

## **Design of English Corner Extracurricular Activities in the 4.0 Industrial Revolution Era at Madrasah Ibtida'iyah**

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### ***Abstract***

*English Corner extracurricular activities are one of the choices for students to be able to learn English with more fun. Through the English Corner extracurricular program, the Madrasah provides provisions for its students to face the era of the industrial revolution 4.0. The purpose of this research is to add insight and to know the mechanism of the English corner extracurricular through the development, implementation, assessment, and evaluation of the English corner extracurricular in the 4.0 revolution era at MI Roudlotul Ulum Banyuwangi. This type of research is qualitative research with a descriptive design. Data collection techniques using interviews, observation, and documentation. Data analysis used the concept of Miles and Huberman. The validity of the data was measured by means of triangulation of sources and techniques. The results showed that 1). The development of the English corner extracurricular in facing the 4.0 industrial revolution pays attention to human resources, needs, infrastructure, talents, and interests. 2). The implementation of the English corner extracurricular is almost the same as learning in general and is made more relaxed so that it is more comfortable in its implementation. 3). This English corner extracurricular assessment uses a written manual assessment, after which it is recapitulated and entered into the Digital Report Card Application (ARD). 4). This English corner extracurricular evaluation is carried out every six months or at the end of the semester, taking into account the development and implementation that was carried out in the previous semester.*



Kegiatan ekstrakurikuler *English Corner* menjadi salah satu pilihan peserta didik untuk dapat mempelajari Bahasa Inggris dengan lebih menyenangkan. Melalui program ekstrakurikuler *english corner*, Madrasah tersebut memberikan bekal kepada siswanya untuk menghadapi era revolusi industri 4.0. Tujuan penelitian ini untuk menambah wawasan serta mengetahui mekanisme ekstrakurikuler *english corner* melalui pengembangan, pelaksanaan, penilaian, dan evaluasi ekstrakurikuler *english corner* pada era revolusi 4.0 di MI Roudlotul Ulum Banyuwangi. Jenis penelitian ini ialah penelitian kualitatif dengan desain deskriptif. Teknik pengumpulan data menggunakan wawancara, observasi, dan dokumentasi. Analisis data menggunakan konsep Miles dan Huberman. Keabsahan datanya diukur dengan cara triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa 1). Pengembangan ekstrakurikuler *english corner* dalam menghadapi revolusi industri 4.0 ini memperhatikan sumber daya manusia, kebutuhan, sarana prasarana, bakat dan minat. 2). Pelaksanaan ekstrakurikuler *english corner* hampir sama dengan pembelajaran pada umumnya dan dibuat lebih santai agar lebih nyaman dalam penyelenggaraannya. 3). Penilaian ekstrakurikuler *english corner* ini menggunakan penilaian manual yang tertulis, setelah itu direkap dan dimasukkan dalam Aplikasi Raport Digital (ARD). 4). Evaluasi ekstrakurikuler *english corner* ini dilakukan setiap 6 bulan sekali atau pada akhir semester, dengan memperhatikan pengembangan dan pelaksanaan yang telah dilakukan pada semester sebelumnya.

**Keywords:** *Extracurricular; English Corner; Industrial Revolution 4.0*

## **Introduction**

Extracurricular in the world of education help and provide something different and packaged to be more interesting than learning in the classroom. This method is effective for honing the talents and interests of students. Minister of Education and Culture Regulation No. 62 of 2014 concerning Extracurricular Activities in Primary Education and Secondary Education mandates that Extracurricular Activities are curricular activities carried out by students outside of study hours, extracurricular and co-curricular under the guidance and supervision of an educational unit that aims to develop potential, talents, interests, abilities, personality,

cooperation, and independence of students optimally to support the achievement of educational goals.<sup>1</sup>

