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MUHAMMADIYAH INTERNATIONAL CLASS ORIENTATION PROGRAM: EPP ASSESSMENT EXPERIENCE

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Abstract: Muhammadiyah develops International Class Orientation as the approach to improve the quality of Education. It is because Muhammadiyah as private organization has a challenge how to convince society that its education is really qualified. Since 2013, Muhammadiyah makes the memorandum of understanding with ACT Education Solution on EPP (English Proficiency Program). For the purpose of improving quality, 4 (four) Muhammadiyah Schools implement English Proficiency Program in East Java. This program has special way of assessment called assessment folder in which consists of writing program, interactive role play, unit tests, mid-program test, portfolio, individual oral presentation, group project, and end of program test. Muhammadiyah International Class Orientation has experiences regarding those types of assessment for several years. The research on Muhammadiyah International Class Orientation regarding EPP Assessment Experience was conducted since the other research hasn't explored by others. The study is using qualitative research by identifying 4 schools as the places of the study. It gives insight to other teachers in assessing students' learning in a various way.

Keywords: *M-ICO Program, English Proficiency Program, Assessment*

1. INTRODUCTION

The most important dependent variable in education is learning. Everything done on behalf of education which effects on learning, either positive or negative. Assessment is how learning and, by implication, educational quality, are determined. Any progress in these depends entirely on the standard and progress of assessment. Teachers cannot have effective teaching without abilities linked to excellent assessment, just as doctors cannot have effective practice without appropriate assessment (Nenty, 2005). Every educational activity turns to assessment to determine its validity and efficacy since assessment is at the core or center of all educational activities. According to Maina, the quality of assessment has an impact on the

quality of educational inputs, processes, and products, and as a result, the quality of education that the society receives.

One of the key components of the teaching and learning process is how teachers connect the curriculum, pedagogical approach, and students' academic outcomes in the classrooms. Tests, presentations, Q&A sessions, projects, and group activities are all used by teachers to help students learn more. These activities provide students the chance to apply what they've learned, form thought patterns, activate their brains, and boost their confidence in their acquired abilities and knowledge (as cited in Hussain, Shaheen, Ahmad & Islam, 2019). *Journal of Indonesian Student Assessment & Evaluation*, Volume 8, Number 1, Page 79. Additionally, classroom assessment procedures put a strong emphasis on enhancing both teachers' and students' development. The outcomes of these procedures give teachers proof of their students' comprehension levels, their progress toward their objectives, and their areas of strengths and weaknesses (as cited in Hussain, Shaheen, and Ahmad & Islam, 2019).

The teaching and learning processes will not receive constructive feedback if classroom assessment methods are not carried out in a way that is appropriate for the intended goal. As they concentrate on reflecting and imparting content in the instructional processes, teachers frequently spend more time on instructional method, teaching materials, and preparing materials. This causes teachers to focus more on being prepared and organized than on the prior knowledge, life experiences, and private information of their students. Additionally, rather than concentrating on the individual accomplishments of the students, the teachers' goal is to meet the learning standards for the relevant subject area because they spend the majority of their time and energy generating curriculum content and achieving outcomes (Gallavan, 2009). At this point, assessments in the classroom are useful because they help the teaching process in a regulated way. The main outcome is used to better adjust the learning demands of students because these assessment techniques are continually looking for ways to produce evidence for student learning (as cited in Erdol, & Yildizhi, 2018).

Additionally, other research indicated a strong correlation between students' anxiety and formal evaluation methods such as written weekly/monthly term assessments, presentations, individual projects, and experiments. On contrary, informal evaluation methods used in the classroom, such as rubrics, portfolios, group projects, and classroom discussions, have a favorable impact on students' performance. Therefore, Muhammadiyah International Class (M-ICO) Program tend to use the assessment folder which consist of writing program,

interactive role play, unit tests, mid-program test, portfolio, individual oral presentation, group project, and end of program test in assessing English subject for a year. This classroom assessment practices are carried out in a manner suitable way which will ease the teacher to assess both formal and informal evaluation for the students.

This research offers potential teachers and school administrators assistance in the areas of teaching and assessment. Additionally, it facilitates in examining various methods of assessment in relevance to students' learning and increasing understanding of diverse paradigms of classroom evaluation. Additionally, this study intends to improve our empirical understanding of assessment procedures. This study took all schools implementing English Proficiency Program organized as Schools of Muhammadiyah International Class Orientation Program.

