ENGLISH PROFICIENCY TRAINING IN BANDUNG ORPHANAGES

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ABSTRACT

Indonesian people are increasingly aware of the importance of English language skills. Not only in communicating academically but also in communication that occurs daily as a result of the increasing flow of information through various media. For people who have access to a place to learn and practice English skills, of course, they will be able to master their skills more effectively. But not with school students who have to study online where not all students have sufficient facilities and access to learn and practice English. For less fortunate students, such as residents of orphanages, mentoring and training activities, both academic and non-academic, they need. So this Community Service activity was carried out. English language training for orphans and poor people was held at the Mutiara Bani Sholihin Orphanage. This activity uses the Quantum teaching method where this method fosters an atmosphere of togetherness, comfort and calmness in learning. Then at the end of this activity session, an evaluation of the material that has been implemented is carried out to measure learning achievement.

Keywords: english; orphanage; quantum teaching

INTRODUCTION

The orphanage is a place where orphans and poor people gather and receive guidance. Many of the orphanages are also places for orphans and poor people to live and live together. Each resident of the orphanage has a different story. Some of them have lost their parents or live below the poverty line. Losing a parent is certainly something they never planned. Therefore, the orphanage is here to accommodate orphans and poor people so they are not neglected.

Orphanages are usually established by a foundation where the foundation has strong support both financially and the readiness of supporters in the orphanage. But there are also many orphanages that were founded on the basis of the movement of the community for the needs of orphanages considering the large number of orphans and poor people in the area. Problems arise if financial support and supporting facilities for activities at the orphanage are hampered.

Primary needs are needs that must be fulfilled by the orphanage management to support the needs of the orphans and poor people living in the orphanage. Primary

needs include food in the form of food, clothing in the form of clothing, and shelter. It costs a lot of money considering that food intake is the main capital for survival.

Orphanages usually only have one income channel, namely through donors, whether permanent donors or non-permanent donors. Permanent donors are donors who regularly contribute to the needs of the orphanage. Usually, the donor still has a period of time or an agreement on how long the donor will support the needs of the orphanage. Meanwhile, non-permanent donors are donors who make donations or donations related to the needs of the orphanage on a regular basis.

Many of the orphanages only depend on non-permanent donors, plus the covid-19 pandemic that has hit the world including Indonesia, has reduced the economic cycle which has resulted in a decrease in regular donors to the orphanage. This makes the caretaker of the orphanage to be good at managing the operations of the orphanage so that the needs are still met.

Entering the second year of the covid-19 pandemic that has occurred since early 2020, the situation has started to improve even though it has not returned to normal before the pandemic. The orphanage has started to be able to carry out or attend donation activities that are carried out directly. It is the same with the Mutiara Bani Sholihin Orphanage which is located in Cibiru, Bandung Regency.

The orphanage which was founded in 2007 was initiated by Mr. Solikin's family which eventually became the name of the orphanage. The Mutiara Bani Sholihin orphanage is managed directly by Solikin's son, Sugriyono. Mr. Sugriyono along with his wife and children became the caretakers of the orphanage which initially only contained 10 orphans from the surrounding area. Data obtained until March 2022, Mutiara Bani Sholihin Orphanage has 56 residents consisting of orphans, orphans, and poor people.

The better the national economic situation does not directly affect the fulfillment of the needs of the orphanage children who are of school age on average. Limited access to information and learning facilities is an obstacle for orphanage children to be able to learn optimally. Online learning forces school students to learn to use communication tools such as cellphones and laptops where not all children from orphanages have them. The solution that comes is the use of cellphones and laptops to be used interchangeably for children

from orphanages. Even this solution is not enough to solve the problems that occur because of the fast flow of information and the lack of learning support facilities. It is not uncommon for students, especially from orphanages, to face situations where they are left behind in understanding the lesson.

Some lessons require the active participation of students who take the lessons. One of them is English. The provision of grammar or grammar law material has been widely given referring to the school curriculum in Indonesia. The big problem for Indonesian students for English subjects is the lack of application or practice of English, both in writing and orally.

