

WOMEN AND CHILDREN EMPOWERMENT IN ANABANUA VILLAGE THROUGH ENGLISH LEARNING USING A COLLABORATIVE LEARNING APPROACH

Amiruddin^{1*}

Musdalifah²

^{1,2}Institut Agama Islam As'adiyah Sengkang, Sengkang, Indonesia

amiruddin1@gmail.com ^{1*)}

miss.ifah28@gmail.com ²⁾

Keywords:

*[Collaborative learning,
English, Village,
Empowerment]*

Abstract: Academicians or lecturers are responsible for a variety of topics in villages in order to tackle society's difficulties. Anabanua is a village with the distinction of being a developed village in terms of both natural and human resources. Even though society has a poor income, the spirit of society is strong. As a result, a community service team in Anabanua, Kabupaten Wajo, has begun to assist children and teenagers in learning English. Collaborative learning is one of the approaches utilized in this community service activity because it engages and gives learners plenty of opportunities to share and discuss information and solve problems. As a result of using the collaborative learning strategy, learners are expected to be more engaged in learning and cooperating, allowing them to apply their learning and collaboration habits in the workplace. The outcomes of the community service reveal that assistance and empowerment in learning English have a beneficial impact on learners and a positive response from the community. Learners' empowerment has a critical role in boosting their motivation and raising their achievement levels. The community service activity is anticipated to be sustainable and to develop into a partnership between institutions and villages, allowing the institutions to contribute to the shaping of a smart, wise, and prosperous society.

Published by:



Copyright © 2021 The Author(s)

This article is licensed under CC BY 4.0 License



<https://dmi-journals.org/jai>

Introduction

This service is one of the services carried out in Anabanua Village, Wajo Regency. One of the objectives of this community service is to improve the quality of the competitiveness of human resources, especially children and youth, in the target villages. In this village, most of the people's main livelihoods areas farmers and farm laborers. However, on average, the children and adolescents there receive a good education because of the high motivation of parents to send their children to school.

There are various problems faced by the people of Anabanua village, including the low income of the community, so this also has an impact on the inability of the children in the village to take courses or learn additional skills outside the village, such as taking English courses. The enthusiasm of the children and youth of Anabanua village began to emerge and was included in the high enough category to learn English because one of the village youths had already received a scholarship abroad (the Netherlands), so parents had high enthusiasm to encourage their children to learn the language. English. Moreover, English is not taught in schools in Anabanua village, Wajo district. For these various problems, it is necessary to strengthen the local community in the form of soft skills, namely coaching and training in foreign languages, including English, for the younger generation, namely children and adolescents in the village.

A foreign language (English) is one of the world's languages and is used as a means of communication between humans in all corners of the world (Das et al., 2020; Cavus et al., 2020; Risagur, 2021). Free trade and soaring tourism cannot be separated from English, so training, mentoring, and teaching English are needed for the local community, especially children and youth. English is one of the skills that must be mastered by the local community, especially the millennial generation, so that they can manage and develop the local economy either through trade, education, agriculture, or any existing sector that can be developed. Dewi (2017) mentions that English, as one of the world's languages, is very much needed to be learned to get a job and have a better future. To achieve this goal, the IAI As'adiyah lecturer team took the initiative to do community service by providing assistance and English language development for children and youth in Anabanua village so that they can be utilized and used to improve the quality of life of the local community. By providing language training, it is hoped that children and youth will be able to understand, understand, and implement English so that they can make a positive contribution to family life and their own lives in the future. This can also be part of helping local and national governments to eradicate illiteracy, raise awareness of education, and alleviate poverty so that the living standards of the Indonesian people in general and Sengkang in particular are higher and better.

The approach or method used in this PKM is collaborative learning, which focuses on collaborative activities between tutors and learners as well as learners with other learners. The Collaborative Learning Approach has been widely researched and implemented in learning; Mbirimi-Hungwe & McCabe (2020); Maharani et al. (2020); Vahed & Rodriguz (2021), wrote that collaborative learning has played an important role in education in higher education since the late 1980s, so many studies have focused on this topic. Engwall & Lopes (2020) stated that collaboration with colleagues or partners can increase exercise power. Because the autonomy of collaborative learning means that learners have autonomy in adopting appropriate communication strategies to engage in groups (Su & Zou, 2020; Manegre & Gutiérrez-Colón, 2020). Vahed & Rodriguez (2020)

also support that collaborative learning with global (international) colleagues or the term "collaborative online international learning" can increase intercultural awareness, more specific knowledge, communication, and collaboration skills. Furthermore, Chen & Qian (2020); Liu et al. (2020) stated that the collaborative learning process involves a collective or joint effort.

Implementation Method

This community service was carried out in Anabanua Village, Wajo Regency, using a collaborative learning approach by providing more opportunities to talk to students and encouraging them to talk by building communication with their partners. This method is more focused on collaborative activities between one learner and another to solve problems, motivate each other, correct each other, and provide suggestions.