2. M-ICO PROGRAM

M-ICO stands for Muhammadiyah International Class Orientation Program initiated by the The Primary and Secondary Education Council, Provincial Board of Muhammadiyah East Java as an endeavor to develop an international-oriented Muhammadiyah college. It is firstly initiated in 2013 which collaborates with SMP Muhammadiyah 2 Taman, SMP Muhammadiyah 3 Waru, SMP Muhammadiyah 1 Sidoarjo and SMP Muhammadiyah 2 Surabaya as the pilot school. M-ICO is a derivation of the SPK (Cooperation Education Unit) program, where non-SPK schools can open ICO classes.

SPK stands for Cooperation Education Unit, which used to be referred to as an international school is an educational unit organized or managed on the basis of cooperation between Foreign Educational Institutions (LPA). Therefore, M-ICO must also have cooperation with LPA. At this time, M-ICO program collaborates with ACT Education Solution has successfully invited seven schools in 2022, four schools with English Proficiency Program and three schools with Foundation English. Those seven schools are as in the following table.

Table 1. List of School Program (document of M-ICO Program 2022)

NO	Name of School	Location	Program
01	SMP Muhammadiyah 2 Taman	Sidoarjo East Java	EPP
02	SMP Muhammadiyah 3 Waru	Sidoarjo East Java	EPP
03	SMP Muhammadiyah 6 Krian	Sidoarjo East Java	EPP
04	SMP Muhammadiyah 2 Surabaya	Surabaya East Java	EPP
05	SMA Muhammadiyah 2 Sidoarjo	Sidoarjo East Java	FE
06	SMA Muhammadiyah 1 Gresik	Gresik East Java	FE
07	SMA Muhammadiyah 1 Taman	Sidoarjo East Java	FE

EPP: English Proficiency Program

FE: Foundation English

M-ICO program has its own target which are providing the international-oriented programs in Muhammadiyah, having a wide access to any opportunity for the students, and preparing the students in Muhammadiyah to have a global mindset. Additionally, M-ICO program has several programs which are cooperating in the development of students' and teacher's competencies in the field of international languages, organizing an international language festival, cooperating in the development of international-oriented class programs, conducting mentoring at Muhammadiyah universities that have internationally oriented classes, encouraging Muhammadiyah universities to organize international friendships and mind empowering, encouraging schools to develop the competence of students to communicate in international languages, and to encouraging Muhammadiyah colleges to develop film-based classes. (Arbaiyah Yusuf dkk. M-ICO Program Guide Book. 2022)

3. ENGLISH PROFICIENCY PROGRAM (EPP)

M-ICO program collaborates with ACT Education Solution as the LPA is running two programs, namely EPP (English Proficiency Program) for junior high school students and FE (Foundation English) for high school students. EPP and FE are a part of English learning program that prepared for a non-English speaking background wishing to learn how to use English effectively in academic and general contexts. Thus, program provides an opportunity for students "how to learn" English for more effective language learning by identifying and

developing skills and strategies. Four main macro skills, i.e, speaking, listening, reading, and writing as over all competence are developed.

EPP is a programs building English skills for preparing further study in English. The program has many levels such as starter, beginner/elementary, pre-intermediate, and intermediate. The teaching and learning process involves reading, listening, speaking, and writing. The EPP course books consists of several topics put in units on real-life and motivating topics. EPP also provides syllabus, lesson material, teacher guide book, test booklet, and assessment folder. The assessment task is not designed by teachers. EPP delivers into several stages for new learners and mentions in a table below.

Table 2. EPP stages information

Stage	Level	Focus	Teaching Hours	Entry	Exit Level After FEB
EPP Level 1A	Starter	General English	300 hours	Enter at any stage, according to entry test results.	IELTS 3.5 or TOEFL 425
EPP Level 1B EPP Level 1C	Beginner Elementary				
EPP Level 2A EPP Level 2B	Pre-Intermediate				IELTS 4.5 or TOEFL 475
EPP Level 3A EPP Level 3B	Intermediate	General and Academic English			IELTS 5.0+ or TOEFL 500

(ACT Document 2018)

4. EPP ASSESSMENT EXPERIENCE

English language arts teaching and learning must include both assessment and evaluation. It is impossible to tell whether the students have learned, whether teaching has been effective, or how to effectively address student learning needs without an efficient evaluation method. Student evaluation and assessment quality have a strong and well-established relationship in the educational process. Research repeatedly demonstrates that regular observation and feedback are crucial to enhancing student learning. Thus, M-ICO program provides several assessments which combines both evaluation and assessment. These followings list are the assessment events used in EPP experienced by seven M-ICO Program schools;

