



The Community Service Program for Beginners to Improve the English Language Skills of Karang Taruna Youth through a Short Course in Dukuh Jetak Sindangwangi Brebes Central Java

Dede Nurdiawati¹, Achmad Syauqi², Sri Rejeki Pramudyawardhani¹, Dewi Fatmawati¹, Assifa Salsabilla¹

¹. English Education Study Program, Universitas Peradaban

². System of Information, Universitas Peradaban

E-mail: dedenurdiawati@peradaban.ac.id

Article History:

Received: Jan 14th 2024

Revised: Apr 7th 2024

Accepted: May 30th 2024

Abstract: *A Community Service Program using the Service-Learning method was implemented in Dukuh Jetak Village, Sindangwangi, Brebes, Central Java, aimed at improving the English language skills of Karang Taruna youth through a short course. This method combines academic learning with community service, allowing participants to learn through direct experience. The preparation stage included initial coordination, field observations, needs analysis, and the development of English modules. The implementation consisted of interactive workshops integrating English and information technology, as well as weekly courses over twelve weeks. Initial evaluations indicated that participants still faced difficulties in understanding English texts and expressions, with an average pre-test score of 33.81%. The program showed positive impacts on improving English skills and learning motivation among the village youth. However, challenges such as low learning interest require innovative approaches. The program aims to empower youth through education, opening greater opportunities for a brighter and more productive future.*

Keywords: English Language Skills, Karang Taruna Youth, English Short Course

Introduction

The service partner is Karang Taruna Surya Kusuma, which is located in Sindangwangi village, Bantarkawung, southern Brebes. Sindangwangi Village is a village in Bantarkawung subdistrict, Brebes regency, Central Java province, Indonesia. Sindangwangi village is in the south of Brebes regency, administratively, this village consists of 6 hamlets, namely Jetak, Sindangwangi Anyar and Sindangwangi Lawas, Cipancur, Babakan, Marenggeng and Ciheuleut. The population of Sindangwangi village is 9,094 people, consisting of 4,651 men and 4,443 women. The majority of the population

works as farmers and planters¹.



Figure 1. Jetak Sindangwangi Village

This village area is a hilly area and most of it is rice fields and is quite a well-known rice producer, namely Jetak rice. In this village there is a Petahunan Dam which plays a role in irrigating rice fields in the Sindangwangi, Jipang and Pengarasan areas which have the potential to be developed into tourist areas. The language used by the community is Sundanese. Meanwhile, the only educational facilities in the village are the Primary School and Madrasah Diniyah, while the kindergarten is still in the homes of local residents. There are no schools at junior high school, MTS/equivalent levels and also high school, vocational school/equivalent levels. Thus, a handful of people who still have high motivation to learn continue to schools in other villages. However, the majority of the village community's education is only SR (Sekolah Rakyat) graduates, and at most only a few people have education up to high school².

Karang Taruna Surya Kusuma was founded on September 21 2019 and was initiated by young people around the village to develop themselves, grow and develop on the basis of awareness and social responsibility of, by and for the younger generation, which is oriented towards achieving social welfare for local community. The organizational structure of Karang Taruna Surya Kusuma is Bayu Pradana Kusuma as the chairman, Eko Noveri as the vice chairman, Sumiarsih as the secretary, Deni Asih as the treasurer. There are three fields of programs, namely Education (Wahyu and Ihwan F), Tourism Economics (Solihin), and Cadreization (Warso). The members' addresses are spread across several hamlets of Sindangwangi village, namely: Jetak, Sindangwangi, Cipancur, Babakan, Marenggeng, Ciheuleut.

Karang Taruna has the task of helping village government in developing the

¹ Dinas Kebudayaan dan Pariwisata Kota Bandung, "Peresmian Launching Aktivasi Kampung Wisata Kreatif Rajut Binong Jati," *Disbudpar Bandung*, last modified 2021, https://disbudpar.bandung.go.id/c_home/news_detail/157.

