
PROMOTING INCLUSIVE ENGLISH LANGUAGE LEARNING AT TAUFIQUL MUBAROK ORPHANAGE IN MUARA ANGKE, NORTH JAKARTA

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Abstract

Taufiqul Mubarak (TM), an orphanage in North Jakarta, is home to numerous orphans who attend school ranging from kindergarten to senior high school. These children, who are the primary residents of the TM orphanage, face significant educational challenges, particularly in English due to limited access to quality education caused by the high poverty levels in the area. Responding that situation, the Faculty of Education at Universitas Pelita Harapan (FIP) and the Sunda Kelapa Sectoral Police (Polsek) initiated an English Learning Program to foster inclusive language education. The program aimed to provide these children with opportunities for educational advancement and ultimately, a better quality of life than their parents. The English Learning Program taught by lecturers and pre-service teachers of FIP UPH, conducted from March to June 2024, adopted a holistic approach to support the comprehensive development of the orphanage residents. The program's methodology encompassed problem identification, preparation, implementation utilizing various teaching methods, appreciation, and evaluation. A competition was held at the program's conclusion to assess the participants' progress. The results demonstrated significant improvements in the children's English skills, highlighting the program's success.

Keywords: Collaboration, Children, Inclusive English Language Program

INTRODUCTION

Education is an inevitable aspect of life. Everyone will take part in education consciously or unconsciously from their childhood. The fact that

education improves the ability of human intelligence cannot be denied. Education is a cornerstone of opportunity, fostering independence, and propelling individuals towards a brighter future. However, access to quality educational resources is

limited for community residents who reside in orphanages.

The community residents in Muara Angke North Jakarta, especially they who live in the orphanage are quite left behind in education. However, they have the ability and a high desire to learn. They just need support to help them learn. One common objective of the University and the Police of the Republic of Indonesia, or in this case, Teachers College (TC) of Pelita Harapan University (UPH), and the Sunda Kelapa Sector Police, Tanjung Priok Port Resort Police, Greater Jakarta Metropolitan Regional Police, has been to serve the community. Such objective has led these two institutions to work together supporting the Muara Angke community's need for education, with their own capabilities. The Sunda Kelapa Police Sector manages community relations and provides a favorable learning environment while the children are taught by the TC UPH team, with each member contributing his/her talents and abilities. The last iteration of this English teaching program ran from September to November 2022, with an average of 20–25 participants who were Kindergarten–Elementary children in grades 1–6. A group of lecturers and pre-service teachers then continued to plan and execute the next English language program.

Student tutors assist this English learning program by offering direction and guidance for organizing, carrying out, and completing assignments. The positive impact of this previous English program made the Chief of the Sunda Kelapa Police Sector request that this program be continued but relocated to an orphanage in the area. For those who require one, this orphanage serves as a home. The orphanage can house 25 to 30 orphans and was constructed by a young entrepreneur with assistance from funders and stakeholders. In addition, it features classrooms that can hold between 100 and 150 children. There were

also several sources of support and positive reactions from the administrators, owners, and even the kids living in the orphanage.

Therefore, this program will support the community residents to learn English. English was chosen because it is not only the most spoken language but also the most important language worldwide, including for community residents, academically and non-academically. In an era of rapid development where competitiveness is crucial, it is important to teach English to young age students. As it was studied in China it is better to teach English language earlier to community residents. The implications for English education in primary schools are significant, 'the earlier the better' in English education (Qi, 2016). To equip the child with the necessary skills, it is advisable to start teaching them English pronunciation, vocabulary, and grammar. This will enable them to communicate effectively in English, which is one of the languages used for international communication. Therefore, the teacher of the English language must emphasize the concepts of four basic language skills: Listening, Speaking, Reading, and Writing which are called "macro-skills" (Aydogan, Hakan; Akbarov, Azamat A., 2014). Those skills are very important, and they are the key to mastering English as a language.

The language learning process that will be carried out through this program is holistically and collaboratively so that community residents can learn language more comprehensively, contextually, and practically, to bring out good relationships with peers, students, and the surrounding community effectively (Nuroh, 2016). In a collaborative learning environment, community residents are encouraged to work closely with their peers. They will be invited to interact and communicate in the target language, to improve their communication skills effectively. Through group activities, such as role plays, discussions, and joint projects, community residents will learn to communicate

fluently, understand other people's perspectives, and appreciate cultural diversity.

Through this learning, the community residents can experience improvements in their English skills to produce best practices in society and even globally through inclusive learning. In this program, every child can have the same right to access learning to meet their educational needs without being hindered by economic, political, social, and cultural. Several innovations in language education technologies with approaches that also focus on the impact of accompaniment that arises, especially on character values that can be instilled during learning activities such as cooperation, independence, self-control, and critical thinking skills that can later be applied in the community are used in this program.

Students in this program play an important role as facilitators and tutors. They will create a supportive environment, provide relevant materials, and provide constructive feedback to community residents. In addition, students will also encourage community residents's active participation in learning and provide opportunities to practice language in real situations.