Table 3. Kinds of Assessment Event

NO	Assessment Unit
a	Writing Program
b	Interactive Role Play
c	Unit Test

d	Mid-Test
e	Portfolio
f	Individual Oral Presentation
g	Group Project
h	End of Program Test

(EPP Assessment Folder)

The assessment event as at the table above is explained as follows,

a. Writing Program

The writing program is based on work done during the learning of every unit of EPP writing book. The writing book has different writing topics in every level of EPP. EPP level 1 has 7 until 8 topics. EPP level 2 has 7 topics. The topics are around describing place or thing, describing facts about teenagers' life, telling a story, and telling observation report. After choosing the topic, students learn the process of writing.

The process of writing mentions as prewriting, drafting, reviewing, proof reading/editing, and publishing. Prewriting shows about recalling and brainstorming some vocabularies using mind map method or asking some questions, such as "what are you writing about", "who are you writing for", "what tense will you use", and "what specialist vocabulary will you use". Mind map method gives students many options of vocabulary. Drafting helps students for writing some sentences based on their vocabulary collections in prewriting. Teachers also try to remind the students about using one idea for one paragraph. Reviewing is about reading again the drafting to find out misinformation. Proof reading is using for checking spelling, grammar, and punctuation. Then, the students can publish their writing in the last writing process.

The writing program has assessment rubrics to provide feedback of students writing. The assessment rubrics is based on some criteria such as task achievement; content and ideas; organization; sentence structure and grammatical structure; vocabulary; then planning and drafting. Thus, criteria must fulfill with a particular band score which are 5, 4, 3, 2, and 1 as the lowest. Organization of assessment includes appropriate form, a logical order of ideas in sequence of sentence, and register. It is dependent on material covered in writing program.

The writing program emphasis is on fluency. The weighting of this program is about 10%. Students did this assessment every learning in each unit of writing book. All students did this assessment without any rejection and submitted their writing book at the end of unit 6 of EPP

student course. Based on teachers' explanation this kind of assessment become one strategy of effective learning. (Interview. Elly Elvina Sahara, S.Pd/EPP Teacher. Juli 2022)

b. Interactive Role Play

A one- or two-minute individual interactive role-play that demonstrates the ability to engage in social and interactive situations. This may be student-created or teacher-directed. Students may write a script and then perform it in pairs or a small group. Students are assessed individually.

The interactive role play presentation is during unit 3 – 5 in class. Students get 10 – 20 minutes to prepare and use a topic that they choose. The preparation is based on identify the topic, add details in the topic, assign roles (fictional characters), writing dialogues (scenario), choosing property or media for helping students, acting out the scenario, and discuss what have learned (after finish role play). This assessment should be filmed for documentation and also for moderation purposes.

The assessment criteria of interactive role play require task achievement; structures and functional language; vocabulary; pronunciation and fluency; then interactive skills. Thus, criteria are indicated by a score of 3 on a scale of 1 until 5 for different categories of competency. Higher achievement than minimum pass is indicated by a score of 4 or 5. Lower achievement results in a score of 1 or 2.

This kind of assessment is really very joyful kind of learning activity. Students can explore how other people are likely to respond to different approaches. They can sense of what other people are likely to be thinking and feeling in the situation. All students in these seven schools experienced this role play to build up experience and self-confidence with handling the situation in real life. They can develop quick and instinctively correct reactions to situations. It is also as set of learning process. (Interview. Badrul Aminun, S.Pd, Gr./EPP Teacher. July 2022)

c. Unit Tests

A unit test is a test which is assessed by teacher after teaching a certain unit in EPP course book. This test is an assessment for measuring students' knowledge achievement. EPP course book has 12 units for level 1B and 1C. For EPP level 2A, it has 6 units.

The assessment procedures are creating own test by choosing the review section of the units. The format test includes vocabulary, grammar, and tenses with multiple choice, missing words, match with the right words, and arrange words into sentence. The test question would

be 10 – 20 numbers. The questions are repeating the EPP course book unit which used by the teacher.