Many reasons given by Indonesian students why they do not have good English skills. Most of them have almost the same answer that is not confident. The difference in grammar between Indonesian and English becomes a challenge and results in low confidence in using English. Another reason that often arises is the unavailability of a place to practice English that is adequate and affordable for all people, not only for those who have large financial capital.

Moved from these two problems, namely the limited learning facilities and the lack of practice from English lessons, the author initiated the Movement "Tumbuh Bersama Tanpa Batas" or shortened to TUNAS Project. This movement has a big goal to share knowledge for educational volunteers and children from Mutiara Bani Sholihin orphanage. The series of activities took place from January 2022 to March 2022.

The first activity carried out was the recruitment of educational volunteers who had the following requirements:

1. Indonesian citizen
2. At least 19 years old
3. Interested in educational themed social activities
4. Domiciled in Bandung and its surroundings

Volunteers who are interested in being part of the TUNAS Project must go through a selection both administration and interview. The purpose of the selection is to select and ensure that the volunteers who are incorporated can contribute optimally in the entire series of activities.

A number of volunteers who pass the administrative selection and subsequent interviews will receive education according

to the theme of this activity, namely mental health. The presenters consist of 2 people who are psychologists and mental health activists who already have a lot of experience in the world of mental health.

Not only did they get education about mental health, but volunteers also received training for 1 month to prepare good English learning materials for each volunteer's self-development and also as teaching materials to be delivered at the peak of the activity at the Mutiara Bani Sholihin Orphanage in Bandung.

IMPLEMENTATION METHOD

The author's commitment and concern for the world of education is motivated by his experience of the difficulty of finding a place to practice English, if any, it's only for people who get luckier because of the high cost to join the forum. The proficiency of Indonesian human resources in English is very low, even though Indonesia is ranked 74th out of 100 countries based on the English Proficiency Index. Indonesia's position is inferior to neighboring countries such as Singapore at number 10, the Philippines at number 27, and Malaysia at number 30.

The lack of output applications in English makes school students unable to write or speak fluently if they only rely on lessons from formal schools. Many of the students ultimately decide to join a training institute or course to improve their writing and speaking skills in English. Many students do not think that English language skills are important, even though in the era of free trade where the flow of business economically allows the perpetrators to expand their business expansion more broadly to overseas and not only in the domestic market.

To increase awareness of the importance of English, this community service is carried out. The steps that have been carried out in this activity are:

First; Volunteer recruitment through Instagram publication media and the Indorelawan website. Registration opens on December 28, 2022, until January 5, 2022. 17 people registered as volunteers to be involved in TUNAS Project activities. 5 out of 17 registrants did not meet the requirements, so the total number of volunteers involved in the series of activities was12 people.

Figure 1. Volunteer registration opening poster

Second; Volunteers who have passed the administration and interview stages carry out educational activities with the theme of mental health with 2 speakers. The first speaker was Ligina Ayudia, she is a clinical psychologist with more than 3 years of experience dealing with mental health. The second speaker is Imelia Santoso, a psychology activist who is heavily involved in organizations and activities related to mental health. This activity will be held on January 6, 2022.
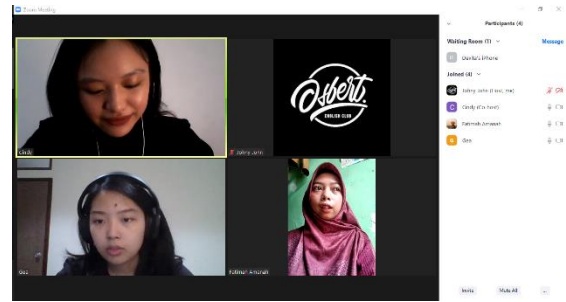

Figure 2. Interview process with prospective volunteers

Third; English language training for 12 volunteers held Monday to Friday for 1 month with a total of 20 meetings via zoom. Not only English training to improve the ability of volunteers, but also to prepare English language teaching materials and materials to be delivered to children at Mutiara Bani Sholihin Orphanage.

Figure 3. English training for teaching volunteers

Fourth; The collection of donations is in the form of items needed by the orphanage and donations in the form of money. Donation collection time is opened on December 28, 2022 until February 28, 2022. In collecting donations in the form of goods, donors

donate stationery in the form of books and pens. From other donors, 5 cartons of powdered milk were found. Donations in the form of money collected as much as Rp. 1,500,000 (one million five hundred thousand rupiah) which were immediately given at the peak of the event.

from donors were also carried out in the form of goods or in the form of money.

