



The Community Service of *Madrasah Ibtidaiyah* (MI) Teachers in Bumiayu District Using EKI (English for Kids) Application to Increase Students' Interest in Learning English

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Abstract: *The purpose of this service is to foster students' interest in learning English. The service team partnered with the KKGMI Bumiayu sub-district by involving 60 MI teachers as trainees and mentoring them. The technology and innovation provided to partners are the Android application of English for Kids (EKI), teacher module books, and student worksheets as supporting media for English learning in the classroom. We are carrying out the stages of situation analysis, licensing and coordination as well as the needs analysis; in doing this service activity, we carry out 6 times of training and mentoring with MI teachers and students in the Bumiayu sub-district. The results show that of 60 training participants, 80% of them increased their abilities by 70% in understanding English vocabulary and using the application. This service activity is also fully supported by the Chairperson of KKGMI, KKMI, MI supervisors, as well as several school principals, and it is expected that the abilities of teachers will increase and be able to use digital learning media in adapting to the recent.*

Keywords: *Bumiayu subdistric MI Teacher; Android Application; English Language; Student Learning Interest, English.*



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Introduction

The partners of our service are KKGMI Bumiayu sub-district, involving 60 participants representatives from 18 MI schools in the Bumiayu sub-district. KKG accommodates the professional activities of teachers, especially those who are responsible for managing teaching and learning activities in the classroom¹. At the

¹ Harun Al Rasyid, "Fungsi Kelompok Kerja Guru Bagi Pengembangan Keprofesionalan Guru Sekolah Dasar," *Jurnal Sekolah Dasar: Kajian Teori dan Praktik Pendidikan* 24, no. 2 (2017): 143-150.

coordination meeting held on Thursday, March 7 2024, the Chairman of *KKGMI* stated that several points of problems that the English learning process at partner schools could be more optimal. He considered that some teachers should have utilised technology (applications) in the teaching and learning process as well as mastering English². Many students thought that English lessons were challenging to understand, aggravated by the teachers were not graduates from the English department, which is becoming an additional constrain of the learning process in the class, as well as a lack of support from the creation of proper learning plan, some members who incorporated of *KKGMI* in Bumiayu sub-district were not delivered problems that occur in the classroom³.

The Elementary Madrasah Teacher Working Group (*KKGMI*) of Bumiayu sub-district is an organisation that functions as a forum for doing various activities to support teaching and learning activities, including planning teaching and learning strategies, including planning teaching and learning strategies, creating teaching tools, worksheets, assignment sheets, and discussing problems encountered in their classes. MI teachers must participate in KKG because it is a forum for developing professionalism that aims to 1) facilitate activities held by teacher activity centres based on problems and difficulties faced by teachers, 2) provide professional assistance to subject or class teachers at school, 3) improving understanding, knowledge, skill, and development of professional attitudes based on family and mutual support (sharing)⁴.

English for Kids is expected to improve the community's skills (Service Partners) and increase students' interest in learning English as well as their knowledge of the importance of applying technology in their teaching and learning process. The main problems faced by the service partners (*KKGMI* Bumiayu sub-district) are, first, the lack of technology appliances as a medium in the classroom teaching and learning process⁵. The constrain in using IT media in the learning process is the teacher's knowledge about IT (laptops/computers, InFocus, printers, and the internet) caused by age factors and difficulty in finding files; the abnormal electricity in the school and the internet cannot reach all classes; the teachers must not teach using IT media by the school principal [5]⁶. The use of technology in learning can have a positive impact on learning quality, and it is hoped that the training in applying this technology could improve the learning quality in schools and help teachers develop their skills in using technology in the learning process

² Salma Nurhaliza, Siti Fadhila Nusyahida, and Salwa Camilia Ridwan, "Tantangan Pembelajaran Bahasa Inggris Di Kelas: Fasilitas Dan Kompetensi," *Karimah Tauhid* 3, no. 3 (2024): 3583-3592.

³ Linda Vitoria dan Mislinawat Sahelatua, "Kendala Guru Memanfaatkan Media It Dalam Pembelajaran Di Sdn 1 Pagar Air Aceh Besar," *Ilmiah Pendidikan Guru Sekolah Dasar* 3, no. 2 (2018): 131-140.

⁴ Novena Ade Fredyarini Soedjiwo, "Peran Pendidik Dalam Meningkatkan Motivsi Belajar Bahasa Inggris Siswa Sekolah Menengah Pertama," *Jurnal Ilmu Pendidikan dan Ekonomi* 2, no. 1 (2017).

