

English Language Learning Program for Elementary School Students to Transform Mosques into Language Learning Centers

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ABSTRACT

Prospering the Mosque is one manifestation of the obliged implementation every Indonesian citizen who believes in God and has Pancasila values. This action would not be separated from language as a means of communication to realize it. English is the language used to communicate in the international area, both verbally and in writing. Its role in mastering the language is very important to increase knowledge or deepen certain studies. Considering the importance of this in community service activities, an English Learning program had been implemented to establish the Mosque as a center for language learning. This program certainly attracted more residents who visited the Mosque. Indirectly, if the Mosque could be a center for language learning, worship activities in it would also increase. The formulation of the problem raised in this community service program was: How was the English Learning Program implemented in the Mosque as an effort to make the mosque a center for language learning? The method used was a survey of community interest, then the preparation of an English program according to needs, the implementation of enjoyable teaching, and Outing Class to reduce boredom in learning. The instrument in this activity was a needs assessment presented in the form of a Google form and Activity Data in the form of learning videos. This community service program was being implemented at the Al-Hanafi Mosque, located at Jl. Panduk no. 58, Surabaya, in a residential area. The result showed This Community Service Program could reduce device use for children during their free time. the children participating in this program, after learning activities, they were already tired and needed adequate rest by the time they got home because they had to go to school early the next day. It could be concluded that the social service program was able to provide better positive values for the children of the nation's generation starting from the community who live around it

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BACKGROUND OF STUDY

Panduk is an area located in Tenggilis District, Panjang Jiwo Village, Surabaya City. Panduk itself is a street which is specifically located in the RW.04 area. Panduk residents can be categorized as residents who actively participate in community programs such as the celebration of Indonesian Independence Day, Maulud Nabi (prophet Mohammad celebration birth), Yasin Tahlil (gathering to read the holy qur'an), etc. The area is very densely populated consisting of RT.1 (small community of society) to RT.5 in the RW.4 (bigger community) area. Each RT accommodates around 100 heads of families plus seasonal residents who work in surrounding industries such as Jacob, Tanggo, Sampoerna, etc (the name of companies). Outside of school hours, children in this area, especially those in elementary school, spend time with their friends playing online games on their respective devices. Of course, this activity was carried out for a long duration and did not rule out the possibility of causing addiction to playing. One solution to eliminate this habit was by offering interactive learning programs located in the mosque. According to Chaer (2015), mastering Foreign Language could be easily acquired by the children in the informal situation. The children in fact of area created this situation by using gadget. Excessive use of gadgets among elementary school students was a continuation of the Covid-19 pandemic, which severely limited children's interaction. Traxler, J. Matthew in 2012 mentioned that one of the most essential factors to be given for children is interaction in society. The lack of interaction with peers and adults has led to the concept that there are more interesting things than interacting with gadgets. Gadgets are communication tools with enhanced features, one of which is the provision of all forms of online games. Children lose eye contact when interacting with friends or others. This eye contact is the

entry point for the learning process. Once lost, restoring this habit takes a long time because interests have shifted from interaction to devices filled with pleasure and pleasurable needs such as playing games and social media. Screens become children's priority over everything else. There is no life without screens. Without a breaker or other more beneficial programs, children's attitudes will indirectly change, making it difficult to accept the rules of their surroundings, becoming unruly, rebellious, and lacking in respect for others. Based on the background above, It was formulated the research question; How could Community Service Activity programs reduce existing problems in society? It aimed to describe the Community Service program provided to reduce problems that occur in society.

REVIEW OF RELATED LITERATURES

An outing class is a teaching and learning activity conducted outside of a conventional classroom, such as a museum, the outdoors, or a company, to provide students with direct and contextual experiences, so that classroom theory becomes more real and applicable. Meniode (2016) mentioned that language acquisition for children is really flexible to have. One of the way is conducting the learning out of the class. The main benefits are broadening horizons, improving social skills & independence, fostering curiosity and empathy, and making learning more enjoyable and relevant to the real world. An outing class is an innovative learning strategy where teachers take students to learn in a real environment (outside of school) to experience the material being taught firsthand, not just theory. It can be a visit to a museum, zoo, company, park, or historical location, with the aim of applying practical knowledge and expanding the learning experience. There are many benefits in implementing the outing class. Benefits of Class Outings:

- a) Broadens Insights & Understanding: Students directly observe the objects or phenomena being studied, fostering deeper understanding.
- b) Improves Social Skills & Collaboration: Interactions outside the formal classroom strengthen relationships and teamwork.
- c) Develops Character: Cultivates independence, self-confidence, adaptability, and fosters empathy and tolerance through interactions with diverse groups.
- d) Enlivens Learning: Addresses classroom boredom and makes the material more engaging and less monotonous.
- e) Fosters Interests & Talents: Students can explore new things that spark curiosity and discover their potential.
- f) Increases Environmental Awareness: Outdoor experiences increase awareness of the importance of environmental protection.

There are two types of texts which could give more understanding to the students about the objects they have seen in reality. They are descriptive and report texts. Cipta Green, M., & Piel, J (2016) justified to give the materials which could be compared among the texts. Descriptive text is a type of writing that aims to describe an object, place, or event in such detail that the reader can see, hear, or feel what is being described directly, using the five senses and sensory details to create a vivid mental image. Its primary benefits are to educate, persuade, and explain added value, such as aiding understanding of the object, convincing consumers (marketing), or highlighting the uniqueness of a product/service.