² Interview with the Chairman of Karangtaruna of Sindangwangi Village, 22 February 2023

potential of the young generation and community and playing an active role in preventing and overcoming social problems through social rehabilitation, social security and social protection as well as national priority programs. Besides, it has administrative and managerial functions, facilities, mediation, communication, information and education, use and development of technology, social advocacy, motivation, mentoring and pioneering. The most important goal of Karang Taruna is to develop the potential of the young generation and build characters who are knowledgeable, personable, skilled, intelligent, innovative, creative and have morals. Activities are often carried out in discussions in residents' homes, mosques or village halls with members, community leaders and especially with village government, the chairman of the youth organization himself continues to invite members and the community to introduce the youth organization, motivate them so they want to learn to organize and make village teenagers aware to think critically and be socially sensitive³.



Figure 2. Surya Kusuma Youth Organization

Seeing how important mastery of English is, it needs to continue to be introduced to foster interest and become a basis for knowledge. Some of the problems found in English language learning are that educators use old language learning methods and models and do not make use of supporting facilities at all⁴. This really supports students' learning outcomes, because they don't really listen and understand the benefits of the English being taught, many of them can't write, pronounce or practice it in everyday life. Moreover, it is supported by conventional teaching methods, and learning that is less enjoyable, and learning media that is less varied, monotonous and ineffective.

The interest in learning among the people of Sindangwangi Village is very low. The

³ Interview with the Chairman of Karangtaruna Sindangwangi Village, 22 February 2023

⁴ Normala Othman and Mohamed Ismail Ahamad Shah, "Problem-Based Learning in the English Language Classroom.," *English Language Teaching* 6, no. 3 (2013): 125-134; Norzaini Azman and Ling Kor Shin, "Problem-Based Learning in English for a Second Language Classroom: Students' Perspectives.," *International Journal of Learning* 18, no. 6 (2012); Roi Boy Jon et al., "The Challenges of English Language Teaching in Indonesia," *International Journal of English and Applied Linguistics (IJEAL)* 1, no. 3 (2021): 158-168.

younger generation in this village prefers to marry young or go abroad. There are many problems in the village that need to be resolved, including the outdated thinking of the community and village management that is only carried out by a certain group. The mindset of the village community is underdeveloped, and their interest in learning is still far from a genuine desire to learn.

The enthusiasm for continuing education to a higher level is also very low. Most of the community prefers to work as laborers, migrate, go to sea, or trade. The knowledge of the village community is still low, including their knowledge of English and information technology. Their understanding of social media information related to learning English is also lacking.

Moreover, training or improving human resource competencies in this village is very minimal. The villagers still do not know English well, and there are no English study groups yet. The interest and motivation to learn English as an international language are very low, as is their knowledge of information technology.

Therefore, the implementation of the "Community Service Program for Beginners to Improve the English Language Skills of Karang Taruna Youth through a Short Course in Dukuh Jetak, Sindangwangi, Brebes, Central Java" is crucial. This program aims to improve the English language skills of Karang Taruna youth through a structured and easy-to-follow short course.

Method

This community service, employing the Learning-Service approach, is methodically executed in four distinct stages: preparation stage, implementation stage, monitoring and evaluation stage, and sustainability stage of service activities.⁵

Preparation Stage

The team of community service carries out field observations to find initial data about the condition of education in Jetak, Sindangwangi village, carries out permits & coordinates with the local village government (Head of Sindangwangi Village), with the service partner group Mr. Bayu Pradana Kusuma (Chairman of Karang Taruna Surya Kusuma), carries out an analysis of implementation needs devotion. The team prepares Pre-Test (before the activity) & Post-Test (after the activity) workshop/seminar and

