



Community service at Sanggar Belajar Cakrawangsa in Kucur Village, Dau Subdistrict, Malang

Pendampingan Sanggar Belajar Cakrawasa di Desa Kucur, Kecamatan Dau, Malang

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ARTICLE INFO:

Received: 2022-01-02
Revised: 2022-02-20
Accepted: 2022-03-22

Keywords:

Language education,
Language
empowerment,
Microteaching,
Modules, Teaching
English for Young
Learners (TEYL)

ABSTRACT

Kucur Village, located in Dau District, Malang Regency, is a village that has a lot of potential. However, the economic condition of most of its residents is still far from prosperous. Through this community service activity, the Ma Chung University community service team aims to develop the potential and empower the young generation in Kucur Village through practical English language basic education in collaboration with the Sanggar Belajar Cakrawasa as a partner. The three main problems faced by the partner are limited teaching staff, monotonous learning activities, and unavailability of English learning modules. The methods offered as solutions to the three problems are providing the Training of Trainers (ToT) program to Ma Chung University students to volunteer as additional teaching staff to the partner, according to the Teaching English for Young Learners (TEYL) theory, using fun learning techniques, develop learning modules. After 8 months of mentoring, the three main partners' problems were finally resolved.

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How to cite: Sukaton O. Z., Melany, M., & Wilujeng, L. L. (2021). Community service at Sanggar Belajar Cakrawangsa in Kucur Village, Dau Subdistrict, Malang. *Abdimas: Jurnal Pengabdian Masyarakat Universitas Merdeka Malang*, 7(3), 589-598. <https://doi.org/10.26905/abdimas.v7i3.7147>

1. INTRODUCTION

Kucur Village, Dau District, is a village that is brimming with potential but the living standard of its residents still needs to be improved. According to the RPJM Desa Kucur, this village has a lot of potentials that can be worked on. The potential varies, ranging from natural potential, agricultural potential, the number of human resources, and remnants of agricultural activities. The hilly natural contours of Kucur Village make it look attractive to visitors from outside the area. Prior to the COVID-19 pandemic, Kucur Village had enjoyed several visits from foreign tourists who wanted to come and get experiential tours of living in mountainous villages. In addition, several locations in Kucur Village have also begun to be utilized for their tourism potential. One of them that is on the rise right now is the Gunung Sari Valley, a natural spring water bathing tour in a hill valley known as Gunung Sari.

Another potential can also be seen in the abundance of natural products. Currently, many farmers in Kucur Village are working on their fields to grow chili (Yulianjaya & Hidayat, 2016), although the current chili harvest has decreased significantly due to the impact of climate change (Naura & Riana, 2018). Currently, the number of Kucur residents working in gardens and fields is over a thousand people (Satmoko et al., 2019). In addition, the forest in the Kucur Village area is also used for tapping pine sap (Prastyo & Hidayat, 2016). Coffee plants that grow in forest areas that have been planted by residents also have enormous potential to be utilized by them.

Most of the residents of Kucur Village are still classified as underprivileged, unlike the neighboring village, Tlogomas Village, which has succeeded in developing its SMEs (Small Medium Enterprises) through e-commerce (Irawan & Prilianti, 2020). According to statistical data included in the RPJM (medium term development plan) of Desa Kucur, more than 75 residents of Desa Kucur are classified as residents who are not yet prosperous. 52% of the population belongs to the underprivileged group and 25 percent belongs to the poor group. The rest, namely 23% of Kucur Village residents belong to the prosperous group. The number of the prosperous population is relatively low. This is quite striking when it is associated with the enormous potential of the Kucur village.

A further study of the demographics of the residents of Kucur Village provides an indication of one of the roots of the low number of the prosperous population. We can see that most of the residents of this village have a relatively low level of education seen from the average level of education of Kucur villagers. Currently, nearly 40% of the Kucur villagers are elementary school graduates and around 10% of the villagers have not graduated from elementary school. In other words, almost half of the Kucur villagers have an elementary education level or lower. Although it cannot be ascertained without further research, it seems that the low level of education of the villagers has made it possible for the failure to take advantage of this great potential to improve the quality of life of the villagers.

There has been an improvement in the quality of life of the villagers from time to time. It can be seen how the development of village infrastructure has increased, as can be seen from the progress record of this village in the last decade. Many of the facilities and infrastructure that support economic activities are targeted. Included in this infrastructure development is the construction of school facilities and infrastructure such as school buildings, yard paving, hygiene and health facilities, libraries, and so on. This has certainly increased the opportunities for villagers to learn in order to improve their quality of life.