Figure 5. Peak activities at Mutiara Bani Sholihin Orphanage

Figure 4. The process of taking donations in the form of goods

Fifth; The highlight of the event was English training for the children of the Mutiara Bani Sholihin Orphanage. During the English language training, participants were divided into two groups, namely children (4-12 years) and youth (13-18 years). Likewise, volunteers were divided into 2 groups, namely 6 volunteers for the children's group and 6 volunteers for the youth group. After the implementation of the English language training, donations

Figure 6. Symbolic distribution of donations to the orphanage

RESULTS AND DISCUSSION

Overview of the location

Figure 7. Logo of Mutiara Bani Sholihin Orphanage

Mutiara Bani Sholihin Orphanage is located on Jl. Raya Cibiru downstream block D no. 154 CIbiru Hilir, Cileunyi sub-district, Bandung regency 40626. Located in a densely populated area in the eastern part of Bandung, this orphanage becomes flooded in the event of heavy rains. Founded in 2007 starting from concern for 2 brothers who lost their parents when they were young, Mr. Sugriyono's family decided to take care of the orphans at his home.

Over time, more and more orphans and poor people joined the Mutiara Bani Sholihin Orphanage. The first 3 years, said Mr. Sugriyono, was the most difficult time because there were no permanent donors who supported the sustainability of the Mutiara Bani Sholihin orphanage. During this time the operations of the orphanage depend solely on donations from the family.

The number of orphans and poor people living in Mutiara Bani Sholihin Orphanage is 75 with the following details:

Table 1. Data on residents of Mutiara Bani Sholihin Orphanage

No	Name	Age	M/F	Status
1	Mandiri Bani Shodikin	8 yo	M	Orphan
2	Maulana Balada Santri	9 yo	M	Orphan
3	M.Basyir Shidiq	10 yo	M	Orphan
4	Muthia Bilqis Sadiah	10 yo	F	Orphan
5	M.Rizky Rostiawan	10 yo	M	Fatherless
6	Endah Sholehah	16 yo	F	Motherless
7	Achmad Rayhan	10 yo	M	Fatherless
8	Qurota Aini	17 yo	F	Orphan
9	Ayu Evi	17 yo	F	Motherless
10	Nada Dani	17 yo	F	Fatherless
11	Ramdani Dadi	14 yo	M	Orphan
12	Bahrudin	yo	M	Motherless

13	jefri jalaludin	17 yo	M	Motherless	33	Feby Yunita Wanda	11 yo	F	Motherless
14	Ari Setiawan	16 yo	M	Fatherless	34	Azizah	12 yo	F	Fatherless
15	Januar	10 yo	M	Motherless	36	Dwi Putra Putri	8 yo	M	Fatherless
16	Gilang	11 yo	M	Fatherless	37	Annisa Ikhsan	6 yo	F	Fatherless
17	Leni Nursilah	20 yo	F	Yatim	38	Abdul Jabar	20 yo	M	Fatherless
19	Roni Surya D	14 yo	M	Fatherless	39	Usman Afham	23 yo	M	Motherless
22	Muzaki Bariq S	8 yo	M	Fatherless	40	mehzar Dinar	1 yo	M	Fatherless
23	Hafsah Syifa	5 yo	F	Fatherless	41	Yusuf Alfahri	20 yo	M	Fatherless
25	M Fajar Taufiq	5 yo	M	Fatherless	43	Ibrahim Tomi	5 yo	M	Fatherless
26	Rafania	4 yo	F	Fatherless	44	Anggara Aji	23 yo	M	Motherless
27	Mutiara intan	14 yo	F	Fatherless	45	Shalsagio	23 yo	M	Fatherless
28	Denada	18 yo	F	Fatherless	46	Nuril Huda	20 yo	M	Motherless
29	Sayu Evi F	17 yo	F	Motherless	47	Salsa	13 yo	F	Fatherless
30	Alfira Hergita	15 yo	F	Fatherless	48	Setiani	11 yo	F	Fatherless
31	Anggun Rahayu	16 yo	F	Motherless	49	Carlita	13 yo	F	Fatherless
32	Eka Aprilianda	6 yo	F	Fatherless	50	Jastin	11 yo	F	Fatherless
					51	Salman	7 yo	M	Fatherless