⁵ Farida Nur Kumala, Arnelia Dwi Yasa, and Dwi Agus Setiawan, "Optimalisasi Teknologi Pembelajaran Dan Pelaksanaan Kurikulum Merdeka Pada Guru Sekolah Dasar," *Jurnal Pengabdian Kepada Masyarakat* 3, no. 1 (2023): 31-38.

⁶ Soedjiwo, "Peran Pendidik Dalam Meningkatkan Motivsi Belajar Bahasa Inggris Siswa Sekolah Menengah Pertama."

[4]. Therefore, service partners need to be given additional knowledge and assistance in using technology as a medium in the teaching and learning process⁷. Furthermore, the second problem is the lack of knowledge and ability to master English for both teachers and students⁸. The types of difficulties experienced by elementary school students are difficulty in completing random sentences, writing English sentences, translating English sentences into Indonesian, and writing the names of times in English⁹. Several factors cause it, some of them are the lack of students' interest in participating in English learning as well as their motivation to learn English. This factor can cause students difficulty in participating in English learning in class [6]¹⁰. Through this learning media, students are able to develop an understanding of the English learning process because students directly see the vocabulary in the application. These difficulties can cause un-optimal learning outcomes. So this application can maximise the use of the English language in elementary schools [7]. Therefore, community service partners need to be given English learning assistance so the interest of teachers and students in learning English increases¹¹.

Method

Community service activities that will be held by the team using an android-based application entitled the English for Kids android application with 60 MI teachers as training participants representing 18 MIs, who are the members of *KKGMI* throughout Bumiayu sub-district covers; 3 representatives from MI Al Ikhlas Penggarutan, 3 representatives from MI Al Islamiyah Kaligadung, 3 representatives from MI Assalafiyah Dukuhweni, 3 representatives from MI Darul Hidayat Watujaya, 3 representatives from MI Darul Ulum Kalilangkap, 3 representatives from MI Khaerul Huda Tegalmunding, 3 representatives from MI Mathlabul Ulum Kalinusu, 4 representatives from MI Miftahul Afkar Karangturi Bumiayu, 3 representatives from MI Mimbarul Huda Menggala, 3 representatives from MI Muhammadiyah Baruamba, 4 representatives from MI Muhammadiyah Langkap, 5 representatives from MI Muhammadiyah Adisana, 3 representatives from MI Muhammadiyah Talok Dukuhturi, 3 representatives from MI Nurul Iman Glempang, 3 representatives from MI Nurul Islam Sidamukti, 3 representatives from MI Raudotul Huda Bandung, 3 representatives from MI Tarbiyah

⁷ Tin Zaitun, Suparman Suparman, and Junaidi Junaidi, "Peningkatan Motivasi Belajar Bahasa Inggris Melalui Penggunaan Aplikasi Android Siswa Di Sma Negeri 1 Lape," *Jurnal Ilmiah Mandala Education* 9, no. 1 (2023): 207–215.

⁸ Ana Novita Harahap, "Tantangan Guru Dalam Mengajar Vocabulary Bahasa Inggris Di SD Negeri 060813 Medan," *Gudang Jurnal Multidisiplin Ilmu* 2, no. 2 (2024): 131–137.

⁹ Nurrisma Nurrisma, Syauqi Abdillah, and Nurrisqa Nurrisqa, "Inovasi Pembelajaran: Membangun Minat Belajar Bahasa Inggris Dasar Melalui Perancangan Aplikasi Media Interaktif," *Cyberspace: Jurnal Pendidikan Teknologi Informasi* 8, no. 1 (2024): 38.

¹⁰ friska maria, "Maria, Friska.N," *Teknologi, Kesehatan Dan Ilmu Sosial* 5, no. 2 (2023): 242–247.

¹¹ Lutfiansyah, "Penggunaan Aplikasi Mobile Pembelajaran Bahasa Inggris Android Pada Pembelajaran Bahasa Inggris," *Eduscience* 2, no. 1 (2016): 16–21.

Athfal Laren, and 5 representatives from MI Tarbiyatul Athfal Penanjung¹².

The devotion method applied uses four stages: preparation, implementation, monitoring and evaluation, and sustainability. In the preparation stage, the team conducted field observations, permits and coordination, and needs analysis for implementation.¹³In the implementation stage, the team introduces and installs the Android application in one meeting, trains and mentors teachers using the application in two meetings, and gives presentations to teachers and students in three meetings.

Result

The results of this community service have been implemented in 4 stages, as follows:

Preparation Stage

In the preparation stage, the community service team conducted field observations to find initial data about the condition of *KKGMI* in the Bumiayu sub-district, then continued by submitting permission & coordination with the head of *KKGMI*, Mrs Supriyati, S.Pd., M.Pd.