Descriptive text focuses on explaining the physical (size, color, shape, texture) and non-physical (atmosphere, emotions, impressions) characteristics of an object in depth with the aim of enabling the reader to imagine or experience the object being described, as if they were there or seeing it directly. It uses language rich in detail to engage the senses of sight, hearing, smell, touch, and taste. The benefits of descriptive text include the following:

- a) Providing a clear picture: Helping readers understand the object comprehensively without seeing it directly.
- b) Persuading and Convincing: In marketing, benefit descriptions help influence consumer decisions by highlighting its advantages.
- c) Educating and Explaining: Providing in-depth information about the function and use of an object, for example in a scientific report.
- d) Engaging the Reader: Making the reader feel or enjoy something the writer is discussing, such as an activity or emotion.
- e) Conveying Added Value: Revealing the benefits or uniqueness of a product that may not be apparent from its physical features alone.
- f) Cultivating Sensitivity: Writing descriptions trains the writer to see the details of an object in concrete terms.

On the other hand, report text is different with the descriptive one. It gives the common information for all specific objects without referring to one described object. A report text is a type of scientific text that presents factual and objective information about an object, phenomenon, or event in general based on research, observation, or study. Its primary benefits are to provide a clear understanding and scientific basis for the world, support decision-making, and hone scientific report writing skills. Report texts describe the general characteristics of something (living things, objects, natural phenomena) as they are, based on data and facts from observations. The purpose of this text is to convey information objectively and systematically, rather than providing personal opinions. The distinctive characteristics of this text are its use of formal, scientific language, the simple present tense, and its focus on facts and data. The structure generally consists of a general classification and a detailed description. The benefits of a report text include:

- a) Conveying Factual Information: Providing an accurate and reliable report on a topic.

- b) Increasing Knowledge: Helping readers understand various aspects of the world scientifically.
- c) Basis for Decision-Making: Information from the report can be used to make informed decisions.
- d) Sharpening Skills: Training researchers or students to communicate observation results effectively.
- e) Compiling Scientific Documents: Serving as the basis for observation reports, scientific articles, or textbook

RESEARCH METHODOLOGY

The method in this community service program was carried out in several stages. The first stage was a survey of community needs for an English mentoring program for children at the elementary school level. By conducting the survey, it could give more real phenomenon to the facts obtained by society (Dardjowidjojo; 2018) The next stage was the preparation of materials/mentoring programs, including the day, room, and time. Companion teachers, both from the Abdimas team itself and volunteers, need to be recruited and involved in this mentoring. The next stage was the program registration process to obtain data on students who would be involved, starting from scheduling and also class classification based on the level of difficulty of the material. The final stage was a program evaluation, which was the basis for program improvements, both in the planning, implementation, and re-evaluation stages, to realize the mosque as a center for language learning. The roadmap for the English learning program activities could be described in the following result.

RESULT OF STUDY

The use of gadgets, which are electronic devices for communication, work assistance, or entertainment with engaging app features, could have both positive and negative impacts. However, excessive use of these devices often exceeded the limits, potentially negatively impacting children.

The negative impacts of gadget use on children was outweigh than the positive one. Parents should be aware of poor behavior, including the loss of eye contact during social interactions, so they could better monitor their children's device use. Children used devices in the form of cell phones, tablets, laptops, televisions, and others, often equipped with more attractive features and internet access. With this in mind, the community service team at the Surabaya State Polytechnic of Shipping had implemented an English language learning program to fill the free time of children, especially elementary school students. This program included English lessons once a week.

This community service program was began by providing information to residents about the community service program related to English language learning for elementary school children through poster creation and a Google registration form. The Head of the Community Service Team opened communication with the mosque administrators to discuss this community service program with all mosque administrators, the RT (small community of society) head, and administrators within the scope of the Rukun Warga (big community of society) 4 area on Jl. Panduk, Panjang Jiwo Village, Tenggilis District, Surabaya City. From the results of the discussion, a study room was provided to fill free time by studying English with the aim of making the Mosque a center for language learning. In the afternoon, the Mosque was used for studying the Quran and in the evening, it was continued with English learning. This Community Service Program was scheduled once a week for a reason. Children attending both public and private schools having additional activities there. School hours ran from morning to afternoon, but in the evenings, they still had additional activities, although they were not mandatory, especially for children attending private schools or Islamic elementary schools. School ran from morning to afternoon, followed by evening Quran recitation. The evenings were used for back-to-school tutoring, especially for children attending Islamic elementary schools from Monday to Thursday. The Community Service team believed there's no better time than Friday to conduct this program to reduce device use during free time.

This Community Service Program had proven the changing situation to reduce device use for children during their free time. According to the children participating in this program, after learning activities, they had already been tired and so they needed adequate rest by the time they got home because they had to go to school early the next day. Naturally, the usage of the device was really reduced by the given learning system.

CONCLUSION

The conclusion obtained from this Community Service Team Activity was that the Implemented English learning program for children in the Panduk environment had a positive impact. Reducing the use of cellphones by filling children's free time outside of school occurred because there was English learning in the form of classical and Outing Classes. The program was an initiative of activities that could realize the Mosque as a center for language learning that was able to provide better positive values and habits for the children of the nation's generation starting from the community who live around it.

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