

Original Research Paper

# Community Empowerment via Online English Education: The Case of 1Jam1000Mimpi

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DOI: <https://doi.org/10.29303/jpmipi.v8i4.13723>

Sitasi: Pawestri, S., Trisnayanti, S. (2025). Community Empowerment via Online English Education: The Case of 1Jam1000Mimpi. *Jurnal Pengabdian Magister Pendidikan IPA*, (4)

## Article history

Received: 26 November 2025

Revised: 5 Desember 2025

Accepted: 14 Desember 2025

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**Abstract:** The purpose of this community service program is to improve English proficiency among Indonesians through the online community empowerment platform 1Jam1000Mimpi (SJSJ). Established by LPDP alumni and awardees in June 2020, the program was created in response to Indonesia's low English proficiency index, which remains in the low proficiency category. The implementation was carried out online through several stages: (1) recruiting participants via administrative selection, placement tests, and interviews; (2) recruiting volunteers as tutors and organizing committee members; (3) class placement based on proficiency levels (Basic, Intermediate, Advanced) and program types (General English, Conversation, and Exam Preparation); (4) conducting a 12-week learning program using lectures, discussions, case-based learning, and practice sessions; and (5) final evaluation through participant feedback collected via Google Forms. The results show that within three years, up to mid-2023, SJSJ successfully organized six batches involving more than 1,500 participants and 450 volunteer tutors from across Indonesia. The program has provided inclusive access to English learning, enhanced participants' motivation, and strengthened networks of educational volunteers.

**Keywords:** 1Jam1000Mimpi; community empowerment; English learning; online education; volunteers tutors

## Introduction

The era of globalization and the transition toward Society 5.0 demand mastery of English as an essential soft skill (Alfarisy, 2021). Foreign language proficiency is a consequence of globalization experienced by many countries, including ASEAN nations (Kemendikbud, 2020). English is spoken by more than 400 million native speakers worldwide and has become the most widely used language in international forums (EF Blog, 2020). Beyond its role as an official international language, English serves as a bridge for international exchange, cooperation, and cross-cultural academic research (Ding, 2023).

English proficiency has become a crucial requirement in various contexts. Certificates such as TOEFL, IELTS, TOEIC, and PTE are often prerequisites for further study and scholarships (Hasanah, 2020). English also plays a key role in improving career prospects (Purnama & Sanusi, 2022). However, reports from *Education First* show that Indonesia's English proficiency index was 466 in 2021, categorized as low and ranking fifth among Southeast Asian countries (Mahdi, 2023). The *English Proficiency Index* (EPI) in 2022 recorded Indonesia's EF SET score at 469 (*low proficiency*), placing the country 81st out of 111 nations (English First, 2021). According to the *Common European Framework of Reference for*

*Languages* (CEFR), Indonesia is at level B1, or intermediate (Christy, 2022).

The main challenges faced by the partner community include limited access to English education, particularly for those living in areas with few language learning facilities. Socio-economic barriers also restrict opportunities, as English courses are often unaffordable for students from lower-income families (Aditomo & Felicia, 2018). In addition, many learners struggle to find supportive environments for continuous practice, while others require preparation for international certification such as TOEFL and IELTS but lack access to quality guidance.

As a solution, LPDP alumni and awardees established 1Jam1000Mimpi (SJSM) in June 2020 with the spirit of “Everyone has a right to have dreams and make them come true!” (1Jam1000Mimpi, 2023). Founded by Monica Utari Mariana, SJSM provides an inclusive online English learning platform offering tiered classes ranging from *General English* and *Conversation* to *Exam Preparation*. Class placement is determined through a placement test to ensure alignment with participants’ abilities. Volunteer tutors from various universities, both domestic and international, provide intensive guidance free of charge, creating a safe and supportive learning environment. By mid-2023, SJSM had successfully conducted six batches of online English learning programs, involving more than 1,500 participants and 450 tutors (1Jam1000Mimpi, 2023). Thus, SJSM has become a model of community empowerment that addresses partner needs in terms of educational access, affordability, learning environment, and international certification preparation.