Extracurricular activities provided by the school to students who are involved in extracurricular activities get higher scores than those who do not participate in extracurricular activities. His research has five key points: academic, character building, skills, student risk, and social.<sup>1</sup> These five things give positive conclusions to extracurricular activities. That is, from the five things that already provide an overview of the benefits that can be obtained through extracurricular activities.<sup>2</sup>

Each school has a variety of extracurricular activities that have been set the school as supporting activities. This is in accordance with Permendikbud No. 62 of 2014 Article 4, which states that the development of extracurricular options is carried out through efforts to identify needs, potentials, and interests. After going through the stages of identifying needs, potentials, and interests, then Madrasah Ibtidaiyah Roudlotul Ulum Banyuwangi agreed to one of the extracurricular options, namely English language development extracurricular or usually called the English club. The English Club is a stepping stone to developing talent and interest in the language field in the era of the industrial revolution 4.0. English is an international language. English is also the language used as a communication tool in the world to prepare and help students compete in the world of education in the era of the industrial revolution 4.0 and 5.0.

As with the extracurricular options available at Madrasah Ibtidaiyah Roudlotul Ulum Banyuwangi, namely the English club extracurricular or known as the English corner, this Madrasah gave the name English Corner extracurricular to have a different feel from other schools/madrasahs. On the

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<sup>1</sup>Peraturan Menteri Pendidikan dan Kebudayaan No. 62 Tahun 2014 tentang Kegiatan Ekstrakurikuler pada Pendidikan Dasar dan Pendidikan Menengah.

<sup>2</sup> Departemen Agama R.I., *Kegiatan Ekstrakurikuler Pendidikan Agama Islam pada Sekolah Umum dan Madrasah; Panduan Untuk Guru dan Siswa*, (Jakarta: Depag R.I., 2004), 10.

other hand, it also means that learning is not only in the classroom but also in the open. This English corner extracurricular program teaches several principles, such as living values education, which doesn't just say "excuse me," "thank you," "sorry," and so on in this English corner extracurricular activity. This school has implemented this English Corner extracurricular for the last two years. The English corner at this madrasa has been active and has won the English speech competition by winning third place.<sup>3</sup>

All students attended this extracurricular at MI Roudlotul Ulum Banyuwangi from grade 1 to grade 6. The uniqueness in this English corner extracurricular provides the same learning material and does not differentiate according to grade level. This English corner extracurricular program at Madrasah Ibtidaiyah Roudlotul Ulum Banyuwangi also gives a different feel by utilizing technological developments even though the infrastructure is not complete and perfect. Given the lack or limitation of infrastructure in schools/madrasas, it is not an obstacle to continue to be creative in order to achieve change in line with the development of the industrial revolution 4.0. This method is not only unique, but also becomes a problem on the other hand, because of the differences in class and the comprehension of various students and the material being taught is demanded to be the same in the existing extracurricular mechanisms.

The mechanism in this English corner extracurricular starts from extracurricular development, which includes the design of the use of learning strategies, implementation and utilization of the media. In the world of education, it is usually called RPP.<sup>4</sup> Next is the implementation. This implementation includes the schedule of the English Corner extracurricular. The third stage is an assessment in order to understand the abilities of students who take English corner extracurricular activities. And

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<sup>3</sup>Astrid Savitri. *Revolusi Industri 4.0*. (Yogyakarta: Genesisl 2019), 39.

<sup>4</sup>Muftiya Zahra. *Problematika Pelaksanaan Ekstrakurikuler Pusdiklatsus Bahasa Inggris "English Club Community" Dalam Meningkatkan Kemampuan Berbahasa Inggris di Madrasah Tsanawiyah Negeri Purwosari Kediri*. (Skripsi: STAIN Kediri, 2015), 37.

the last is evaluation. This evaluation is carried out to find out all the shortcomings in an English corner extracurricular so that it will be better in the future. In this era of the industrial revolution 4.0, this English corner extracurricular mechanism requires an updated development such as using developed technology, implementation, modern assessment, and evaluation in accordance with the existence of this 4.0 industrial revolution. It cannot be denied that the mechanism in this English corner extracurricular changes according to the times and according to needs.<sup>5</sup>

Extracurricular activities are educational activities carried out by students outside the standard curriculum learning hours as an extension of curriculum activities and carried out under school guidance with the aim of developing the personality, talents, interests, and abilities of students who are broader or outside the interests developed by the school. curriculum.