⁵ Leora S Waldner, Murray C Widener, and Sue Y McGorry, "E-Service Learning: The Evolution of Service-Learning to Engage a Growing Online Student Population," *Journal of Higher Education Outreach and Engagement* (2012): 123-150; Muh Barid Nizarudin Wajdi et al., "Pendampingan Redesign Pembelajaran Masa Pandemi Covid-19 Bagi Tenaga Pendidik Di Lembaga Pendidikan Berbasis Pesantren Di Jawa Timur," *Engagement: Jurnal Pengabdian Kepada Masyarakat* 4, no. 1 (2020): 266-277; Irene Nusanti, ""Strategi Service Learning Sebuah Kajian Untuk Mengembangkan Kegiatan Pembelajaran," *Jurnal Pendidikan dan Kebudayaan* 20, no. 2 (2014): 251-260, <http://up.openjournaltheme.com/jurnaldikbud/ojs-3.1.2-4/index.php/jpnk/article/view/142>.

Short Course instruments which will be given to service partners (members of Karang Taruna Surya Kusuma, village community organization members, and several village communities). Next, the team carries out a validity test instrument with an internal validator (expert lecturer who is considered competent in making instruments/evaluations) as well as a satisfaction questionnaire after carrying out the service. Then, the team prepares materials (slides) for English language workshops/seminars, information technology workshops/seminars, English language learning media workshops/seminars, and Short Course activities, learning modules and stationary needs for participants, and other administrative needs.

Implementation Stage

In carrying out community service activities, the team of community service proposes 3 (three) workshops/seminars on English language, information technology, and English language learning media, as well as an English Short Course for 3 months. The implementation location is in Dukuh Jetak with the facilitator being the Head of Karang Taruna who assists in kind with the provision of activity space facilities for the implementation of workshops/seminars, Short Courses, as well as providing a place for monitoring and evaluation and other operational needs.

Monitoring and Evaluation Stage

In the final stage, namely the evaluation stage, the team of community service monitors the progress of the activity to find out obstacles when the service activity is running, and evaluates the results by comparing the ability of service partners in English before and after holding the Workshop/Seminar or English Short Course activities and improvements can be seen by comparing Pre & Post Test results of service partners towards improving English language skills, mastery of information technology, English language learning media and English Short Course results. Internal monitoring and evaluation follow the schedule from LPPM of Universitas Peradaban. External monitoring and evaluation follow the schedule from the Ministry of Education and Culture, Research and Technology.

Sustainability Stage

In the sustainability stage, the team of community service still assists by making several structured schedules after service activities to carry out discussions, consultations about the difficulties or obstacles faced by the study group until the group can independently develop and improve their English language skills and/or other knowledge in the village with guidance by the Chairman of Karang Taruna Surya Kusuma. The evaluation results continue to be developed and these problems (if any) will be communicated to several related agencies to help resolve the problems faced.

Result

The results of activities that have been implemented from the 4 stages are as follows:

Preparation Stage

In this stage, the team of community service carries out initial coordination, field observations, permits and coordination with the village government and the chairman of Karang Taruna regarding service activities to be carried out, and analyzes needs including the creation of English modules and learning media content (English Expressions and English Texts).

First, Initial Coordination. The preparation stage began with vital initial coordination meetings, where the service team came together to outline their strategies and objectives. As depicted in Figure 3, these meetings provided a platform for discussing the scope and details of the planned activities. Team members, comprising educators and facilitators, utilized this opportunity to synchronize their efforts, ensuring a cohesive approach towards achieving the program's goals.



Figure 3. Initial Coordination (Preparation Stage)

Second, Field Observations and Permit Acquisitions. Subsequent to the initial planning, the team conducted field observations to assess the local environment and understand the specific needs of the Karang Taruna youth in Dukuh Jetak, Sindangwangi. These insights were crucial for tailoring the English language program to the community's unique context.

Additionally, as shown in Figure 4, the team engaged in extensive dialogue with the Sindangwangi village government and the Karang Taruna chairman. This collaboration was instrumental in securing the necessary permits and support, facilitating a smooth execution of the forthcoming activities. The engagement with local leaders not only ensured regulatory compliance but also garnered local goodwill, which is essential for the program's acceptance and effectiveness.