According to Mr. Abdul Karim, Head of Kucur Village, efforts have also begun to be held frequently to empower the farmers. This allows farmers to work their lands better and more productively. This agricultural extension gets a fairly serious portion in the Kucur Village RPJM (medium term development plan) for 2021. The Village Head hopes that increasing educational efforts, especially for farmers, can help villagers to better utilize the potential of the existing village so as to improve the economic condition of the residents.

In the field of education, youth organizations have participated in efforts to improve the quality of education. One of them can be seen in Krajan Hamlet. In this hamlet, *Karang Taruna* established a learning studio whose purpose is to help elementary school children improve the quality of their learning. Seeing the real condition where elementary school children cannot study at home because their parents are unable to accompany them to study (either because they are too tired after working in the fields or because their education level is still low), some members of the youth organization established the Sanggar Cakrawangsa Karang Taruna Peka.

This studio is located in a simple building. This studio building is a stilt building made of wood and bamboo which was erected on the land of one of the residents. With electric lighting and assistance

Community service at Sanggar Belajar Cakrawangsa in Kucur Village, Dau Subdistrict, Malang

Ounu Zakiy Sukaton, Melany Melany, Lilis Lestari Wilujeng

from the village for the provision of internet, this place become a comfortable learning place where elementary school children can do their homework and acquire guidance if they need tutoring. With this studio, the teachers hope that elementary school children will find it easier to carry out their education. There are three main problems faced by Sanggar Cakrawangsa. The first is the limited number of teachers, especially those who master the field of English language. The second is the teaching and learning process that is less varied. The third is the absence of an English learning module. Thus, the main purpose of this community service program is to develop the potential and empower the young generation in Kucur Village through practical basic education in English language together with the Sanggar Belajar Cakrawangsa as a partner by providing practical solutions to the three main problems that have been mentioned.

2. METHODS

Seeing the complexity of the partners' problems, Ma Chung University community service team created a roadmap to address these problems. Broadly speaking, there are 5 main steps taken to be able to achieve the goals of this community service program:

Focus Group Discussion (FGD)

The first step is to hold an FGD to identify the strengths and limitations of Sanggar Cakrawangsa in providing educational services for the Kucur village community whose scope is in accordance with Figure 1. According to Boateng (2012), FGDs are effectively used as a tool to explore the information needed in the problem identification process. Furthermore, Hennink (2013) argues that FGDs can provide more benefits for qualitative research and are more efficient than individual interviews.

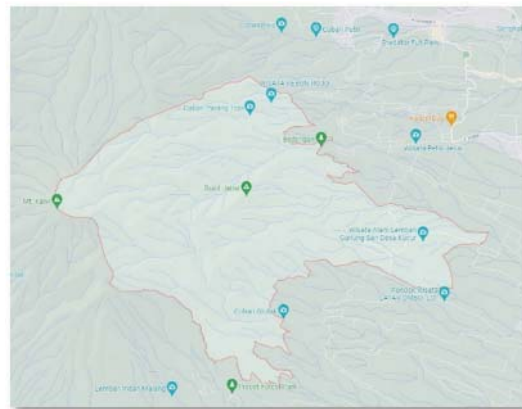


Figure 1. The scope of Kucur Village

Preparing the Module

After the partner's needs are identified, the community service team immediately prepares an English learning module that is tailored to the prospective teaching participants. The modules are arranged according to the theory of Teaching English for Young Learners (TEYL) because the average age of the teaching participants is 7 years. According to Darwis and Hasanah (2020), TEYL is an effective method to be used in the process of learning and teaching English, especially for children who are around 7 years old. The module created will be a standard that ideally can be achieved by all teaching participants and is expected to help teaching volunteers from Ma Chung University students to provide effective

teaching. In addition, the core English vocabulary listed in the module is adapted to the Natural Semantic Metalanguage (NSM) model (Goddard, 2021; Wierzbicka, 2015) because the vocabulary contained in NSM is very important to learn for all English learners in particular (Sukatton, 2019). Practically, the module will also be adapted to the abilities and needs of the teaching participants.