Extracurricular activities have functions, (1) development functions, namely that extracurricular activities function to support the personal development of students through expanding interests, developing potential, and providing opportunities for character building and leadership training, (2) social functions, namely that extracurricular activities function to support the ability and sense of social responsibility of students, (3) recreational functions, namely that extracurricular activities are carried out in a relaxed, joyful, and fun atmosphere so as to support the development process of students, (4) career preparation functions, namely that extracurricular activities function to develop students' career readiness through capacity building.

Based on the above background and seeing the times that continue to develop dynamically, the researchers are interested in researching "The mechanism of the English Corner extracurricular in the era of the industrial revolution 4.0 at Madrasah Ibtidaiyah Roudlotul Ulum Banyuwangi." which

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<sup>5</sup>Abdul Muis Joenaidy. *Konsep dan Strategi Pembelajaran di Era Revolusi Industri 4.0*. (Yogyakarta: Laksana, 2019). 57.

includes the development, implementation, assessment, and evaluation of the English corner extracurricular in the 4.0 revolution era at MI Roudlotul Ulum Banyuwangi.

The context above is based on several previous studies that have discourses about extracurricular activities, although the loci and substance have differences. As research conducted by Titis Intan Sari (2018), this English Club extracurricular activity begins with the preparation of a plan by the teacher in the form of RPP (Learning Implementation Plan). Another study conducted by Dedi Efendi (2019), stated that the English Club is also one of the extracurricular activities that play a very important role in increasing or enriching scientific knowledge in the form of Hard Skills and Soft Skills. Tutik Ningsih's research (2019) states that through extracurricular activities, students can form religious, honest, like to read, responsible, independent characters, appreciate achievement, care about social and hard work so that students will be ready to face the industrial era 4.0.<sup>6</sup>

This research aims to focus on the development, implementation, assessment, and evaluation of the English corner extracurriculars in the era of the industrial revolution 4.0. This research is important as material for further study and evaluation of the implementation of extracurricular activities in developing students' talents and interests in the era of the industrial revolution 4.0. So it is hoped that extracurricular teachers can be more creative and innovative in accordance with the dynamics of the times.

### **Research Method**

This study uses a qualitative type of research with a case study approach to obtain information about "Design of English corner extracurricular activities in the era of the industrial revolution 4.0 at

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<sup>6</sup>Tutik Ningsih. "Peran Pendidikan Islam Dalam Membentuk Karakter Siswa Di Era Revolusi Industri 4.0 Pada Madrasah Tsanawiyah Negeri 1 Banyumas", *Jurnal IAIN Purwokerto*. 2019.

Madrasah Ibtidaiyah Roudlotul Ulum Banyuwangi." The research subjects are the principal, teachers/supervisors of extracurricular English corner, and students who take extracurricular English corner. Data collection techniques through observation, interviews, and documentation. The observations that the researchers used in this study were direct and covert observations, semi-structured interviews and documentation techniques to obtain activity data, photos, field notes during research and data related to the English corner extracurricular mechanism. Data analysis techniques using analysis of Miles, Huberman, Saldana namely Condensation (Data Condensation), Presentation of data (Data Display), and Conclusion (Conclusion). The data obtained will be tested with the validity of the data using triangulation of sources and techniques.

### **Results And Discussion Of Findings**

#### **English Corner Extracurricular Development in the Industrial Revolution Era 4.0.**

The development of extracurricular English Corner develops media and strategies for collaborating with technology which will later be assisted by utilizing existing infrastructure.