## Method

The implementation of the community empowerment program to improve English proficiency through 1Jam1000Mimpi (SJSM) was conducted online. Teaching methods included lectures, discussions, case-based learning, and practice sessions, depending on the type of class chosen by participants.

Participants were divided into groups according to their proficiency level. Class placement was determined through a placement test conducted during registration, ensuring that each participant entered a group suited to their ability.

Within each group, participants were guided by a volunteer tutor.

Each tutor received a syllabus and teaching materials from SJSM, which served as a guide in conducting classes. While tutors were expected to follow the syllabus, they were given flexibility to apply teaching methods they considered most effective.

In practice, each volunteer tutor facilitated one online English class consisting of 2–4 participants. Meetings were held at least once a week for *Conversation* and *General English* classes, and 1.5 hours per week for *Exam Preparation* classes. The total duration of the program was 12 sessions over approximately three months.

## Result and Discussion

The implementation of the 1Jam1000Mimpi (SJSM) program was carried out online through several stages as outlined in the method. The first stage was participant recruitment, conducted through social media promotion, administrative selection, placement tests, and interviews. As a result, in six batches held up to mid-2023, SJSM successfully enrolled more than 1,500 participants from various regions in Indonesia. Those who passed the selection process were placed into classes according to their proficiency level, ensuring more effective and targeted learning. The SJSM logo is presented in Figure 1.



Figure 1. Logo of 1Jam1000Mimpi  
(Source: 1Jam1000Mimpi, 2023)

SJSM upholds the vision “*To even out lifelong opportunities for everyone to chase their dreams.*” Its mission is threefold: (1) to create a safe environment where everyone can build a strong foundation in English communication; (2) to provide a platform where volunteers and participants can connect and interact; and (3) to establish English mentoring groups and ensure their effectiveness.

The second stage was the recruitment of volunteer tutors and organizing committee members. This process was conducted openly with a selection system to maintain teaching quality. From this recruitment, SJSM engaged more than 450 tutors from universities both within Indonesia and abroad. The presence of volunteer tutors became the program’s main strength, as they not only taught but also fostered a safe and supportive learning environment.

#### a. Volunteer Recruitment

SJSM is a community empowerment initiative based on volunteerism. Volunteers could choose to serve either as organizing committee members or as tutors. As the name suggests, the organizing committee was responsible for managing SJSM’s activities. A recruitment poster for the organizing committee is shown in Figure 2.



Figure 2. Recruitment Poster for Organizing Committee

(Source: 1Jam1000Mimpi, 2023)

The organizing committee was divided into five departments: Internal, Academics, External,

Finance, and Knowledge Management. The responsibilities of each department are listed in Table 1.

Table 1. Department Responsibilities in SJSM

No	Department Name	Responsibilities
1	Internal Department	Planning and monitoring class activities, and maintaining internal communication
2	Academics Department	Designing curriculum, placement tests, progress assessments, and organizing evaluations
3	External Department	Managing social media, organizing events, and maintaining external relations
4	Finance Department	Managing financial transactions and preparing financial reports
5	Knowledge Management Department	Overseeing knowledge dissemination activities and documenting teaching–learning processes

Tutors are essential personnel in SJSM. Selected tutors are volunteers who pass the registration process and are responsible for teaching English classes. They are graduates from universities both within Indonesia and abroad, recognized for their English proficiency. As volunteers, they contribute their skills to community and social activities without expecting compensation (Devina, 2022).

SJSM volunteer tutors are considered educational volunteers—individuals who care deeply about education and dedicate themselves to contributing to its development (Akademi Relawan, 2021). They are expected to carry out their duties responsibly and with integrity. Tutor selection is conducted by the SJSM team to ensure the quality of English education offered. A recruitment poster for tutors is shown in Figure 3.



Figure 3. Tutor Recruitment Poster  
(Source: 1Jam1000Mimpi, 2023)

#### b. Student Recruitment

SJSJ participants come from various regions across Indonesia. There are no age restrictions; anyone may register. The number of accepted participants is adjusted to match the availability of volunteer tutors, ensuring the quality and effectiveness of learning.