Figure 1. Field observations, permission & coordination

The next step is to analyse the implementation of community service needs. Furthermore, the team conducts socialisation through FGD activities with the leaders of community service partners by doing Pre-Test instruments (Before Community Service Activities) & Post-Test (After Community Service Activities), which will be given to community service partners (MI Teachers throughout Bumiayu District and students) before and after community service activities and conducting validity tests instrument with internal validators (Expert Lecturers who are considered competent in making

¹² Muhammad Ilham Dirwan, Fiah Luthfiah Bani, and Putri Aulia Yuniarti, "Problematika Kesiapan Guru Bahasa Inggris Dalam Penerapan Kurikulum Merdeka Di SMAN 9 Makassar Article Info ABSTRACT," *Jurnal Kualita Pendidikan* 4, no. 2 (2023): 2774–2156.

¹³ Bambang Harmanto, "Manajemen Pembelajaran Bahasa Inggris Di Sekolah Dasar/Madrasah Ibtidaiyah Kategori Unggul (Analysis Best Practice Pengajaran Bahasa Inggris Untuk Anak)," *Jurnal Dimensi Pendidikan dan Pembelajaran* 3, no. 1 (2016): 16–23.

instruments/evaluations)¹⁴. Furthermore, the team prepares materials (English Vocabularies and Practices; teacher modules and student LKPD for community service training activities in using the English for Kids application, training & mentoring for implementing the English for Kids application for teachers, for students, and other community service needs, as well as several supporting materials needed during the implementation of community service¹⁵.



(a)



(b)



(c)



(d)

Figure 2. Preparing FGD (a), Preparing Pre-Test (b), Preparing Post-Test (c), Prepares Materials (d)

The android application of English for Kids has a topic of vocabulary mastery for first learners, in this case, elementary school children, to recognise the names of objects in English¹⁶. The application is also equipped with instructions on how to read words

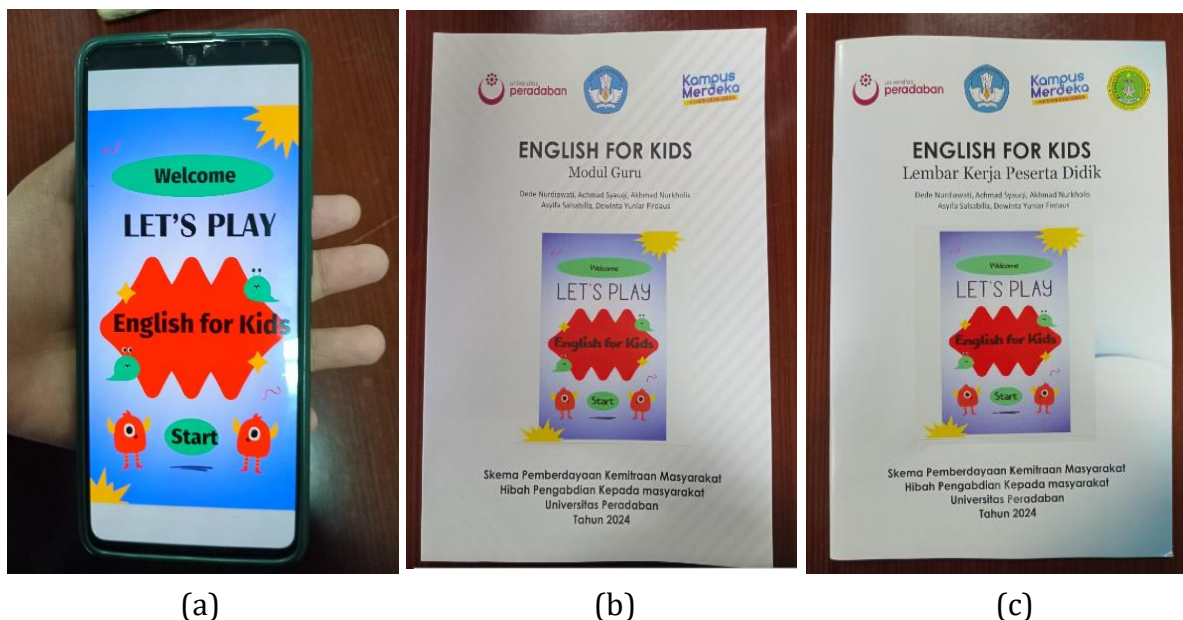
¹⁴ Ikhwa Sasmitha and Husni Thamrin, "Meningkatkan Minat Belajar Bahasa Inggris Dengan Aplikasi Duolingo Sebagai Media Interaktif Di Rumah Pintar YAFSI," *Literasi Jurnal Pengabdian Masyarakat dan Inovasi* 2, no. 2 (2022): 732–737.