The media developed in this English Corner extracurricular uses video. In addition to using video, to develop extracurricular media, the English Corner uses other media according to its era, such as games. The use of games in this English Corner extracurricular is one of MI Roudlotul Ulum's efforts in developing learning. The use of these games is not like the usual thing, but they use and utilize technology such as using cellphones or laptops in playing games. The use of these games is made not only by utilizing existing technology but sometimes also by using simple games. On the other hand, not only videos or games, but at this Ibtidaiyah Madrasah also uses power points in delivering the material. PowerPoint is one way to make it easier for students to understand what they are learning. By making the main points in the material and providing a little more interesting

discussion in each slide. This powerpoint application is very helpful for coaches/teachers from the English Corner extracurricular in the learning process.

This Madrasa Ibtidaiyah Roudlotul Ulum Banyuwangi uses a collaborative strategy, namely collaboration with technology, including; singing strategies carried out in WhatsApp groups. This English corner extracurricular coach/teacher creates WhatsApps groups in addition to giving announcements and being used as a medium to add vocabulary to students who take part in this English corner extracurricular.

Thus, how to develop media and strategies that collaborate with this technology is a way of extracurricular activities in the English corner in the era of the industrial revolution 4.0 even though the facilities still do not meet and strive to be better in the future in managing existing funds for the development of extracurricular English corner.

The development of English corner extracurricular activities in the era of the industrial revolution 4.0 at Madrasah Ibtidaiyah Roudlotul Ulum Banyuwangi was carried out with reference to the needs of the English corner extracurricular, considering media and learning strategies, infrastructure facilities, human resources, talents and interests as well as technological developments for survival. English Corner extracurricular activities.

This is in accordance with what was stated by Kokom Kumalasari and Didin Saripudin in their book entitled "Character Education" which states that development is carried out through several stages, and these stages begin with identifying needs.<sup>7</sup>

In accordance with their needs, the development of the English corner extracurricular must keep up with the times. In this era in the era of the industrial revolution 4.0, the English corner extracurricular requires

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<sup>7</sup>Kokom Kumalasari dan Didin Saripudin, *Pendidikan Karakter*, (Bandung: PT Refika Aditama, 2017), 126.

infrastructure by using technology to develop the media and strategies used. Therefore, the development of this English corner extracurricular includes media and strategies that collaborate with technology using existing infrastructure. Some interesting media developments such as the use of games, power points and videos as well as learning from other media. For example, using a powerpoint with the help of an LCD and projector connected to a laptop so that children can see clearly. Meanwhile, the strategy is to use a singing strategy in collaboration with a WhatsApp group where the teacher/coach will send a voice note after which the children listen and memorize the song and many other strategies.

The development described above is an effort to achieve the goal, namely to make students of Madrasah Ibtidaiyah Roudlotul Ulum Banyuwangi more proficient in English with creativity, innovation and use of existing technology by packaging in different ways following the times.

#### **Implementation of English Corner Extracurricular in the Industrial Revolution Era 4.0**

The implementation of the English corner extracurricular at Madrasah Ibtidaiyah Roudlotul Ulum is held every Friday from 08.00 WIB - to 09.00 WIB. The implementation of the English corner extracurricular activities in the 4.0 industrial revolution era was carried out almost the same as learning in general, namely the introduction of preliminary steps, core activities, and closing, only that extracurricular activities were made more interesting and fun.

It is considered interesting because this extracurricular activity is carried out by utilizing media and strategies developed in accordance with previously designed and prepared materials, while it is considered fun, because this extracurricular activity is oriented in addition to mastering English skills, which includes writing (writing), speaking (speaking), listening (listening) and reading (reading) are also accompanied by a hidden curriculum, namely internalizing moral education in each material.

