increase student motivation and achievement, and encourage skill improvement. However, adequate superior class facilities must be balanced with the active role of lecturers and

students in optimizing their use. Thus, maximum results can be achieved by students.

This result is relevant to Aripin Silalahi's (2006) statement giving a reference about the characteristics of an excellent class, which refers to the availability of facilities and infrastructure in his opinion in the form of a statement:

"Excellent facilities and infrastructure mean the availability of adequate facilities and infrastructure and their proper use to support learning activities. Availability of library rooms, adequate reading rooms, discussion rooms, multimedia rooms, laboratories as needed, as well as other infrastructure facilities needed for learning activities, arts, and sports."

This is in line with the opinion of Suhartono and Ngadirun (2009) in the characteristics of the excellent class who say that: "Supporting facilities and infrastructure to meet student learning, both in intra and extracurricular activities."

**The implementation of the 2017 Accounting Education excellent class program, Faculty of Economics, UNY, is seen from the aspect of the impact and results of the excellent class program.**

From the interview results, an overview of the results regarding the implementation of the 2017 Accounting Education Excellence class, Faculty of Economics, UNY, was obtained from the aspect of the influence and impact of the excellent class. The result is an increase in ability in English because students' skills are accustomed to using foreign languages in the process of teaching and learning activities. In facing challenges in the current era of globalization, students are required to be able to speak foreign languages in order to be able to face all challenges and competition in the world of work and also require students to have multitasking abilities. This is also reinforced by BT's statement, which says: "The expected impact is that students are immediately ready to take part in the transfer program/exchange program. Providing opportunities to work in multinational companies, students have critical thinking and students' courage to be more innovative."

The excellent class activity program also allows students to achieve all their dreams, including student exchange activities and studying abroad. This is because students are trained and educated to feel the atmosphere in the student exchange program. The campus is trying to create an excellent class atmosphere such as exchange

classes and students' ability to support and provide them with opportunities to conduct student exchange programs. This is also reinforced by IM's statement, which says:

"The expected impact of having an excellent class is the use of English better. Students are ready to face globalization, easier job search, and students are ready to join the WCU program."

Students' skills that have been honed allow them to get the job they want according to their field. This statement is evidenced by several students who have successfully worked according to the profile of the study program graduates. This is also reinforced by Y's statement, which says: "The university has been able to create quality graduates, broad-minded and able to work under their fields."

These results are relevant to the objectives of the excellent class of accounting education study program, Faculty of Economics, Yogyakarta State University. This result is also reinforced by the statement of Aripin Silalahi (2006), providing a reference on the characteristics of the excellent class as follows:

a. Excellent Student Potential

Students who are members of the superior class have an excellent capacity. They are immediately

motivated to study independently with just a little injection, according to their excellent potential. The perspective of the potential of excellent students can be viewed in terms of intelligence, and intelligence itself can be categorized as follows:

- 1) Verbal linguistic intelligence (word smart) is the ability to use words effectively.
- 2) Systematic, logical intelligence (number smart) involves processing numbers or the ability to use logic or common sense.
- 3) Spatial intelligence (picture smart) is the intelligence of images and visualization.
- 4) Physical kinesthetic intelligence (body smart) is the intelligence of the whole body (athletes, dancers, mime artists, and also hand intelligence)
- 5) Musical intelligence involves singing a song, remembering a melody, having a sense of rhythm, or simply enjoying music.
- 6) Interpersonal intelligence (people smart) involves

understanding and working with others.

- 7) Intrapersonal intelligence (self smart) is the intelligence of understanding yourself, knowing who you are
- 8) Naturalist intelligence (nature smart) involves recognizing natural forms around you.

Then in the implementation process, these results are also in accordance with the journal written by Jussi Valimaa with the title "An Evaluation of an International Degree Program in Finland," which states that the international degree program is not significantly different from the regular class program, which means that the excellent class is not much different from the regular class in the Accounting Education Study Program, Faculty of Economics, YSU.

Furthermore, the ability to speak English from excellent class students is also felt to be unable to be an attraction to get a job. In line with the results of the analysis that Jussi Valimaa is still carrying out, one of the problems related to the employment of IDP students is that

HEI does not follow up on them after graduation. This ignorance is because HEI does not know where their students are looking for work, so this can hinder the development of IDPs in the future. This is also following the results of interviews with MNA, which stated that the university conducted no tracer study to obtain feedback from alumni who were already working to find out how graduates were in the job search process.

## CONCLUSIONS AND SUGGESTIONS

### Conclusion

Based on the results of research and discussion analysis, it can be concluded that:

1. Some of the weakness factors in selecting excellent class students and implementing learning in the superior class of the accounting education study program faced by students and teaching staff are factors originating from the Yogyakarta State University campus and the students' conditions. The inhibiting factors originating from the Yogyakarta State University campus include the protefl score is lower than the standard, GPA scores that not clear to student knowing, and the selection factors that are still felt to force students to enter the excellent

class so that the motivation to enter the excellent class does not come from the excellent class students. Then in the implementation of the process of teaching and learning activities, do not fully use foreign languages. The last is the lack of support from the campus, so that many programs that have been promised have not been implemented. Thus, many students feel disappointed because they cannot experience these essential experiences.

2. The facilities used and the facilities and infrastructure have been carefully prepared to accelerate and maximize the process of implementing learning that is being carried out, increasing productivity so that everything runs stably and educational outcomes will be of higher quality and guaranteed.
3. Under the data obtained by the researcher, the implementation of the learning program in the excellent class of the accounting education study program, Faculty of Economics, State University of Yogyakarta, the conclusion is that implementing the learning program in the excellent class. The implementation of learning is carried out with an introduction to a foreign language, namely English, then modules created by the campus that follow the curriculum content

determined. Do not also forget the learning carried out accompanied by books from abroad. The weakness factor that comes from the students is that students are not very active in ongoing learning activities. Students often use Indonesian to ask questions even though the campus expects students to use English in full. Students are not active in participating in some of the activities that have been prepared and are not so creative that they depend entirely on the campus.

### **Suggestion**

Based on the study results, several unsolved problems were found, so the researchers put forward some suggestions. These suggestions include the following:

1. The role of the campus is very dominant in determining the success of the learning process. The campus must put itself at the forefront of the implementation process so that it runs smoothly and provides better and more satisfying facilities. Minimize existing deficiencies and improve all things that are felt to be lacking. Support the programs that have been promised to be implemented so that students have an even better experience—creating a website to record the careers of graduates who

have graduated from excellent classes. It is expected to continue improving the quality of the campus in terms of human resources and infrastructure for developing student interests and potentials.

2. Teaching staff to develop more learning strategies that can make students active and maximize foreign languages. Provide material debriefing to students to make it more transparent and denser so that it is easier for students to understand the learning activities that are being carried out.
3. The students are more active and creative in learning activities, maximizing the use of English so that their abilities are further honed. Increase motivation in participating in excellent class activities to develop the individual student's potential. More and more learning things not only from academics but also from non-academics must also be improved.

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