Figure 4. Permits & Coordination to Sindangwangi Village Government and Karang Taruna Chairman (Preparation Stage)

Third, Needs Analysis. One of the cornerstone activities during this stage was the comprehensive needs analysis conducted to pinpoint the educational requirements of the participants. Figure 5 illustrates a session where the team, through discussions with potential learners and other stakeholders, gathered valuable feedback on the learning preferences and challenges faced by the youth. This process was pivotal in designing a curriculum that is both relevant and engaging for the learners.



Figure 5. Needs Analysis (Preparation Stage)

Fourth, Development of English Modules and Learning Media Content. Armed with insights from the need's analysis, the team proceeded to develop specialized English learning modules and content, which included English expressions and texts tailored to the learners' interests and daily interactions. As detailed in Figure 6, the creation of the English module involved collaborative efforts among educators to assemble a comprehensive educational tool that would facilitate effective learning. The module aimed to bridge the gap between theoretical knowledge and practical usage of English in everyday contexts.

Furthermore, Figure 7 captures the team in the process of creating English expression learning content, focusing on practical communication skills that would empower the youth in their social and professional interactions. This involved not only

traditional classroom methods but also innovative approaches like role-playing and interactive sessions, enhancing the learning experience and ensuring better retention of knowledge.

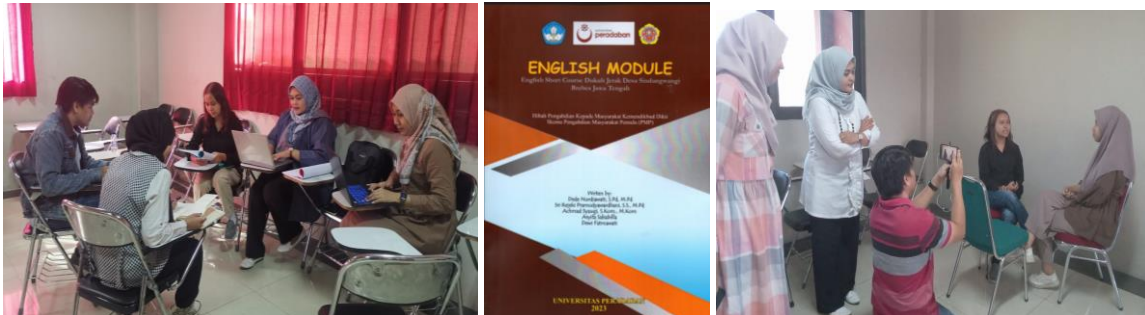


Figure 6. Making an English Module and Expression Learning Content (Preparation Stage)

Implementation Stage

Workshops on English, Information Technology, and Learning Media.

The implementation stage commenced with engaging workshops focusing on English language, information technology, and learning media. As illustrated in Figures 7, these workshops provided participants with practical insights into the integration of technology with language learning, aiming to equip them with the necessary skills to thrive in a globalized world. The sessions were interactive, involving both theoretical discussions and practical applications, which helped bridge the gap between understanding and real-world usage of English in the context of modern technology.



Figure 7. English Language, Information Technology and Learning Media Workshop (Implementation Stage)

English Short Course Implementation

The cornerstone of this stage was the English Short Course, tailored to meet the needs of the Karang Taruna youth. This course was meticulously scheduled to ensure a consistent learning pace, occurring once a week over a span of twelve weeks.

Each session, was structured to foster an engaging and supportive learning environment. The courses were dynamic, incorporating various teaching methodologies

that included direct instruction, group work, and interactive activities. These diverse methods were aimed at catering to different learning styles, thereby enhancing the overall effectiveness of the teaching.

Handover of the English Module

A significant highlight of this stage was the handover of the English modules, which marked a pivotal moment in the program's timeline. Figures 8 depict the ceremonial handover of the modules to the Chairman of Karang Taruna Surya Kusuma, symbolizing the commitment to continued learning and the sustainability of the project. These modules, developed during the preparation stage, were now ready to be used as a core resource in the ongoing education of the community's youth.

