

ABSTRAK

STRATEGI EFEKTIF MENGAJAR BAHASA INGGRIS DI ERA GLOBALISASI DALAM MENINGKATKAN HASIL BELAJAR MURID (Studi Kasus di SMPN 1 Kawali), Mutia Ulfa Veranita, NIM. 82322425021.

Penelitian ini melatarbelakangi pentingnya penguasaan bahasa Inggris sebagai *lingua franca* di era globalisasi guna memproduksi sumber daya manusia yang berdaya saing global. Meskipun kurikulum modern telah diterapkan, realitas lapangan menunjukkan adanya kesenjangan instruksional berupa rendahnya kemampuan aktif murid di daerah non-perkotaan dan fluktuasi hasil belajar. Penelitian ini bertujuan untuk mengkaji tuntutan penerapan, indikator keberhasilan, dan pengembangan strategi efektif mengajar bahasa Inggris di era globalisasi dalam meningkatkan hasil belajar murid di SMPN 1 Kawali. Metode penelitian yang digunakan adalah pendekatan kualitatif deskriptif. Pengumpulan data dilakukan melalui teknik observasi kelas, studi dokumentasi (modul ajar dan draf nilai), serta wawancara mendalam bersama pengawas, kepala sekolah, dan guru bahasa Inggris. Analisis data dilakukan secara interaktif meliputi reduksi data, penyajian data, dan penarikan kesimpulan, yang divalidasi dengan triangulasi sumber, teknik, dan waktu. Hasil penelitian menunjukkan bahwa guru telah memiliki kesadaran terbuka mengenai tuntutan pedagogi digital global. Indikator keberhasilan strategi ditandai oleh integrasi media digital, komunikasi dua arah, dan penguatan karakter. Pengembangan strategi dilakukan secara adaptif dengan mengoptimalkan media digital terpusat (proyektor dan *smart panel*) guna menyiasati kebijakan pembatasan gawai, serta memadukan materi bermuatan wawasan global dengan kearifan lokal (*local wisdom*). Kesimpulannya, penerapan strategi pengajaran berbasis TIK terpusat ini terbukti efektif mendongkrak capaian nilai akademik murid secara memuaskan di atas KKM. Namun, optimalisasi ruang praktik lisan yang lebih seimbang masih diperlukan untuk mengatasi asimetri pada ranah keterampilan berbahasa (*speaking* dan *writing*) murid.

Kata Kunci: Strategi Mengajar, Bahasa Inggris, Globalisasi, Hasil Belajar, Teknologi Informasi dan Komunikasi.

ABSTRACT

*This research is entitled **ENGLISH TEACHING STRATEGIES IN THE ERA OF GLOBALIZATION TO IMPROVE STUDENT LEARNING OUTCOMES (A Case Study at SMPN 1 Kawali)**, Mutia Ulfa Veranita, NIM. 82322425021. This research is motivated by the critical role of English proficiency as a lingua franca in the globalization era to produce globally competitive human resources. Despite the implementation of modern curricula, empirical evidence reveals instructional gaps, including low active communication skills among students in non-urban areas and fluctuating learning outcomes. This study aims to examine the demands of implementation, indicators of success, and the development of effective English teaching strategies in the globalization era to improve student learning outcomes at SMPN 1 Kawali. The research employed a descriptive qualitative approach. Data collection was conducted through classroom observations, documentation studies (teaching modules and grade drafts), and in-depth interviews with supervisors, the school principal, and English teachers. Data analysis was carried out interactively, encompassing data reduction, data display, and conclusion drawing, which were validated using source, technique, and time triangulation. The findings indicate that teachers possess an open awareness regarding the demands of global digital pedagogy. The indicators of successful strategies are characterized by the integration of digital media, two-way communication, and character building. Strategy development is adaptively executed by optimizing centralized digital media (projectors and smart panels) to circumvent the smartphone restriction policy, and by integrating global-oriented materials with local wisdom. In conclusion, the implementation of these centralized ICT-based teaching strategies has proven effective in substantially increasing students' academic achievements above the minimum criteria (KKM). However, a more balanced optimization of verbal practice spaces is still required to address the asymmetry in students' productive language skills (speaking and writing).*

Keywords: Teaching Strategies, English, Globalization, Learning Outcomes, Information and Communication Technology