
ENGLISH LEARNING PROGRAM FOR CHILDREN IN ORPHANAGE, MUARA ANGKE, NORTH JAKARTA

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Abstract

To provide quality and equitable education (SDG4), starting from one small area in Jakarta, a community service English Program was held by the Sunda Kelapa Sector Police, North Jakarta and UPH lecturers to teach English to elementary school children at the Orphanage in Muara Angke, Tanjung Priok, North Jakarta. This program was assisted by tutors from students of the Faculty of Education, Pelita Harapan University, while the lecturers supervise the planning and teaching process. This activity aims to train children's communication skills using English. As an international language, English is chosen to be taught to children. Holistic and collaborative technological innovation is used to understand the social and cultural context. Storytelling, conversation, coloring, naming, pronunciation, roleplay, and gamification are used in the learning method. The results of the service show reading and writing skills, increased learning motivation, introduction to material that still needs to be improved, training tutors' teaching skills in guiding and knowing the material properly, and teaching equipment that needs to be improved. In addition, from the learning experience they had, they could learn and play at the same time, feel more confident, and be more active as they increase their sense of competition to achieve the learning goals.

Key words: Collaboration, English Learning, Orphanage

INTRODUCTION

Two institutions—the University and the Police of the Republic of Indonesia, in this context the Teachers College (TC), Pelita Harapan University (UPH) and the Sunda Kelapa Sector Police, Tanjung Priok Port Resort Police, North Jakarta, have shared the mutual objectives- serving the community. With their own capacities and strengths, the TC UPH team teaches the children, while the Sunda Kelapa Police Sector coordinates the community and provides a comfortable

environment to study. This English teaching program had previously conducted before, from September to November 2022 with participants consisting of Kindergarten-Elementary students grades 1-6 with an average number of 20-25 people. This learning is supported by student tutors and a team of lecturers who guide and provide direction for planning, implementing activities, and assessments.



Pict 1. Learning English Program at one Islamic Boarding School, Muara Angke

Experienced a positive impact, the Chief of Sunda Kelapa Police Sector asked to continue this program but move to an orphanage in that area. This orphanage is a home for those who need it. It was built by a young entrepreneur and has received support from stakeholders and donors, can accommodate 25 to 30 orphans. Not only that, it also has schoolroom facilities that can accommodate 100 to 150 students. Apart from that, there were also lots of small support and good responses from the orphanage owners, managers, and even the children in the orphanage.



Pict 2. Learning English Program at one Orphanage, Muara Angke

English was chosen in this program because it is an international language, most people in the world use this academically and non-academically, including children. Putranti (2019) emphasizes the importance of introducing English to children because they are the nation's future assets and will become tomorrow leaders. To equip children with

the necessary skills, it is recommended to start teaching them English pronunciation, vocabulary, and grammar. Hameed (2022), states that mastering English requires mastering four important English skills; namely reading, writing, speaking, and listening (reading, writing, speaking, and listening). Those skills are very important and key to mastering English as a language.

When studying a language, it is important to understand the social and cultural context behind words and expressions (Richards & Rodgers, 2014). By understanding the cultural background, social conventions and norms that exist in an English-speaking society, one can avoid misunderstandings and use the language more precisely and appropriately. Learning English with a cultural approach will make students or participants aware that language is not just a collection of words and grammar. Language also reflects the culture and values of a community. By studying English through a cultural approach, one can better understand the cultural aspects, traditions and ways of thinking contained in that language. This helps broaden one's horizons and understanding of English-speaking peoples, enabling one to interact with them more effectively and respect cultural differences. The cultural approach also helps learning it more fun and interesting, because it involves exploring the art, music, literature, and popular culture associated with English.

The language learning process carried out through this program was carried out holistically and collaboratively (Nuroh, 2016). The children can learn language in a more comprehensive, contextual, and practical manner and create good relationships with peers, teachers, and the surrounding community. In a collaborative learning environment, children are encouraged to cooperate with their peers. They were invited to interact and communicate in the target language, so they can improve their communication skills effectively. Through group activities, such as role-plays, discussions, and joint projects, children will learn to communicate fluently, understand other people's perspectives, and appreciate cultural diversity.