METHODS

To achieve the goals of this program, the following methods are used:

1. Problem identification

Muara Angke is one of the areas with a high level of poverty and this condition leads to limited access to quality educational resources. There is a noticeable number of residents who cannot have a better education because of poverty. It is caused by the stress and instability associated with poverty that can affect students' cognitive and emotional development, hindering their ability to concentrate, learn effectively, and achieve their full

potential. Addressing how poverty affects students' educational progress requires comprehensive actions that include providing specific educational assistance and ensuring fair distribution of resources. These measures aim to create a supportive environment for learning and overall growth.

2. Preparation

Teachers College-UPH with Sunda Kelapa Police Sector of Tanjung Priok Port Resort Police, in Greater Jakarta Metropolitan Regional Police, collaborate to give a solution in the form of an English learning course. It can be accessed freely by anyone interested in developing their language acquisition. The parties involved in this program are students from Teachers College, lecturers as faculty members, LPPM and Student Council as the administrators, the police officer and the caretaker of the orphanage as a community organization, and the orphans as the community residents.

The students were assigned to become tutors for the learning activity where they prepared the materials and taught the residents under faculty supervision. LPPM provided funding and the Student Council took care of the administration related to this program. The police officer and the caretaker of the orphans offer a conducive learning environment. The community residents were the focus of this program, in which the aim was to improve their education quality to overcome the issues mentioned.

3. Implementation

Through a variety of learning methods and media, the community residents are provided with conducive environments to improve their English skills.

1. Gamification

Gamification in education refers to the application of elements of game design and game principles to increase students' motivation and engagement in class activity (Vrcelj, Ana; Hoic-

Bozic, Natasa; Dlab, Martina Holenko, 2022). Students used this method traditionally because of the lagging condition of community residents in Muara Angke. The gamification method helps students to engage all the community residents to have a meaningful learning experience.

2. Authentic Learning

The Authentic Learning method is used to simulate real-life problems and create the opportunity for the community residents to solve a problem by combining different ways of working and thinking through problem-solving activities, simulations, projects, etc. (Kasimatis, Katerina; Papageorgiou, Theodora, 2020). The program provides an activity for the community residents to speak with native speakers and do a simulation of speaking with natives in a role-play. The residents are given their roles and play them in front of other residents in a situation that is suited to their daily lives. The residents were also asked to make a thank you letter to be sent to the people they consider close to them.

3. Mobile-Assisted Language Learning

Mobile learning is an evolution of e-learning that provides an opportunity for community residents to use mobile technologies in their learning process (Conde, M. A; Munoz, C; Garcia, F. J, 2008). With the background of the residents who are lagging in technology, students use PPT and YouTube to introduce technological advances to the residents as teaching aids.

4. Appreciation and evaluation

At the end of the program, an appreciation and evaluation were held. An evaluation of the program was done by a competition among residents based on their school grades. This was to evaluate the development of the residents in a more attractive way that included all of them through a competition. Appreciation was given to appreciate their achievements during the program and

encourage them to learn more. The community residents in each grade were evaluated in the competition. Evaluation was also given to the students to evaluate the program.



Figure 1. An appreciation for winners.

RESULT AND DISCUSSION

1. Implementation of the Program

The English Learning Program has been done since August 2023. As a continuation, in 2024 the program was done in 4 months from March until June. The program was implemented every week. There were around 45-50 community residents from kindergarten to senior high school level who joined this program. In implementing the program, there are 14 students from UPH Teachers College who became tutors to teach, 5 lecturers as members of the faculty who provided the material, 3 community organizations member from Sunda Kelapa Police Sector of Tanjung Priok Port Resort Police who provided a conducive learning environment, and LPPM and ELT Students Council that helped the administration.



Figure 2. All parties in the English Learning Program

2. Evaluation of Program Outcomes

To evaluate the impact of this program on the students' development of English skills, the team made a competition for each level.

a. Kindergarten – First Grade

The community residents in kindergarten to first grade joined a puzzle competition. Kindergarten – first-grade residents there found it difficult to remember colors and shapes, think quickly, and use pen or pencil properly. A puzzle competition was chosen to evaluate the residents' cognitive development from thinking ability, hand-eye coordination, memorization, and motor skills. A puzzle game is a game that arranges images into a single unit that has shape, color, and size (Nazilah, Mahdatu Bayatina; Rahmah, Mitfah Fadhilah; Aliza, Nur; Salianty, Syariah, 2022). From the puzzle, the students teach basic things that the community residents have learned such as colors, shapes, and animals.

The puzzle used was a puzzle of animal pictures. Each resident was given one puzzle board that is already mixed with no time limitations. The winners were chosen from those who finished the fastest and could correctly name the animals in the puzzle. From the results, almost all the residents could complete the puzzle in less than 5 minutes and all of them could name the

animal correctly. It showed the development of the resident's cognitive and motoric.