Moral education which is internalized in the material referred to above, is of course designed in such a way as to be implemented in speaking skills. The use of the words excuse me (excuse me), sorry (sorry), and could you help me (will you help me) are subtle/polite expressions that are practiced in extracurricular activities. In addition to the explanations above, the implementation of English Corner extracurricular activities is not only carried out in the classroom, but also outside the classroom to get a new, more pleasant feel, so that students do not feel bored in the classroom atmosphere.

Based on field results, the implementation of the English corner extracurricular at Madrasah Ibtidaiyah Roudlotul Ulum Banyuwangi is set to be more fun in its implementation. The implementation of this extracurricular includes schedules and lessons that are carried out in the English corner extracurricular at Madrasah Ibtidaiyah Roudlotul Ulum Banyuwangi. Based on the principles set out in Permendikbud Number 81 A regarding the implementation of extracurricular activities, one of them must be fun. Fun means that extracurricular activities are carried out in a pleasant atmosphere for students.<sup>8</sup>

Based on research conducted, the implementation of extracurricular activities in the era of the industrial revolution 4.0 was made fun and different from learning in general. Indeed, the implementation of the English corner extracurricular is almost the same as learning English in the classroom, namely the introduction, core, and closing. It's just the difference if extracurriculars are made more relaxed so that students who take English corner extracurriculars are more comfortable, for example asking in English and singing in strengthening the material. The implementation is made reciprocal between the teacher/coach and his students for learning speaking. For writing, the implementation is done by using exercises prepared by the

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<sup>8</sup>Jasmin Jalil, *Pendidikan Karakter*, (Sukabumi: CV Jejak, 2018), 131.

teacher. Implementation of reading by giving a short story. And for the implementation of listening by watching videos or listening to audio. This cannot be separated from the media and strategies that have been developed. Media. In accordance with the definition of the industrial revolution 4.0 in the book *Industrial Revolution 4.0* by Astrid Savitri that the industrial revolution 4.0 was built on the digital revolution, representing new ways when technology becomes embedded in society and even the human body. So in developing media in the 4.0 era at Madrasah Ibtidaiyah Roudlotul Ulum Banyuwangi, namely paired card media where children are given an image and writing in a PowerPoint, the children are tasked with matching by shifting the image to the right answer. In addition to media development, the coach is also used in the implementation by sending voice notes so that students can memorize vocabulary anywhere and anytime.

In addition, the implementation of the English corner extracurricular also prepares materials according to the needs and abilities of students with good morals. This is done by adding morals to the material that has been prepared. Such as the pronunciation of excuse me, sorry, could you help me, and so on. Implementation by considering morals, this is done so that children are more polite to anyone, even by using English and preparing good morals for students in the era of the industrial revolution 4.0.

#### **English Corner Extracurricular Assessment in the Industrial Revolution Era 4.0.**

The assessment of the English Corner extracurricular activities in the 4.0 industrial revolution era, which was carried out at MI used an application called ARD which stands for "Digital Reporting Application" which is a digital student report card application. This is of course an effort to "disrupt" (doing something differently) to evaluate in a different way, of course as an effort to utilize technology. However, the assessment is also carried out manually, namely the assessment in a conventional way, and a direct evaluation which is done on the exercise sheet that is done.

This assessment is one of the efforts in the MI Roudlotul Ulum school to follow the currents of the 4.0 industrial revolution era. However, to minimize, the teacher/coach also has written notes or scoring in student notebooks is still carried out in order to provide stimulus and reports to parents. The ARD report card is a form of assessment in the era of the industrial revolution 4.0. This ARD report card value is processed which will later be on a scale of A = Very Satisfactory, B = Satisfactory, C = Quite Satisfactory, and K = Unsatisfactory by looking at the existing manual assessments. This is one way to take advantage of technology in the era of the industrial revolution 4.0. So, the school also provides explanations and provides instructions if this number gets what value it gets, and information in the extracurricular activities that are followed can help parents know their child's abilities.