The distribution of the modules was not merely a procedural act but a reinforcement of the program's objectives—empowering the youth through education and self-improvement. The smiles and expressions of gratitude evident in the photographs underscore the participants' appreciation and eagerness to learn.



Figure 8. Handover of the English Module Represented by the Chairman of Karang Taruna Surya Kusuma (Implementation Stage)

The implementation of the English Short Course

The implementation of the English Short Course in this activity is carried out once a week. This activity was carried out over 12 meetings:



Figure 9. Implementation of English Short Course as Community Service Activities (Implementation Stage)

Monitoring and Evaluation Stage

The Monitoring and Evaluation stage is carried out by the Head of the Community Service Team, while Internal Monitoring and Evaluation is from LPPM Peradaban

University and External Monitoring and Evaluation is waiting for the schedule from the University and the Ministry of Education and Culture and Higher Education.

Sustainability Stage

The sustainability of the English Short Course program will be carried out by Karang Taruna Surya Kusuma with the assistance of the Community Service Team of Universitas Peradaban.

The outcomes that have been achieved in this community service activity are not yet fully visible. In reporting 70%, we just get the pre-test results from participants consisting of 21 members of Karang Taruna Surya Kusuma and the community with a pre-test instrument of 10 questions consisting of understanding English Texts, Tenses and Expressions. The pre-test includes questions about these three points and the pre-test results are obtained with an average of 33.81%. Evaluation of the results shows that the participants still have difficulty in understanding texts and identifying sentences and expressions in English.

Discussion

The Community Service Program implemented in Dukuh Jetak Village, Sindangwangi, Brebes, Central Java, aimed to improve the English language skills of Karang Taruna youth through a short course. The results of this activity showed various positive impacts but also revealed several challenges that need to be addressed to ensure the program's sustainability and effectiveness in the future.

Positive Results and Impacts

The preparation stage, which included initial coordination, field observations, needs analysis, and the development of English modules, successfully created a strong foundation for the program's implementation. Initial coordination involving strategic discussions and goal alignment among the service team members ensured a cohesive approach. Field observations provided crucial insights into the specific needs of Karang Taruna youth, allowing the program to be tailored to the local context.

The needs analysis, involving discussions with potential participants and other stakeholders, helped design a relevant and engaging curriculum. The development of English modules and learning content focused on expressions and texts tailored to participants' interests and daily interactions, enhancing the learning effectiveness.

The implementation stage, consisting of workshops and the short course, provided an interactive and practical learning experience. Workshops integrating English, information technology, and learning media offered participants practical insights into integrating technology with language learning, a vital skill in the

globalization era.

The English course, held weekly over twelve weeks, created a supportive and dynamic learning environment. Various teaching methods such as direct instruction, group work, and interactive activities were designed to cater to different learning styles, thereby increasing overall teaching effectiveness.

The process of implementing the English Short Course was well-received by the service partners, Karang Taruna Surya Kusuma. There was visible enthusiasm among participants, who consistently attended each session with attendance ranging from 15 to 21 participants. Participants were very enthusiastic, actively participating by giving opinions, practicing, and interacting well during activities. This enthusiasm is a qualitative indicator of the program's success in Jetak Sindangwangi, Bantarkawung, Brebes, Central Java.

Some findings during the implementation process included several participants who, despite working and not continuing to higher education, were still willing to participate in the activities. They expressed that learning English was challenging, but they remained dedicated. The materials provided, including English texts, tenses, and expressions, were strictly adjusted to the participants' situations and conditions. The course offered Basic English material with the hope of fostering greater motivation to learn English more effectively. The modules were supplemented with learning content accessible on the Karang Taruna YouTube page, allowing participants to study anytime and anywhere.

The handover of English modules to Karang Taruna Chairman Surya Kusuma marked a commitment to continuous learning and project sustainability. This distribution not only served procedural purposes but also reinforced the program's goal of empowering youth through education and self-development.