¹⁵ Nancy Angelia Purba and Marice Saragih, "Peningkatan Hasil Belajar Bahasa Inggris Melalui Aplikasi Duolingo Dalam Pembelajaran Online," *Jurnal Ilmiah Aquinas* 5, no. 1 (2022): 32–38, <http://ejournal.ust.ac.id/index.php/Aquinas/index>.

¹⁶ Risna Estuning Putri and Irwan Efendi, "Penerapan Aplikasi Bahasa Inggris Berbasis Android Untuk Meningkatkan Kosakata Siswa Sekolah Dasar," *GENDIS: Jurnal Pengabdian Masyarakat* 1, no. 2

(phonetic) and meanings in Bahasa and is also provided with simple exercises for students to understand. The vocabulary learning material consists of 17 chapters: colour, vehicle, fruit, part of body, food and drink, stationary and classroom, part of the house, in the kitchen, vegetable, job occupation 1, job occupation 2, job occupation 3, job occupation 4, cloth, animal 1, animal two and animal 3, then there is an audio listening monologue and short sentences¹⁷.

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(a) (b) (c)
 Figure 3. Application (a), Teachers' Module (b), and Worksheet (c)

Furthermore, the community service team is doing broader coordination and permission with the Chairperson of KKGMI, Chairperson of KKMI, MI Supervisors, and several school representatives and principals regarding teams' training and mentoring activities that will be carried out at MI throughout Bumiayu District.¹⁹

(2023): 69–72.

¹⁷ Elin Herlina, Audi Yundayani, and Sari Astuti, "Penggunaan Duolingo Sebagai Media Pembelajaran Berbasis Teknologi Dalam Meningkatkan Keterampilan Berbicara Siswa," *Penggunaan Duolingo sebagai Media Pembelajaran Berbasis Teknologi dalam Meningkatkan Keterampilan Berbicara Siswa*, no. 2012 (2021): 244–253.

¹⁸ Dian Asa Utari, Miftachudin Miftachudin, and Muhammad Khoirul Hasin, "Aplikasi Android 'Smart Technical English' Untuk Meningkatkan Keahlian Bahasa Inggris Mahasiswa Vokasi," *Jurnal Pendidikan Bahasa dan Sastra Indonesia Metalingua* 4, no. 2 (2019): 7–14.

¹⁹ Ratini Ratini, Muhammad Arief Budiman, and Muhammad Aniq Khairul Basyar, "Analisis Kesulitan Belajar Bahasa Inggris Pada Siswa Kelas Iv Di Sdn 03 Purwosari," *Indonesian Journal of Elementary School*



Figure 4. Coordination KKGMI, KKMI (a), and Supervisor & Principal (b)

Implementation Stage

The team conducted six training sessions:

First, teachers were trained in the introduction and installation of the Android application (English for Kids). The community service team prepared the application, and partners were trained on how to use the learning website, how to use the English for Kids application on teachers' mobile phones, and how to operate it well in one meeting.



Figure 5. Introduction and Installation (a), Sharing the Printed Modules (b)

Second, training and mentoring are needed to implement the Android application for teachers (English for Kids)²⁰. Community service partners are given training and mentoring on using the English for Kids application before it is used in learning activities so that it can be used in classroom learning. The community service team prepares

3, no. 2 (2023): 120–129.

²⁰ Nindita Atmoko, “English Junior’ Application Development Based on Android Smartphone As an Effort To Facilitate English Learning in Junior High School” (n.d.): 37–53.

modules for teachers so that they can practice first before being used in the teaching and learning process²¹.



Figure 6. Training Installing the Application (a), Training and mentoring teachers (b)

Third, Training and mentoring teachers in teaching students using the Android application (English for Kids). Community service partners are trained and mentored on using the English for Kids application before it is used in learning activities so that it can be used in classroom learning. The community service team prepares modules for teachers and student worksheets before they are used in the teaching and learning process.²² It is hoped that English learning activities can be maximised and improved and that learning will be more enjoyable in as many as three meetings.



Figure 7. Teachers teaching Students and Sharing Worksheets to Student

²¹ Putri and Efendi, "Penerapan Aplikasi Bahasa Inggris Berbasis Android Untuk Meningkatkan Kosakata Siswa Sekolah Dasar."

²² Agus Rofi'i and Sigit Vebrianto Susilo, "Kesulitan Membaca Permulaan Pada Pembelajaran Bahasa Inggris Siswa Sekolah Dasar," *Jurnal Cakrawala Pendas* 8, no. 4 (2022): 1593–1603.