Training of Teachers (ToT)

After the study module is ready, the community service team recruits teaching volunteers from students of the English Literature Study Program to be prepared as an English teaching team at Sanggar Cakrawangsa. Darwis and Hasanah (2020) recommends holding a training for prospective teachers before finally meeting with teaching participants so that prospective teachers are ready to deal with teaching participants who are still young. This TOT is also useful as an experimental forum for prospective teachers to explore teaching techniques that have been taught in their respective classes.

The Actual Teaching Activity

The implementation of teaching and learning activities is carried out with the concept of two teachers in one class. This is done because of three reasons: (1) The location of the Cakrawasa Studio is quite far from the city center; (2) Class starts at 18:00 WIB; (3) The effectiveness of the teaching and learning process that is adjusted to the number of teaching participants.

With 2 teachers, teaching participants can get special attention from each teacher and class management can be handled quite well. The implementation of teaching and learning activities is scheduled for 16 meetings. Written pre-test and post-test were also carried out to measure the progress of teaching participants during this program.

Monitoring dan Evaluation

The monitoring process was carried out 16 times in turn by the community service team. The objectives of the monitoring process are: (1) Keeping the teaching and learning process running smoothly; (2) Ensure that students arrive at Sanggar Cakrawangsa and return to their homes safely; (3) Provide assistance when needed; (4) Documenting the teaching and learning process

The daily evaluation process is carried out after each class is finished and there is a meeting at the end of the program to conduct an overall evaluation with volunteers and partners. The purpose of the daily evaluation is to identify problems that occur and find solutions so that the same problem does not happen again in the next meeting. The purpose of the final evaluation is to find out the effectiveness and impact of the ongoing program as well as strategies that can be implemented to increase the effectiveness and efficiency of the next program.

3. RESULTS AND DISCUSSION

Results

The results of this community service were obtained after going through an intensive program for eight months. Moreover, the results of this community service program are divided into 5 parts according to the stages of implementing the activities that have been discussed in the method section. The following is a summary of the results of this dedication.

Focus Group Discussion (FGD)

From the FGD results with partners, 3 main problems were found. These problems are in line with the Village RPJM p. 62 about the burdensome curriculum. As previously stated, Kucur Village is a

Community service at Sanggar Belajar Cakrawangsa in Kucur Village, Dau Subdistrict, Malang
Ounu Zakiy Sukaton, Melany Melany, Lilis Lestari Wilujeng

village with great potential but this great potential has not been maximized. One form of this potential that has not been maximized lies in education. Despite the fact that the priority of village development is in the infrastructure sector, the village still attaches importance to empowerment efforts. Sanggar Cakrawangsa for 2021 did not receive funding allocations and priorities. In fact, there are several things that seem to need help from this village, namely the lack of teaching staff and the monotony of learning. The biggest problem that can be found in Sanggar Cakrawangsa is the lack of teaching staff. At this time, Sanggar Cakrawangsa only relies on two teaching staff, who are: (1) A student of UIN Maliki majoring in Mathematics; (2) A factory employee who is also the head of the youth organization who teaches other fields of study

These two teaching staffs are on duty during school days accompanying the elementary school children, amounting to around 14-20 people in carrying out their assignments from school. After discussing with the teaching staff, the service team was able to identify that these teachers were having trouble with the number of students studying. They also feel sorry for the children when they are unable to attend and no one else can replace them in teaching because there are only two of them. Regarding teaching staff, another problem is the absence of English language teachers. This causes English homework not to be helped properly.

The problem that is no less prominent is the lack of variety in learning. There is one indication that the students here seem to want other activities although this does not appear to be a problem. This indication appears when there are various activities carried out on weekends, for example training on making 8 wayang suket. The abdimas team decided to provide variations in the form of conversational English lessons for children on Saturday.

Preparing the Module

The preparation of the learning module was carried out and developed by Mrs. Lilis Lestari Wilujeng as an expert in the TEYL field. The module used is entitled "Thematic unit lessons: A module for teaching English to young learners". This module contains 8 major themes as listed in Figure 2, namely: (1) Alphabet; (2) Number; (3) Name of day and month; (4) Weather; (5) Color; (6) Greetings and self-introductions; (7) Fruits and vegetables; (8) Family. All the themes contained in this module are adapted to the abilities of the participants, so variations in teaching may differ from those in the module. Nevertheless, the given theme remains the same.