This assessment activity has delivered in written assessment that must be done for individually to check students' comprehension. It is to improve students by giving feedback. All EPP students experienced it based on the assessment event schedule. (Interview. Elly Elvina Sahara, S.Pd/EPP Teacher. July 2022)

d. Mid-Program Test

Mid-Program test is to be administered under supervised test conditions and is to be completed within the time limits specified. It is a part of student's assessment. This assessment is completed in class and is under test conditions at the end of unit 6. The test covers all of unit 1 – 6 EPP course work. The test consists of reading, writing, listening, and grammar & vocabulary. It is in a separate test booklet. The test is delivered in written assessment.

This assessment process gave some regulations. First, students are not permitted to use external resources such as dictionaries, thesauruses, grammar books, and others English book. Second, students should be seated as separately as possible within the limits of the testing environment. Third, students are not allowed to leave in the testing environment and student desks should be cleared of any extra materials. Teachers are not allowed to give tests back to students. The assessment time are divided into reading skill test for 35 minutes, listening test for 30 minutes, grammar and structure test for 35 minutes, and writing skill test for 25 minutes.

The assessment procedures are separate from student course book. It is in Test Booklet held by the Director of Studies. It provides students with copy of test paper, answer sheet, and cover sheet. Besides, it also provides the assessment marks only without giving tests back to them. All EPP students experienced. (Interview. Badrul Aminun, S.Pd, Gr./EPP Teacher. July 2022)

e. Portfolio

Portfolio has two parts. First part is an assessment to collect students' samples of work completed during the first part of the program. It is about 3 – 5 samples from classwork, the Writing Program, and students Writing Journals. This assessment also comprises vocabulary notebook, students' homework during the course. The samples may be students-selected or teacher-directed. The submission of assessment is at the end of unit 6. Second part is an assessment of students work about 3 – 5 samples completed during unit 7 – 12. The submission itself is at the end of unit 12. This portfolio includes a range of types of work which may be student-selected or teacher-directed too.

The assessment procedure gives information to students about the requirements based on the unit. Teachers give direction to students to submit 3 – 5 samples. Students must write a brief explanation on why each item was included in their portfolio. Teachers give feedback to students and provide comment to students individually then to the class as a whole. Teachers give students copy of the student assessment sheet given by ACT. The portfolio presentation must be dated of students work and must be presented clearly placed in context. It must include a cover page with a brief explanation on why each item included in their portfolio (using table of content).

This assessment shows student writing record after learning from EPP course book and writing programs. It is also showing students development in writing interview dialogue scripts, making posters or art work, project reports, writing vocabularies, and writing story based on their photographs. All EPP students experienced. (Interview. Badrul Aminun, S.Pd, Gr/EPP Teacher. July 2022)

f. Individual Oral Presentation

Individual oral presentation gives a chance to students performing their speaking skills during EPP course. It is about a-two-minute individual oral presentation. It may be presented by individuals to a small group or to the whole class. This assessment event may take place in front of the class. It is held during unit 7 – 9 in EPP course of level 1B, 1C, and 2A.

The assessment procedure provides students with the details of the assessment event and assessment criteria. Teachers give one week's preparation time to the students. The topics may be student-selected or teacher-directed. Ensure students understand the requirements of the task. The presentation should be filmed for moderation purposes. Teachers also give feedback to students by providing comment to students individually and to class as a whole. Last is giving students a copy of the student assessment sheet.

The assessment practice and research have to be undertaken in independent study time. This helps students to explore and develop their speaking skills more better, especially to improve their pronunciation, speaking fluency, and self-confidence in front of their friends. All EPP students experienced. (Interview. Badrul Aminun, S.Pd, Gr/EPP Teacher. July 2022)

g. Group project

Group project is for students to work collaboratively, in groups of 3-4 students work on a project. They then present present orally to the class. The project may be selected by the students or by the teacher. It may be related to the Students Coursebook or to another subject,

a topical issue or an outside school event. It may take the form of a poster presentation, brochure, class magazine or a performance of a role-play they have written.

The project is assessed on the written component (poster, script) as well as the oral presentation in which every student must take part. Students are given an individual score for their contribution. Prior to commencement, discuss the concept of the project, provide guidance and approval for the topic, ensure that students understand the importance of working together in a group, and give value of each student's contribution. The submission is during unit 9 or 10 with independent study time. Teachers also provide feedback to students individually and to class as a whole. Then, teachers give students a copy of the student's achievement sheet.