Instructors in this program play an important role as facilitators and mentors. They created a supportive environment, provide relevant

materials, and provide constructive feedback to children. In addition, teachers will also encourage children's active participation in learning and provide opportunities to practice language in real situations.

Through this learning, students are able to experience improvements in their English skills to produce the best practices in society and even globally through inclusive learning.



Pict 3. Teaching and learning process by the tutors.

Through this program, every child can have the same right to access learning in order to fulfill their educational needs without being hindered by economic, political, social and cultural inequality (minimizing marginalization short) (Wisni, 2022). By using several technological innovations in language education with approaches that also focus on the accompaniment effects that arise, especially on character values that can be instilled during learning activities, for example cooperation, independence, self-control, and critical thinking skills.

This project has been conducted since August 2022 in one of the many Islamic boarding schools in Muara Angke and proceeded to one of Orphanage and through the care from the police (PTIK) and education (UPH) institutions this project is very impactful to the society within Muara Angke especially the children in that orphanage so that it catches the attention of media from [detiknews. \(https://news.detik.com/berita/d6679621/kisah-kompul-riza-bikin-program-bahasa-inggris-gratis-untuk-anak-muara-angke\)](https://news.detik.com/berita/d6679621/kisah-kompul-riza-bikin-program-bahasa-inggris-gratis-untuk-anak-muara-angke)

Kisah Kompul Riza Bikin Program Bahasa Inggris Gratis untuk Anak Muara Angke

Ligei Sari Rafayya - detikNews
Seneca, 18 Apr 2023 13:18 WIB



Kompul Riza bersama anak-anak yang sedang belajar bahasa Inggris di Muara Angke (Foto: dok. Ismewa/Foto dibagikan oleh: rinasumber)

Pict 4. Article about PKM Muara Angke project in Detikcom media

METHODS

As we work together with partners, we divide our tasks and responsibilities. Here is what the university side does:

1. Analyzing the needs.
2. Organizing the materials for the activities according to the analysis held earlier.
3. Planning activity executions.
 - a. Briefing students that will be group facilitators.
 - b. Teach the materials for about 1-2 hours.
 - c. Guiding the students that will be tutors.
 - d. Evaluate every participant in each tutorial.
 - e. Giving appreciation to the best participant.
4. Evaluating the program.

On the other side, the process that the police department has worked on:

1. Coordinating with the boarding school and the foundation for reaching mutual purposes and seeking support from the

- community so that participants can attend every meeting.
2. Together with the university team, discussing activity topics that are relevant to community situations and conditions and monitoring every ongoing activity.
3. Evaluating the results of the program together with the university team, also giving feedback for better implementation in the future.

This English learning program was conducted every Saturday for 5 months, February-July 2023 at the Orphanage. Participants of this tutorial consist of 20-50 students that live in Tanjung Priok, and 10 students of English Language Education and Primary School Education ranging from second to sixth semester work as tutors. On the other side, the lecturers guide and provide direction for planning, implementing activities, and assessments.



Pict 5. One of the lecturers leads and supervises the learning session

To measure their learning performance, we provided certain activities such as singing in English, coloring, describing animals, having conversations, and even presenting in English. They were also asked to give evaluations of teaching and learning activities by providing online evaluation sheets to them. In addition, Tutors evaluated the program through reflection that was written every time they finished teaching.

RESULTS AND DISCUSSION

In this part, we will show the result of testimony from tutors, the Orphanage principal, and the Chief of the Police Sector, and the students learning performance.

Tutors' evaluation: It has run well because the tutor has provided material according to the ability of the students. Children show enthusiasm during learning. The program is effective because the tools and teaching materials have been prepared properly. They also have many ways to make learning more interesting through media, technology, and games. They are also able to connect previous learning with current learning. Some children also have the confidence to overcome their shortcomings. Tutee colors and guesses the mucin name correctly. Children were willing to listen to the instructions, so they understood and the learning went well.