Figure 2. Learning module

This module is based on TEYL practice which emphasizes the fun learning process through activities such as singing and body movement (Bavi, 2018). By using media in the form of fun activities, English lessons can be easier to understand. In addition, the vocabulary used in this module includes the core vocabulary of NSM (Goddard, 2021; Wierzbicka, 2015) which is considered very important in the first 500 vocabularies that must be mastered by English learners. Sukaton (2019) argues that NSM is a versatile approach method in the language learning process in general. This module also contains examples of activities that can be practically applied in the classroom. Chanting, singing, and picture matching are examples of some of the kinesthetic activities contained in this module. What's more, this module also contains flash cards, videos, and also several other resources that can be used to help the teaching process.

Training of Teachers (ToT)

There were four students who were eventually recruited as volunteers to teach at Sanggar Cakrawangsa. Before carrying out their duties, the four students were given training on module understanding and also microteaching training. According to Ekşi and Aşık (2015), training in the form of microteaching can equip teachers with teaching readiness before facing teaching participants in actual practice, although prospective teachers do have to be met directly with prospective participants in a pre-teaching meeting in order to maximize the results of microteaching. TOT also emphasizes learning methods that are directly related to daily life, for example recognizing healthy snacks to consume, such as research conducted by Triwijayati et al. (2020).

The TOT was held during the COVID-19 pandemic and the TOT was conducted online as shown in Figure 3. The training ran for 4 meetings and each meeting lasted 90 minutes. The TOT training was conducted by Mr. Ounu Zakiy Sukaton as a TEYL practitioner. In the first session, students were given general knowledge about the modules to be used and also some theories about classroom management in accordance with the direction of Cahyati et al. (2019). The second session was filled with microteaching from the volunteers. The volunteers choose a chapter from the module and conduct micro teaching for approximately 15 minutes and after that an evaluation is carried out. In the third session, the volunteers were asked to do micro teaching again in accordance with the results of the evaluation that had been carried out in the previous session. In the fourth session, the volunteers were met directly with prospective teaching participants at Sanggar Cakrawasa to conduct introductions and survey the teaching places as shown in Figure 4.

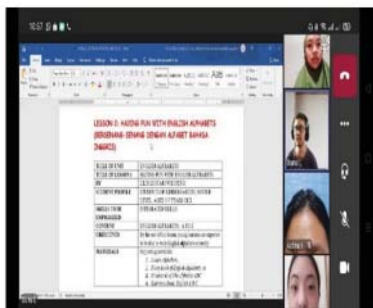


Figure 3. TOT online session
Figure 4. Introduction session

The Actual Teaching Activity

The implementation of teaching and learning activities is divided into 2 groups. The first group consisted of student A and student B who filled the 8 initial meetings. The first group is tasked with

Community service at Sanggar Belajar Cakrawangsa in Kucur Village, Dau Subdistrict, Malang
Ounu Zakiy Sukaton, Melany Melany, Lilis Lestari Wilujeng

teaching the four main themes in the module, namely: Alphabet, Number, Name of day and month, and Weather.

The implementation of teaching and learning is carried out offline with a limited number of teaching participants ranging from 7-12 children in each session. In practice, volunteers from group one managed to finish up to theme number 3 only. The first group completed their task in September 2021 because the program was delayed by PPKM (Enforcement of Restrictions on Community Activities due to COVID-19).

The teaching techniques carried out by the first group were quite varied. Starting from short but interesting presentations, to pronunciation exercises wrapped in songs. The teaching participants also seemed enthusiastic and participated in the activities that had been prepared by the first group. The teaching pattern always begins with the main instructions as shown in Figure 5, then continues with small group exercises as shown in Figure 6.



Figure 5. Main instruction delivery
Figure 6. Small group practice

The second group of teaching and learning activities consisted of students C and students D. In the initial plan, the second group was tasked with presenting the next four themes in the module, namely: (1) Color; (2) Greetings and self-introductions; (3) Fruits and vegetables; (4) Family. But in practice, the second group can only complete up to the 6th theme, namely greetings and self-introductions.

The technique used by the second group was not much different from what the first group had done. However, the second group started to get used to using English as the language of instruction even though the portion was not much. The activities carried out by the second group are illustrated in Figure 7.



Figure 7. Group 2 teaching and learning process

Monitoring and Evaluation

The monitoring and evaluation process is carried out after each meeting in order to maintain the smooth teaching and learning process as well as the safety and comfort of the partners and the community service team. The abdimas team took turns visiting Sanggar Cakrawangsa during the teaching and learning process. The community service team always communicates with partners at the beginning of the teaching and learning process and at the end of the meeting. The community service team also provided 10 minutes to conduct a brief evaluation of today's teaching results and discuss what data was done to improve performance at the next meeting. Volunteers were given feedback in oral and written form. In addition, the community service team also asked the volunteers for permission regarding the results of the documentation that were allowed to be uploaded to the GDRIVE which had been prepared by the abdimas team. Volunteers are also given access to GDRIVE so they can delete photos or videos that they think are inappropriate for uploading.