The assessment carried out in this English Corner extracurricular activity can make a major contribution as contribution to the knowledge and ability for students who take part in English Corner extracurricular activities. In addition, this activity can also be used as a reference in the implementation of English Corner extracurricular activities which have a positive impact in an effort to increase the knowledge and experience of students to better understand and be able to compete on the world stage more broadly.

The assessment carried out at MI Roudlotul Ulum is similar to other schools. This assessment is based on technology as determined by the government. In conducting this technology-based assessment, Madrasah Ibtidaiyah Roudlotul Ulum Banyuwangi uses a written assessment as usual to provide written evidence. This English corner extracurricular assessment, initially by using a written assessment owned by the teacher/coach. This assessment is seen from the children's daily life in the English corner extracurricular, in addition to the value obtained in the exercise with a value of 1-100 given by the teacher/coach. After the written assessment is

recapitulated, then an assessment is carried out using technology or commonly referred to as the use of ARD (Digital Report Card Application).

The use of this assessment is based on technology that uses a server that directly connects to the Ministry of Religion. This is in accordance with the circular letter of the Ministry of Religion of the Republic of Indonesia, Number 1594/DJ.I/DT.II.I/KS.00/10/2018 regarding the Use of Madrasah Digital Report Card Applications. With this regulation, schools in their assessment are recommended to use a digital report card application through the website [www.sikurma.kemenag.go.id/ard](http://www.sikurma.kemenag.go.id/ard). This makes it easier for teachers to make assessments.

M. Zaim's view in the English learning evaluation book, describes that this English corner extracurricular assessment does not use numbers 1-100 but uses grades A (very satisfactory), B (satisfactory), C (quite satisfactory) and K (unsatisfactory). And is equipped with a description of the value of each extracurricular according to the achievements of the students.<sup>9</sup> This assessment is purely given by the coach/teacher to students who take extracurricular English corner. This English corner extracurricular assessment has an effect on student achievement. Because by assessing the assessment, students can find out the extent to which students understand English where it can all add to the stimulus received by students.

#### **Evaluation of English Corner Extracurricular in the Industrial Revolution Era 4.0.**

The implementation of the English corner extracurricular evaluation in the era of the industrial revolution 4.0 at Madrasah Ibtidaiyah Roudlotul Ulum Banyuwangi aims to be able to improve in a better direction, both in the aspect of infrastructure and in the aspect of Human Resources. This evaluation is carried out based on Madrasah policies, taking into account the

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<sup>9</sup>M. Zaim, *Evaluasi Pembelajaran Bahasa Inggris*, (Jakarta: Kencana, 2016), 199.

availability of coaches, and no less important also, considering the availability of infrastructure.

Based on the results of this study, the evaluation of the English corner extracurricular activities in the 4.0 industrial revolution era was carried out three times, namely once every three months per 1 semester, this evaluation was carried out by the English corner extracurricular teacher in order to evaluate the ability aspect, while the evaluation was carried out It is held once every 6 months with the head of the madrasa to discuss in general the needs of the madrasa, the availability of its coaches, and the infrastructure that supports the implementation and development of this English corner extracurricular.

Based on field results, evaluation is an important matter. Evaluation is done to measure the achievement of extracurricular goals. The English Corner extracurricular evaluation is carried out at the end of every semester or every 6 months with the principal and every 3 months every 6 months the English Corner extracurricular teacher evaluates himself. The evaluation of the English Corner extracurricular in the 4.0 industrial revolution era was seen from the development and implementation that had been carried out.<sup>10</sup>

One of the evaluations implemented by the English Corner extracurricular at Madrasah Ibtidaiyah Roudlotul Ulum Banyuwangi is an evaluation conducted by the school principal every 6 months or at the end of the semester with the English corner extracurricular coach. This English corner extracurricular evaluation is seen from school policies, the availability of coaches, and the availability of infrastructure. Based on the Regulation of the Minister of Education and Culture Number 62 of 2014 it is stated that the carrying capacity of the development and implementation of extracurricular activities includes:

a. Education unit policy

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<sup>10</sup>Moh. Sahlan. *Evaluasi Pembelajaran : Panduan praktis bagi pendidik dan calon pendidik*, (Jember: STAIN Jember Press, 2013), 46.