Monitoring and Evaluation

In the monitoring and evaluation stage, will be done by the team in monitoring the development of community service activities comprehensively to find out the constraints that occur when the community service process is held together with the Head of *KKGMI*, Head of MI, School Supervisor, representatives of the MI principle and representatives of teachers from 18 schools, as well as knowing the evaluation by comparing the capabilities of partners before and after implementation at least the activities can increase by 70%²³.

Sustainability Stage

In the continuation stage of this community service activity, the team is still accompanying community service partners by observing the teaching and learning process using applications in several schools included in *KKGMI* in Bumiayu sub-district members, consulting, and discussing problems still faced by community service partners.²⁴

Discussion

Community service activities involving MI in the Bumiayu sub-district environment aim to increase the interest of teachers and students in learning English by using the English for Kids android application. The results of these activities have a positive impact, and there are specific challenges for the sustainability of these activities in the future.²⁵

Positive Results and Impact

A sound preparation stage, conducted by situational and needs analysis and the preparation that will be used in implementing activities, becomes a firm foundation for conducting a program. In addition, the support from the Head of *KKGMI*, *KKMI*, the MI Supervisor, and several school principals in motivating teachers to participate in training and mentoring activities prepared by the Universitas Peradabaan service team is firm so that they are always present and fully participate the activities and enthusiastically.²⁶

²³ M Alwi, "Peran Kelompok Kerja Guru (Kkg) Dalam Meningkatkan Profesional Guru Sains Sekolah Dasar Kecamatan Suralaga," *Jurnal Educatio* 4, no. 2 (2009): 17, <http://www.pikiran-rakyat.com/diambil>.

²⁴ Sri Wuli Fitriati et al., "Peningkatan Kompetensi Mengajar Bahasa Inggris Guru-Guru PAUD Melalui Pelatihan Pembelajaran Dan Sumber Belajar Interaktif," *Jurnal Inovasi Pengabdian Masyarakat Pendidikan* 4, no. 1 (2023): 224-237.

²⁵ Harmanto, "Manajemen Pembelajaran Bahasa Inggris Di Sekolah Dasar/Madrasah Ibtidaiyah Kategori Unggul (Analysis Best Practice Pengajaran Bahasa Inggris Untuk Anak)."

²⁶ Sitti Aisa and Asmah Akhriana, "Perancangan Aplikasi Pembelajaran Bahasa Inggris Berbasis Android," *e-Jurnal JUSITI (Jurnal Sistem Informasi dan Teknologi Informasi)* 82, no. 2 (2019): 100-110.

The service partners are very supportive in helping the team facilitate participants and venues and also very enthusiastic about being able to attend all activities; of 60 participants invited, about 85% of them were present, and many teachers have practised it in learning activities in the class and installed the applications on their students' phones²⁷. The Bumiayu sub-District Teacher Working Group (*KKGMI*) is excellent and compact for the progress and success of teachers in educating the nation's children.

Giving teacher modules, student worksheets and applications are expected to be used optimally by students in the MI Bumiayu sub-district environment so they can motivate them to learn English and mentoring the MI Teacher Working Group (*KKG*) must be done continuously so they will always get more knowledge as well as their understanding of technology so they can be a teacher who adaptive, innovative and fun in this digital era.²⁸.

Challenges and Recommendations

In addition, there are some positive impacts as MI teachers, such as the enhancement of technology in all sectors, must face the challenges. Teachers must be able to update their knowledge so they can continue to adapt to the changes in time and be able to continue by providing helpful expertise in using technology that fits the needs of recent students. In addition, *KKGMI* must continue to conduct much training, especially educational technology training, so teachers' abilities in using technology (digital learning media) improve for all senior and younger teachers.

Conclusion

The training and mentoring activities held by Community Service, which are funded by the Ministry of Education, Culture, Research and Technology, are very beneficial for all MI teachers in the Bumiayu sub-district. The increase of teachers' knowledge and understanding of English after joint the training and the use of Android-based English for Kids (*EKI*), and learning English becomes more fun because it uses an easy-to-install, simple, and understood application teachers and students in an MI environment of Bumiayu sub-district. By doing pre- and post-tests conducted on teachers and students, there was an increase in English language skills using the Android application English for Kids; as much as 80% of total participants were involved, as well as the ability to understand the use of technology-based media.

²⁷ Moh. Zainuddin; Mohammad Fatoni, "111 P-ISSN 2338-980X" (2021).

²⁸ Nindita Atmoko, "English Junior' Application Development Based on Android Smartphone As an Effort To Facilitate English Learning in Junior High School."

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