Discussion

The mentoring activity for the Cakrawangsa Learning Center aims to respond to the main needs of one of the Kucur village programs initiated by members of the Kucur Village Youth Organization. The results that can be directly felt by partners are: (1) Availability of teaching volunteers who are able to provide learning assistance, especially in the field of English. With the presence of volunteers from Ma Chung University, teaching participants at Sanggar Cakrawasa can be helped in English assignments given by their school and also learn to use English orally. (2) The significant addition of teaching participants during the program was due to the varied teaching and learning processes of the volunteer team. The partner said that the number of participants increased during the Saturday session because the teaching participants were happy with the lessons the volunteer team gave. (3) The English module provided by the Ma Chung University service team also benefits Sanggar Cakrawangsa because it can be used to teach Basic English skills and ensure that this community service activity can continue.

This mentoring activity would not have been able to run smoothly without the support of the Kucur village apparatus and related partners. There are several things that support this activity, namely: (1) There is a cooperation agreement that is binding and approved by partners, village officials, and Ma Chung University which is the legal basis for this activity. (2) The enthusiasm of parents and teaching participants has a positive impact on increasing the number of teaching participants. (3) The readiness of partners in assisting the smooth teaching and learning process. One example is providing a generator when the electricity goes out and helping to secure the teaching and learning process. (4) Volunteer teachers who are willing to spend their time teaching with dedication. (5) There is financial support from Ma Chung University to provide teaching aids and stationery for volunteers and teaching participants.

However, there are also several things that hinder the process of mentoring activities for the Cakrawangsa Study Center, which are: (1) In Kucur village, power cuts often occur when the teaching and learning process is running. Although partners are always ready to provide generators, this power outage is quite disturbing the teaching and learning process. This blackout also resulted in reduced visibility when the volunteer team and the community service team wanted to go to Kucur village and leave Kucur village because the road was too dark. Kucur village has winding roads and is located in a highland, so street lighting is very essential for safety and driving comfort. (2) There are several children who do not participate in teaching and learning activities but try to interfere with the activities. Usually this can be easily handled by the partners, but sometimes the partners are not there and the children cannot be controlled. Fortunately, this does not always happen, but it is quite disturbing the course of the activity process. (3) The existence of the PPKM program from the Indonesian government has caused the schedule for teaching and learning activities to be postponed at Sanggar Cakrawasa.

4. CONCLUSION AND RECOMMENDATIONS

The mentoring program for Sanggar Cakrawasa aims to provide solutions to the three main problems of partners in particular and also to equip the young generation of Kucur village, Malang Regency with English language skills in general. This program is also in line with the Kucur Village RPJM so that it gets support from the village apparatus. This program is carried out within a period of 16 weeks every Saturday from 18.00 to 19.00 WIB. There are five stages carried out in this program, namely FGD, preparation of learning modules, TOT, implementation of teaching and learning activities, as well as monitoring and evaluation. The three main things that the abdimas team contributes are providing volunteer English language teachers, providing variations in teaching and increasing interest and the number of teaching participants, as well as providing modules for teaching English.

A more structured socialization is needed to increase the number of teaching participants in Kucur village. Forming a team of volunteers to carry out socialization is necessary so that the impact felt by partners and Kucur village is wider. In addition, it is necessary to hold continuous collaboration from Ma Chung University and the Cakrawasa Learning Center so that the use of English among the young generation of Kucur village can be maintained. Cooperation in the field of training for teaching staff from members of the Karang Taruna village of Kucur also needs to be initiated so that the Sanggar Cakrawangsa management can continue to regenerate. In this regard, Ma Chung University is ready to be a partner in providing training.

ACKNOWLEDGEMENT

The community service team would like to thank Ma Chung University for the Ma Chung Abdimas Grant (MAG) program that has made this program possible. We also thank Sanggar Cakrawangsa as a good partner. In addition, we also thank Angela Putri Natalia, Astina Indiarti, Chealsey Restya Yunus, and Tiffani Athalia Liemuel for their willingness to volunteer in this community service program.

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