The policy for developing and carrying out extracurricular activities at MI Roudlotul Ulum is determined based on an internal madrasah meeting involving the madrasa committee, either directly or indirectly. The committee's policy with the school includes the approval of an English corner extracurricular. This approval is based on the benefits of having an English corner extracurricular, such as an English corner, students who take part in this extracurricular are more fluent in English. This policy was approved by the committee indirectly in the form of an extracurricular work program. Meanwhile, direct policies, such as the support committee, are occasionally present to see the progress of students directly.

b. Coach Availability

The implementation of this extracurricular must be supported by the availability of a coach. The education unit can cooperate with other parties to meet the needs of the coach. The coach's needs include implementation in extracurricular activities such as LCDs, computers with internet access, WIFI, and even English cards (containing adjectives, adverbs, etc.).

c. Availability of educational unit facilities and infrastructure

The implementation of extracurricular activities requires support in the form of the availability of educational unit facilities and infrastructure. Educational unit facilities are all the physical, social and cultural needs needed to realize the educational process in the education unit. In addition, elements of infrastructure such as land, buildings/buildings, sports infrastructure and arts infrastructure, as well as other infrastructure.<sup>11</sup> The facilities at Madrasah Ibtidaiyah Roudlotul Ulum Banyuwangi are such as the ability of adequate children, teachers who are able to guide. While adequate infrastructure in the

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<sup>11</sup>Kokom Kumalasari dan Didin Saripudin, *Pendidikan Karakter*, 127.

implementation of extracurricular English corner is the LCD, computer, and adequate classrooms (not damaged).

According to E. Mulyasa, the facilities and infrastructure indirectly support the educational process, one of which is the media. So, the learning media will be successful if it is supported by the existing facilities and infrastructure in the implementation of the English corner extracurricular to be effective and efficient. Judging from school policy, in the evaluation of this English corner extracurricular, the principal saw the development of this English corner extracurricular, in addition to the evaluation of the school by looking at the needs of the students of Madrasah Ibtidaiyah Roudlotul Ulum in the English corner extracurricular in developing their potential.

When viewed from the availability of the coach, the evaluation carried out by this English corner extracurricular was seen from the shrewdness and professionalism of the coach himself and whether or not the coach was able to stimulate the material to be memorized and studied. While the evaluation of the availability of infrastructure facilities is seen from the presence or absence of infrastructure facilities at Madrasah Ibtidaiyah Roudlotul Ulum and existing infrastructure facilities at MI Roudlotul Ulum still need to be improved for the better because in the era of the industrial revolution 4.0, infrastructure is a parent in media development. and strategies are carried out. Evaluation of infrastructure is needed for carrying capacity in the implementation of English corner extracurriculars in the era of the industrial revolution 4.0.

## **Conclusion**

Based on the discussion above, the research can conclude several things: The development of this English corner extracurricular includes the development of media and strategies that collaborate with technology and use existing infrastructures, such as video media, games, and power points. Meanwhile, the singing strategy collaborates with cellphone technology

which is shared through the WhatsApp application. The implementation of the English corner extracurricular in facing the industrial revolution 4.0 is almost the same as learning in general, namely the introduction, core, and closing. It's just that it is made more fun according to the material prepared and inserts moral learning in each material. This English corner extracurricular assessment uses a written manual assessment after which it is recapitulated and entered in a digital report card, namely ARD (Digital Report Card Application). This English corner extracurricular evaluation is carried out every 3 months per 1 semester, the evaluation is carried out by the teacher/coach himself. Meanwhile, every 6 months or at the end of the semester with the principal in terms of school policies, the availability of coaches and the availability of infrastructure.

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