Challenges and Recommendations

Despite the positive outcomes, several challenges need to be addressed. The evaluation results indicated that participants still struggled with understanding texts and identifying sentences and expressions in English. The average pre-test score of only 33.81% highlights the urgent need to strengthen the basics of English learning.

The participants' limited knowledge of English and information technology underscores the importance of a more comprehensive and sustainable approach. Ongoing training and continuous support from the community service team and Universitas Peradaban are crucial to ensuring that the acquired skills continue to develop.

Furthermore, the low interest and motivation to learn English among village youth require more innovative approaches to enhance the program's appeal. Integrating information technology and social media into English learning can be one solution to

make learning more engaging and relevant to participants⁶.

Based on the discussion above, in line with previous studies emphasize the importance of a needs-based and contextual approach in English language teaching⁷. Comprehensive needs analysis and the development of contextually relevant modules have proven effective in increasing participant engagement and learning outcomes⁸. Additionally, the use of information technology in English education can enhance participants' motivation and learning outcomes⁹.

Considering the community service results and the support from relevant literature, the importance of the "Community Service Program for Beginners to Improve the English Language Skills of Karang Taruna Youth through a Short Course in Dukuh Jetak, Sindangwangi, Brebes, Central Java" becomes increasingly evident. This program aims not only to improve English language skills but also to empower youth through education, opening up greater opportunities for a brighter and more productive future.

Conclusion

The English Short Course activity as a Service Grant funded by the Ministry of Education and Culture and Higher Education is very beneficial for local residents, especially the people of Jetak, Sindangwangi Village, Bantarkawung District, Brebes. The additional knowledge provided by the team is highly expected by the community. Furthermore, other scientific knowledge to increase public knowledge is very much needed to continue to grow public motivation in adding information and improving skills in all fields. Empowerment of youth organizations must continue to be improved so as to create a young generation with broad insight and forward thinking. This is due to the fact that only with education we can make changes in all fields as well as improve welfare. Moreover, from the activities that have been carried out, it can be concluded that during the 7 meetings (70%) that have been held, the participants or service partners have been very active in learning English. It is hoped that after the 12th implementation that has

⁶ Lu Huang, "An Empirical Study of Integrating Information Technology in English Teaching in Artificial Intelligence Era," *Scientific Programming* 2022 (2022); Risa Blair and Tina M Serafini, "Integration of Education: Using Social Media Networks to Engage Students," *Systemics, Cybernetics, and Informatics* 6, no. 12 (2014): 28-31; Salasiah Ammade et al., "Integrating Technology in English Language Teaching: Global Experiences and Lessons for Indonesia," *International Journal of English Linguistics* 8, no. 6 (2018): 107.

⁷ Jack C Richards and Theodore S Rodgers, *Approaches and Methods in Language Teaching* (Cambridge university press, 2014).

⁸ H Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Pearson, 2015).; Brown and Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*; Ana Clotilde Thomé-Williams and Ilnhee Kim, "Teaching by Principles: An Interactive Approach to Language Pedagogy" (Pennsylvania State University Press, 2017); Dongmei Yu, "Teaching by Principles: An Interactive Approach to Language Pedagogy," *Journal of Asia TEFL* 14, no. 3 (2017): 583; Gail Schaefer Fu, "Teaching by Principles: An Interactive Approach to Language Pedagogy," *Asian Journal of English Language Teaching* 8 (1998): 117-123.

⁹ Sauro Shannon and Carol Chapelle, "The Handbook of Technology and Second Language Teaching and Learning" (Wiley-Blackwell, 2017).

been carried out the results of improvement can be seen from the results of the post-test which will be done later.

Acknowledgements

We would like to express our gratitude for the support of Karang Taruna Surya Kusuma Dukuh Jetak, Sindangwangi Village, Bantarkawung, Brebes, Central Java, who has studied English together and the chairman of Karang Taruna who has facilitated the place and the participants for their presence during the program. We also express our thanks to the government of Sindangwangi Village for providing permits so that the implementation of the English Short Course can be carried out well, then to LPPM of Peradaban University for helping and facilitating everything and in particular we would like to express our deepest thanks to the Ministry of Education and Culture, Research, Technology and Higher Education for funding the Community Service Grant Scheme Beginner Community Service, so that the English Short Course Dukuh Jetak Sindangwangi Brebes, Central Java community service activities can be carried out optimally.