52	Williansyah	14 yo	M	Fatherless
53	Syarifudin	20 yo	M	Fatherless
54	Milla Rospini	14 yo	F	Fatherless
55	Saefulloh Fatur	13 yo	M	Fatherless
56	Rahman	16 yo	M	Motherless

The Mutiara Bani Sholihin Orphanage occupies 2 houses that separate men and women. There is 1 hall which also functions as a common prayer room for congregational prayers and recitals every maghrib time. The place is also a location for English language training activities.

Technical English Training Activities

The activity started at 13.00 WIB, where the volunteers and participants had gathered beforehand. The opening was done with ice breaking and the introduction of volunteers to the students consisting of orphans, orphans and poor people living at the Mutiara Bani Sholohin Orphanage. Before entering the main event, welcome and prayers were delivered by the volunteers so that the activities run smoothly. There was no awkwardness between the volunteers and the participants because the

preparations had been prepared long in advance.

Figure 8. Representatives of volunteers open the activity with ice breaking

The training participants consisting of Orphans and Dhuafa residents of the Mutiara Bani Sholihin Orphanage were divided into 2 major groups based on age. The distribution is as follows:

• Group 1 consists of ages 4 – 11 years

• Group 2 consists of 12 – 18 years old

After dividing the groups, the volunteers immediately provided training supported by learning media that had been prepared in advance by the volunteers before the activity. The learning media in this activity consist of:

- Posters/props
- Colored paper
- Colored pencils and crayons
- Game rewards

Group 1 which consists of children has 3 main focuses, namely body parts, numbers and colors. Each session is carried out using a game method so that participants can comfortably understand the material presented in practice. In 1 session the material consists of 20 minutes. There were several obstacles that had been predicted in advance, such as the ease with which the participants lost concentration. Therefore the volunteer team has prepared especially for group 1 to be divided into smaller groups where there are only 4-5 participants in small groups so that they can be more focused.

Preparations that are considered mature do not make activities without obstacles. There were several unpredictable moments, for example, the children fighting each other which caused one of the children to have a small blister and finally cry. This moment became one of the obstacles in delivering the training materials because volunteers had to separate and calm the children who were involved in fights.

Figure 9. Volunteers deliver teaching materials to groups of children

Group 2 which consists of participants with an early adolescent age range is considered very different because the obstacles that occur in the children's group do not occur in the adolescent group, so it is not necessary to divide into smaller groups. The problem that arises from the adolescent group is the amount of energy expended because the adolescent group is more expressive. The challenge of the volunteers is to control the participants to stay focused on the material and nothing else.

The material presented in the youth group is divided into 2 main topics of discussion, namely basic conversation and jobs. The selection of these materials was deemed suitable for participants who were in their teens because they had more access to wider and more applicable social media. Both materials were delivered with interactive game method. It's no wonder that participants compete to focus on

materials and games because the winners get prizes that have been provided by the volunteers.

Figure 10. Volunteers deliver teaching materials for youth groups

Evaluation

The implementation of Community Service activities carried out at the Mutiara Bani Sholihin Orphanage as a whole went smoothly although there were changes to the schedule due to the pandemic conditions. These changes are adjusted to the policies issued by the government related to PPKM. The selection made to accept volunteers should be more stringent because they have to meet the standards to be able to meet the needs of an English teacher for orphanages. Materials that explain the importance of English language skills are also needed for all people, including the residents of the orphanage. The lack of awareness and enthusiasm for learning from the residents of the

orphanage because they are accustomed to the many activities that are in the nature of giving donations have resulted in the residents of the orphanage only expecting material gifts in this case in the form of money.

CONCLUSION

Awareness of the importance of English language skills is still considered low for both volunteers and orphanages. Efforts to improve English language skills suddenly have only been attempted to meet the standard values that are the requirements. Face-to-face teaching is still considered the most effective method in learning. As time goes by and the pandemic situation is getting under control, learning can gradually return to normal face-to-face so that material delivery runs effectively.

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