The collaborative learning method in this PKM activity emphasizes the exposure process, which provides great opportunities for learners to speak and practice English. Therefore, this method is more suitable to be used in learning speaking compared to other skills such as grammar, writing, and reading. Mentorship is carried out six times a week with a total of 20 learning participants, both children and young women. In the teaching and learning process, the tutor chooses activities with the concept of learning and playing. The duration of study time is about 2–2 hours. Studying indoors for about 30 minutes, and the rest is learning in a natural environment (outdoors).

Tutors foster gender equity, leadership, and collaboration ideals in students through games and lessons during the teaching and learning process. Its goal is to raise children's and youth's understanding of the need of supporting gender justice and other positive values from a young age. Students are encouraged and invited to collaborate with their peers as part of the collaborative learning approach, in the hopes of being able to adapt faster and better in the workplace later on. In this case, English, nutrition, management, and information technology instructors worked together in Anabanua hamlet to complete community service projects.

Results and Discussion

The findings of the PKM show that the English skills of children and adolescents in Anabanua village have increased, although not significant because the meetings have not been too intense and long. This is evidenced by their ability to express and use English, such as introducing themselves, numbers, mentioning the names of fruits, animal names, day names, names of objects around and in the house, as well as the names of objects around them. This community service activity was carried out for about 2 months, from October to November, with 6 meetings in Anabanua village, Wajo district. This activity is carried out on Sunday afternoon from 16.00–18.00 WITA. Some of the topics taught at each meeting are an introduction, fruits, numbers, animals, houses, and nouns around us.

First, students are taught about introductions, namely how to introduce themselves in English. Tutors provide material on how to greet each other in English, introduce themselves, and role-play, such as playing a role in a drama, because this technique will build the learner's level of confidence to think and speak aloud (Dewi et al., 2020). The Question and Answer (Q&A) method is used to stimulate learners to communicate with one another. After that, the tutor asked the students to practice in pairs. Then there are the numbers. At this meeting, the children were taught about

numbers in English. The tutor writes the numbers on the board, then writes the letters and drills the learners one by one by imitating what the tutor says. Fransiska (2016) states that the drilling technique can improve vocabulary mastery for children and adolescents or junior high school students.

Next, the children learn about fruits. Image media is used in this meeting. The tutor brings pictures that contain several types of fruits, such as apples, mangos, oranges, and others. The tutor will mention the fruits one by one and repeat them several times. After that, one student will point to the fruit, and the other students will guess the English translation of the fruit. doors and others. Learners are given input related to all objects related to the house and then trained. After that, students were given the sticky notes so that they were attached according to what they heard. The tutor will say a word, for example, "window," and then the learner who holds the word must paste it directly on the object.

The last meeting discussed nouns around us. Students are taught English related to objects that are around them, for example, stones, trees, wood, bamboo, soil, flowers, houses, bulletin boards, windows, doors, floors, roofs, and others. Students are taught about these objects, then they will memorize them. After that, they will practice saying (drilling) each of these words in English. In practice implementation, the teacher points to some objects that are around them, then the students will mention it in English as the designated object, or the teacher mentions the objects, then they show the objects mentioned.

In the teaching and learning process, we use a collaborative learning approach by creating activities that involve many learners, with the aim of learners being able to collaborate in solving problems, motivating, and providing feedback from one learner to another. Maharani et al. (2020) state that collaborative learning is an approach that emphasizes activities by encouraging children to ask questions, observe, and discuss so that they can learn independently and solve problems together.

Collaborative learning is also combined with games and packaged in an interesting way based on the material taught that day. This has a positive impact on the motivation and ability of learners to understand the material and be more confident in using English. Wheeler et al. (2008); Fu & Hwang (2018); Poghosyan et al. (2020) explain that collaborative learning through games can stimulate learners' perceptions to think more critically and communicate more actively in English. Through collaborative learning, children or learners are able to work together so that they can grow and improve students' understanding of the material being taught (Manegre & Gutiérrez-Colón, 2020; Maharani et al., 2020).

Activities are designed according to the interests and interests of learners; for example, looking for millennial and fun games so that they will not get bored and enjoy learning until the end. Troussas et al. (2020) recommend that collaborative activities be applied to learning by considering the needs and choices of learners in an effort to increase their attractiveness to engaging in these activities. In line with the opinion of Bernard & Bachu (2015); So & Brush (2008); Kuo & Kuo, 2020, they write that collaborative learning has been considered to be one of the most effective methods in various types of learning settings, both conventional and hybrid learning (hybrid) so that this can be a reference that can be used by teachers to be implemented in the classroom.

Conclusions

Various societal issues have become part of the lecturer's responsibility to help discover solutions. Because of its distinctiveness and features, the Anabanua Village is one of the target villages promoted by the IAI As'adiyah Sengkang PKM Team. The village's parents' income is still modest, but the village's children and adolescents have a high level of learning motivation. One of the most effective strategies to grow and motivate youngsters to continue learning is to aid them in learning English. One of the best techniques for applying PKM, which is packed with the concept of play, is to use a collaborative learning strategy. PKM's outcomes have a good impact on the village's children and youth's abilities. Participants and parents, as well as the local community, reacted positively to this activity. It is hoped that this activity will continue and continue as an effort to help the local community.