For the improvement, it mentions that tutors need to make materials that are even more advanced and more creative; prepare games so that the tutee did not get bored; learn class management again, encourage tutees not to make too much noise, need more complete facilities, concerned on time management; learn again to motivate the tutee not to be shy; prepare themselves more thoroughly.

In the discussion with the Orphanage Principal, he said that he was very grateful for this program, the students were comfortable with the tutors' approaches, and during the Lebaran holiday, he told us that the children were asking when we would start again.

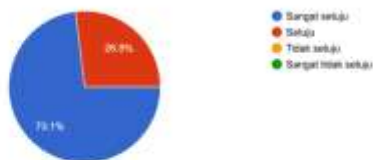
A semi-structured interview (Kamlasi, 2019; (Rohayati, Febriana, & Rachmawati, 2021)with the Chief, we have this result:

- *Basically, English must be practiced so that the progress of the learning the students gain can actually be seen. Learning English can make these students more confident and able to perform.*

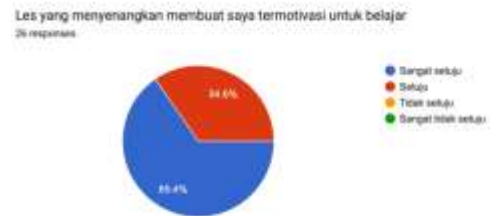
- *The community responds to it really well. I trust the tutors because they have easy-to-understand learning methods, easy-to-understand presentation, and professionalism in teaching.*
- *My feedback is that tutors can engage the students to practice and perform what they learned. Also, the plan to visit UPH hasn't been fulfilled to this day, hope it will happen in the future.*
- *My impression with the tutors is that they are very good and are responded to kindly by the students. They can engage the students to learn.*
- *My message to the tutors is that tutors, keep expanding your learning methods because students of different regions need different methods and approaches. For the students, maybe adjust the time for when they don't have school. With the huge enthusiasm for learning, I hope this tutorial can also be held in other places.*

A questionnaire was also given to the students to see the gamification effect:

Variasi dari persiapan (sebelum kegiatan pembelajaran), hadiah, dan kompetisi sangat membantu meningkatkan perhatian saya dalam belajar
26 responses



Kualitas materi belajar membantu saya untuk meningkatkan fokus saya dalam belajar
26 responses



Pict 6. Survey Diagrams

We only show 3 questions from the total questions, and we can see that the content and teaching method have motivated the students to learn.

This English Tutorial on the kindergarten level has lower than usual participants. Usually there are more than five students, but this time there are only two students came. During the learning session, these two students showed differences in their reading and writing abilities. The first student, who's already studied English before is faster in completing assignments compared to the second student who have never studied English in kindergarten. The tutors gave certain attention to the second student by teaching the how to write alphabets and by repeating words in English like "rambut hitam" or black hair. Even though teaching students from class 1-3 was pretty difficult because of the huge amount, they have very high motivation to learn. They often ask about how to describe people and stay focused even though there are disturbances during the learning. For tutees of class 4-6, many have known about "past experience" material and can answer questions, meanwhile some others are still confused. Tutors gave repeated explanations to those who have difficulties and also face difficulties in teaching the usage of grammar in "past experience" sentences. For junior high, at the beginning the students seem bored and unresponsive, but the tutors reviewed previous topics to get closer to them. Students seem less enthusiastic if there are no learning source and the vocabulary that they know are still limited. Tutors needed to often ask questions to them so that there are interactions, and they seem to be more enthusiastic when given feedback and when there is a quiz with rewards. the mentioning of names and appreciation are very important for the students, and the tutors also needed to be fluent and pronunciation

so that the students know the correct pronunciation of certain vocabulary. Teaching aids were enough, only missing markers and erasers. The teaching activities were done according to the timeline, and class division was well, but needs more adjusting to the situation. In senior high classes, students are more coordinated, focused, and in a more conducive place.

CONCLUSION

This English learning program has run successfully to the testimonies of the tutors, the Orphanage principal, and the Chief of the Police Sector the learning experience. However, it still has room for improvement such as improving the teaching methods and authentic applications such as conversation. This program is hoped to be sustainable with the help of stakeholders.

THANK YOU NOTE

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