This assessment project has two kind categories of scoring criteria. First is group criteria such as oral task achievement and delivery; content and ideas; written task achievement; group organization; and language. Second is individual criteria for instance ability to work in a group; contribution to the project; then planning and preparation. Thus, criteria help students for increasing their collaboration ability, team work ability, creative thinking, innovative skills, and self-confidence to cooperate and perform in front of the class. All EPP students experienced. (Interview. Elly Elvina Sahara, S.Pd/EPP Teacher. July 2022)

h. End of program test

End of program test is about student's final test completed in class. It is under test condition of EPP level 1B, 1C, and 2A. The test consists of reading, writing, listening, grammar and vocabulary, and also speaking. It has approximately time allowed for 125 minutes of written test and 60 minutes of oral test (speaking skills). This assessment is held after finishing EPP books of unit 7 - 12.

The assessment procedure reminds students to have preparation after learning unit 7 – 12. It provides students with copy of test paper, answer sheet, and cover sheet for written test. Then for oral test, students get a turn to be interviewed by teacher about 2 minutes based on the speaking test script. Teachers give feedback by providing students with their marks only and do not give tests back to students.

The assessment has delivered in separate test booklet held by the Director of Studies. It also can be done with ACT academic team through hybrid test, online and offline system. They will

give some links (google form test) and password to open the link test. All EPP students experienced. (Interview. Elly Elvina Sahara, S.Pd /EPP Teacher. July 2022).

5. EPP ASSESSMENT MAJOR CATEGORIZED

Based on the explanation above, EPP assessment experience has 8 detail events which are categorized into 4 major types, namely tests, oral assessment, portfolio, and group project. Those categorized will be explained in details;

a. Tests

Tests are assessment for students after finishing EPP course book units. These tests are written assessment. Those are divided into 3 kinds, namely unit test, mid-program test, and end-program test. All tests are to be administrated under supervised test conditions and are to be completed within the time limit specified. Students are not permitted to use external resources such as dictionaries, thesauruses, grammar books, etc., and should be seated as separately as possible within the limits of the testing environment. Students are not allowed to leave the testing environment and desks should be cleared of any extra materials. Teacher may not give the test back to the students. It provides students with their marks only on the relevant student's assessment sheet. For test weightings refer to several criteria based on unit test, mid-program test, and end-program test.

b. Oral assessment

Students are required to perform these assessment events either individually, in pairs or in groups as required. These assessment events may take place in front of the class or in the presence of the teacher depending on whether the assessment event is an oral presentation, role-play, play, mini-debate or discussion. The assessment should be filmed for moderation purposes. Assessment events are to be marked using the oral presentation; assessment criteria and the interactive role-play; assessment criteria for each event; for the group project oral component; and refer to group project assessment criteria.

c. Portfolio

Portfolio is about collecting of students work. This portfolio has 2 steps in every level of EPP. It is about 3 – 5 samples of students work during EPP course. At the end of each semester, students must submit a portfolio consisting of a range of work completed over the duration of the course. The portfolio should include samples of work from class work,

vocabulary notebooks, writing journals, and the writing program. The samples may be student-selected or teacher-directed. They must include:

- Examples of work from each unit so it can be used to establish the levels of improvement and achievement within which students are working
- A range of types of work; samples of class work completed individually or in pairs; projects; reports, posters or art work; photographs; scripts, dialogues or interviews they have produced in class; work edited after the teacher has marked it up; plans and final drafts of written work; evaluations of another students' oral presentation; student's evaluation of their own performance (oral and written, based in the use of secondary evidence such as feedback forms etc); reviews of a film seen or book read, or a record of a visit, for example, to a museum, etc.

d. Group Project

The aim of this assessment is for students to work collaboratively, in groups of 3-4, on a project. They then present the project orally to the class. The project may be selected by the students or by the teacher. It may be related to the students coursebook or may be related to another subject, a topical issue or an outside school event. It may take the form of a poster presentation, brochure, class magazine or a performance of a role-play they have written.

The project is assessed on the written component (poster, script) as well as the oral presentation, in which every student must take part. Students are given an individual score for their contribution. Prior to commencement, discuss the concept of the project, provide guidance and approval for the topic and ensure that students understand the importance of working together in a group and the value of each student's contribution.