Refereces

- Bahari, A. (2020). Game-based collaborative vocabulary learning in blended and distance L2 learning. *Open Learning*, 00(00), 1–22. <https://doi.org/10.1080/02680513.2020.1814229>
- Bernard, M., & Bachu, E. (2015). Enhancing the metacognitive skill of novice programmers through collaborative learning. In *Metacognition: Fundamentals, applications, and trends* (pp. 277-298). Springer, Cham.
- Cavus, N., Shukshina, L., Chernova, O., Telezhko, I., Ishmuradova, A., & Zakharova, V. (2020). Perceptions of Foreign Language Teachers for M-Learning. *International Journal of Emerging Technologies in Learning (ijET)*, 15(23), 95-107.
- Chen, L. (2020). A historical review of professional learning communities in China (1949-2019): some implications for collaborative teacher professional development. *Asia Pacific Journal of Education*, 40(3), 373–385. <https://doi.org/10.1080/02188791.2020.1717439>
- Chen, Z., & Qian, T. (2020). Relation-aware collaborative learning for unified aspect-based sentiment analysis. In *Proceedings of the 58th Annual Meeting of the Association for Computational Linguistics* (pp. 3685-3694).
- Das, D., Patranabis, S., & Bose, P. (2020). English Language: Acceptance As World Language, Its History and Importance in Modern World and Science. *Its History and Importance in Modern World and Science* (May 12, 2020).
- Dewi, P. (2017). Teaching English for Young Learners Through ICTs. *Humanitatis: Journal on Language and Literature*, 6(1), 149–156. <https://doi.org/10.24176/03.3201.18>
- Dewi, P., Yuliatin, R. R., Hastuti, H., & Muhid, A. (2020). Drama in Enhancing Motivation of Non-English Department Students: Computer Science Students. *METATHESIS: JOURNAL OF ENGLISH LANGUAGE LITERATURE AND TEACHING*, 4(2), 118–127. <https://doi.org/10.31002/metathesis.v4i2.2279>

- Engwall, O., & Lopes, J. (2020). Interaction and collaboration in robot-assisted language learning for adults. *Computer Assisted Language Learning*, 0(0), 1–37. <https://doi.org/10.1080/09588221.2020.1799821>
- Fransiska, R. and J. (2016). The Use of Drilling Technique in Teaching English Vocabulary.
- Fu, Q. K., & Hwang, G. J. (2018). Trends in mobile technology-supported collaborative learning: A systematic review of journal publications from 2007 to 2016. *Computers & Education*, 119, 129-143.
- Kuo, Y. C., & Kuo, Y. T. (2020). Preservice teachers' mobile learning experience: An exploratory study of iPad-enhanced collaborative learning. *Journal of Digital Learning in Teacher Education*, 36(2), 111-123.
- Liu, Y., Yi, Z., & Chen, T. (2020). Backdoor attacks and defenses in feature-partitioned collaborative learning. *arXiv preprint arXiv:2007.03608*.
- Mbirimi-Hungwe, V., & McCabe, R. M. (2020). Translanguaging during collaborative learning: A 'transcollab' model of teaching. *Southern African Linguistics and Applied Language Studies*, 38(3), 244-259.
- Maharani, R., Marsigit, M., & Wijaya, A. (2020). Collaborative learning with scientific approach and multiple intelligence: Its impact toward math learning achievement. *The Journal of Educational Research*, 113(4), 303-316.
- Manegre, M., & Gutiérrez-Colón, M. (2020). Foreign language learning through collaborative writing in knowledge building forums. *Interactive Learning Environments*, 1-13.
- Poghosyan, A. V., Harutyunyan, A. N., Grigoryan, N. M., Pang, C., Oganessian, G., Ghazaryan, S., & Hovhannisyan, N. (2020). W-TSF: Time series forecasting with deep learning for cloud applications. In *Proceedings of the Second CODASSCA Workshop, Collaborative Technologies and Data Science in Artificial Intelligence Applications, Yerevan, Armenia* (Vol. 9).
- Risager, K. (2021). Language textbooks: windows to the world. *Language, Culture and Curriculum*, 34(2), 119-132.
- So, H. J., & Brush, T. A. (2008). Student perceptions of collaborative learning, social presence and satisfaction in a blended learning environment: Relationships and critical factors. *Computers & education*, 51(1), 318-336.
- Su, F., & Zou, D. (2020). Technology-enhanced collaborative language learning: theoretical foundations, technologies, and implications. *Computer Assisted Language Learning*, 1-35.
- Troussas, C., Giannakas, F., Sgouropoulou, C., & Voyiatzis, I. (2020). Collaborative activities recommendation based on students' collaborative learning styles using ANN and WSM. *Interactive Learning Environments*, 1-14.
- Vahed, A., & Rodriguez, K. (2021). Enriching students' engaged learning experiences through the collaborative online international learning project. *Innovations in Education and Teaching International*, 58(5), 596-605.

Wheeler, S., Yeomans, P., & Wheeler, D. (2008). The good, the bad and the wiki: Evaluating student-generated content for collaborative learning. *British journal of educational technology*, 39(6), 987-995.