References

- Ammade, Salasiah, Murni Mahmud, Baso Jabu, and Suradi Tahmir. "Integrating Technology in English Language Teaching: Global Experiences and Lessons for Indonesia." *International Journal of English Linguistics* 8, no. 6 (2018): 107.
- Azman, Norzaini, and Ling Kor Shin. "Problem-Based Learning in English for a Second Language Classroom: Students' Perspectives." *International Journal of Learning* 18, no. 6 (2012).
- Blair, Risa, and Tina M Serafini. "Integration of Education: Using Social Media Networks to Engage Students." *Systemics, Cybernetics, and Informatics* 6, no. 12 (2014): 28–31.
- Brown, H Douglas, and Heekyeong Lee. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson, 2015.
- Dinas Kebudayaan dan Pariwisata Kota Bandung. "Peresmian Launching Aktivasi Kampung Wisata Kreatif Rajut Binong Jati." *Disbudpar Bandung*. Last modified 2021. https://disbudpar.bandung.go.id/c_home/news_detail/157.
- Fu, Gail Schaefer. "Teaching by Principles: An Interactive Approach to Language Pedagogy." *Asian Journal of English Language Teaching* 8 (1998): 117–123.
- Huang, Lu. "An Empirical Study of Integrating Information Technology in English Teaching in Artificial Intelligence Era." *Scientific Programming* 2022 (2022).
- Jon, Roi Boy, Rahimah Embong, Bambang Purnama, and Ari Safar Wadi. "The Challenges of English Language Teaching in Indonesia." *International Journal of English and Applied Linguistics (IJEAL)* 1, no. 3 (2021): 158–168.
- Nusanti, Irene. "'Strategi Service Learning Sebuah Kajian Untuk Mengembangkan Kegiatan Pembelajaran.'" *Jurnal Pendidikan dan Kebudayaan* 20, no. 2 (2014): 251–

260. <http://up.openjournaltheme.com/jurnaldikbud/ojs-3.1.2-4/index.php/jpnk/article/view/142>.

Othman, Normala, and Mohamed Ismail Ahamad Shah. "Problem-Based Learning in the English Language Classroom." *English Language Teaching* 6, no. 3 (2013): 125–134.

Richards, Jack C, and Theodore S Rodgers. *Approaches and Methods in Language Teaching*. Cambridge university press, 2014.

Shannon, Sauro, and Carol Chapelle. "The Handbook of Technology and Second Language Teaching and Learning." Wiley-Blackwell, 2017.

Thomé-Williams, Ana Clotilde, and Ihnhee Kim. "Teaching by Principles: An Interactive Approach to Language Pedagogy." Pennsylvania State University Press, 2017.

Wajdi, Muh Barid Nizarudin, Burhanuddin Ubaidillah, Sri Mulyani, Khoirul Anwar, Lailatul Istiqomah, Fauziyah Rahmawati, Sholihatul Atik Hikmawati, Diah Retno Ningsih, and Hasan Syaiful Rizal. "Pendampingan Redesign Pembelajaran Masa Pandemi Covid-19 Bagi Tenaga Pendidik Di Lembaga Pendidikan Berbasis Pesantren Di Jawa Timur." *Engagement: Jurnal Pengabdian Kepada Masyarakat* 4, no. 1 (2020): 266–277.

Waldner, Leora S, Murray C Widener, and Sue Y McGorry. "E-Service Learning: The Evolution of Service-Learning to Engage a Growing Online Student Population." *Journal of Higher Education Outreach and Engagement* (2012): 123–150.

Yu, Dongmei. "Teaching by Principles: An Interactive Approach to Language Pedagogy." *Journal of Asia TEFL* 14, no. 3 (2017): 583.