6. CONCLUSION

Muhammadiyah as one of social and religious organization in Indonesia, put one program for internationalization of education. This program is implemented in various activities in which one of these is Muhammadiyah International Class Orientation Program. This program is designed for preparing the Indonesian cadre having international life orientation. This program collaborates with ACT Education Solution to develop English skills for students of M-ICO schools. These collaboration gives an opportunity for using EPP as M-ICO English learning curriculum. In implementing ACT Education Solution.

These curriculums provide some assessment to measure students' English achievement after finishing EPP course. The assessment done in the program is actually strategy of learning in which student enjoy the activities. M-ICO has experiences in implementing the EPP various assessment. is required to assess student comprehension in every learning EPP units. It has 3 categories of assessment experiences, mention as tests, portfolio, and project. Each of category has its own assessment events and schedule to deliver. Thus, events are based on EPP assessment folder which belongs to EPP syllabus and also ACT academic regulation. This assessment program helps students more creative and confidence after learning English with EPP.

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RESEARCHERS BIOGRAPHY

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Dr. Arbaiyah Yusuf, MA., is a lecturer of the English Language Education Department in UINSA Surabaya, secretary of the Pesantren International Education Council DeaMalela, Chairman of the East Java PWM Dikdasmen Council 2015-2022, and the East Java Education Council period 2016-2021/2022-2026. In addition to teaching at UINSA, she has experience teaching at UM Ponorogo, UM Surabaya, UM Sidoarjo, LP3I Surabaya, and Pesantren Putri al Mawaddah Ponorogo.

She has completed her secondary education at the Islamic Boarding School PP Wali Songo Ngabar Ponorogo, completed her studies at IAIN Sunan Ampel Malang and Surabaya, completed her postgraduate education at McGill University Montreal Canada and his S3 education at UIN SUKA Yogyakarta.

She has 20 years experienced as a consultant for the ASEAN Development Bank and World Bank programs, Plan International, the POKJA team for Strengthening Character Education of the Ministry of Education and Culture of the Republic of Indonesia, the Expert

Team for the Preparation of Future SNP Concepts and Forms, and UINSA Surabaya Lecturers in the fields of Educational Philosophy, Educational Psychology, Qualitative Research, and English.

She has experienced in writing book such as Philosophy of Islamic Education and research on Cosmopolitanism in Education which turned out to be very suitable for educational patterns during the Covid-19 pandemic and post-Covid- 19 pandemic. Her published articles include unlimited education and discourse on Avicenna's perspective.

The field of education that is pursued tends to Holistic Education in addition to the religious and social fields. Holistic Education is his concern both holistic education in the West, in Indonesia, and in an Islamic perspective that is related to independent learning and meaningful learning. And there are many other writings that have not been mentioned here. In 2021 as substance experts at BSNP and BSKAP, Ministry of Education and Culture, Ristek RI in the field of developing concepts and forms of National Standards for Future Education.

1. 2nd Researcher

Laras Ayuningtyas Manggiasih graduated from English Education Department in UIN Sunan Ampel Surabaya in 2020, and now she is an English teacher in both primary and senior high school students in Muhammadiyah. She had been an English teacher of English Proficiency Program for about 3 years. So, she has good experiences in assessing and teaching speaking at the program. Beside teaching, Laras also writes an adapted book, namely English Fluency for 8th grade. She is currently doing teaching English both online and offline for all levels.

2. 3rd Researcher

Arumtyas Puspitaning Padmasari graduated from postgraduate of Universitas Negeri Surabaya, Language and Literature Education Department, in 2021. She is a coordinator in M-ICO Muhammadiyah 3 junior high school Waru and also an English teacher there. She also has experienced in teaching English Proficiency Program since 2014. She has good experiences in assessing and teaching EPP program. Beside teaching, Arum also conducts a journalist extracurricular. She helps journalist student and becomes an editor of Jejak Lintang Masa Kini book. She also writes international articles in Copernicus journal. She is currently doing teaching, writing, publishing, and editing on English subject.

3. 4th Researcher

Fitriyah Hijadati graduated from postgraduate of Universitas Muhammadiyah Sidoarjo, Islamic Education, in 2021. She is a coordinator in M-ICO Muhammadiyah 2 junior high school Taman Sepanjang and also a Curriculum Head there. She also has experienced in teaching English Proficiency Program since 2014. She has good experiences in assessing and teaching EPP program. Beside teaching, Fitri also conducts a writing experience in SIM writing workshop. She helps EPP students to explore and write storybook, comic book, and other works. She is currently doing teaching, writing, publishing, and editing on English subject.