Figure 3. Puzzles used for the competition

b. Second – Sixth Grade

The community residents in third grade to sixth grade joined a spelling bee competition. The spelling bee competition was chosen because the community residents in third grade to sixth grade were learning vocabulary and how to spell it. It is also to develop the residents' understanding of the words because words not only be learned by memorizing but should be understood (Rohmawati, 2015).

The residents were called one by one and tried to spell the words from pictures that were given by the students in a PPT. At the end of the competition, all the community residents could spell the words from all the pictures that were given by the students. To choose the winners, the residents were given new words and try to spell the words in front of the other residents. It was proven that residents not only develop their vocabularies but also understand the meaning of the words. The spelling bee competition also had advantages for other community residents because when the competition was held in front of them, they also tried to guess the spelling. It added more new vocabulary, meaning, and pronunciation to their vocabulary bank.

c. Junior High School Students

In 4 months of learning English, the community residents in Junior High School learned the four basics of English: listening, speaking, reading, and writing. In learning, the students taught the lessons with an authentic learning approach in which the material was relevant to the community residents' lives. Therefore, to evaluate the development of the community residents, the team made a writing thank you letter competition. Writing a thank you letter was chosen with the aim not only to develop the writing skills of the community residents but also to use the skills that they have in their daily lives.

So, the community residents were asked to write a thank you letter to their beloved. As a result, all the junior high school residents can create a thank you letter according to the template of a letter and use various vocabulary to express their gratitude at the time given. From this, the community residents could grow not only in their cognitive aspects but also in psychomotor and affective aspects.



Figure 4. The competition of thank you letter.

d. Senior High School

The community residents in Senior High School were learning the four basics of English: listening, speaking, reading, and writing during the four months following the English learning program. In learning, the students asked the community residents

to speak more because speaking is important for teaching and learning languages (Sari, Elisabeth R.; Hamzah, Intan;, 2023).

Therefore, to evaluate the development of the community residents, especially in speaking, the team made a role-play competition. Through role-play, the community residents get a chance to demonstrate proper language functions in the roles and situations they are assigned (Neupane, 2019).

The community residents in Senior High School were learning the four basics of English: listening, speaking, reading, and writing during the four months following the English learning program. In learning, the students asked the community residents to speak more because speaking is important for teaching and learning languages (Sari, Elisabeth R.; Hamzah, Intan;, 2023). Therefore, to evaluate the development of the community residents, especially in speaking, the team made a role-play competition. Through role-play, the community residents get a chance to demonstrate proper language functions in the roles and situations they are assigned (Neupane, 2019).



Figure 5. The role play competition was held in front of other community residents.

OUTPUTS

Short-term outputs are as follows:

1. Improved English proficiency based on empirical evidence.

2. Enhanced self-confidence: These underprivileged have better self-esteem and confidence.
3. Various competitions were held to evaluate children's English proficiency.

Long-term outputs on social and economic empowerment:

1. This program can help the children grow personally. As members of the community, they will set a higher standard of living and academic achievements.
2. Breaking the cycle of poverty: This program can inspire the children to have valuable skills which in the end help them break the cycle of poverty.

CONCLUSION

The Taufiqul Mubarak Orphanage's English Learning Program effectively addressed educational gaps experienced by the underprivileged children. The program has emphasized on the development of children English language proficiency as well as on building the joy of learning.

The collaborative efforts of the Students College-UPH and the Sunda Kelapa Police Station were instrumental in helping participants make improvements. The collaboration opens significant educational opportunities spanning from kindergarten to senior high school. These are all possible to achieve due to the length of the program: It lasted for four months from March to June 2024. Thus, it is quite sufficient for students to contribute through consistent participation and language development advancement.

Furthermore, the program's use of collaborative and holistic learning strategies, like gamification and real-world learning techniques. These helped to create a stimulating and productive learning environment. As a result, participants have huge opportunities to develop their cognitive,

psychomotor, and affective abilities during the program.

UPH, Sunda Kelapa Police Sector, and other stakeholders created a supportive learning environment, ensuring that educational barriers were overcome. Moving forward, sustaining such initiatives is crucial for continuing to empower orphaned community residents with essential language skills for broader opportunities in society.

To create sustainable programs, the program utilized holistic and collaborative learning approaches such as gamification, authentic learning, and mobile-assisted language learning. Evaluation through competitions also aims to ensure the continuity of the program. The evaluation demonstrated significant development in residents' English proficiency across different age groups.

The competition held at the culmination of the program served as a testament to the remarkable progress made by the community residents in their English proficiency. From engaging in activities like puzzle competitions for kindergarten to first-grade residents to spelling bee contests for third to sixth-grade participants, and writing thank-you letters for junior and senior high school students, each segment of the community showcased notable advancements in language skills and cognitive abilities.

The success of the program underscores the transformative power of inclusive learning initiatives in nurturing talent and fostering personal growth. Moving forward, it is imperative to sustain this momentum by continuing to provide support and resources that empower community residents to excel academically and unlock their full potential. By celebrating the achievements of the participants and leveraging the lessons learned from this endeavor, we pave the way for a brighter future where education serves as a beacon of hope and opportunity for all.

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