To reach prospective learners, SJSJ promotes its program online through social media platforms such as Facebook, Instagram, and Twitter. A recruitment poster distributed via these platforms is shown in Figure 4. The recruitment process consists of several stages: participant registration, administrative selection, written test, interview, and class placement. SJSJ participants are not limited by age.



Figure 4. Participant Recruitment Poster  
(Source: 1Jam1000Mimpi, 2023)

SJSJ participants were required to pay a commitment fee as proof of their seriousness and willingness to attend the entire program. This fee was refunded if participants attended all scheduled

sessions. A certificate was awarded to those who completed at least 80% of the meetings.

The third stage was class placement and implementation. Based on the placement test results, participants were assigned to *General English*, *Conversation* (Daily and Professional), or *Exam Preparation* (IELTS and TOEFL ITP). Each class consisted of 2–4 participants, with weekly sessions lasting 1–1.5 hours over 12 weeks. Documentation of class activities showed active interaction between tutors and participants.

Table 2. SJSJ English Classes and Levels

No	Classes	Proficiency Levels
1	General English	Basic, Intermediate, Advanced
2	Daily Conversation	Basic, Intermediate, Advanced 1 & 2
3	Professional Conversation	Basic, Intermediate, Advanced 1 & 2
4	IELTS Writing	Advanced 1 & 2
5	IELTS Speaking	Advanced 1 & 2
6	IELTS All Skills	Advanced 1 & 2
7	TOEFL ITP	Advanced 1 & 2

As shown in Table 2, SJSJ offered seven types of classes: *General English*, *Daily Conversation*, *Professional Conversation*, *IELTS Writing*, *IELTS Speaking*, *IELTS All Skills*, and *TOEFL ITP*. The IELTS and TOEFL ITP classes were designed specifically for exam preparation. Levels ranged from Basic to Advanced, with placement determined by the initial test before the program began. Documentation of class activities is presented in Figures 5 and 6.



Figure 5. Conversation Class Implementation  
(Source: 1Jam1000Mimpi, 2023)

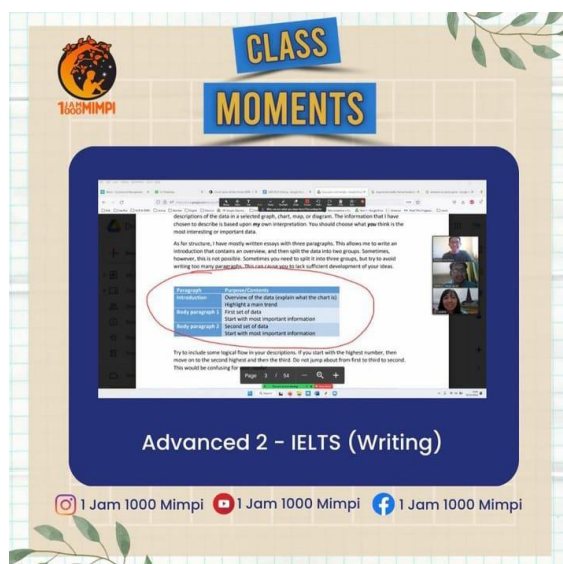


Figure 6. IELTS Class Implementation  
(Source: 1Jam1000Mimpi, 2023)

The learning program lasted approximately 12 weeks, with a minimum of 12 sessions. Session duration varied according to class type: 1.5 hours for exam preparation classes, and 1 hour for *General English* and *Conversation* classes.

The fourth stage was program evaluation. At the end of each batch, participants completed a Google Form to provide feedback on materials, methods, and tutor quality. Results indicated that most participants felt the program helped them improve their English skills, particularly in conversation and exam preparation. This evaluation also served as the basis for curriculum and teaching method improvements in subsequent batches.

Overall, the program demonstrated that SJSM successfully provided inclusive access to online English learning, enhanced participants' motivation, and strengthened networks of educational volunteers. The alignment between planned methods and achieved results shows that the program not only ran according to plan but also delivered tangible benefits to its partners.

## Conclusion

1. SJSM has conducted six batches of online English learning up to mid-2023, involving more than 1,500 participants and 450 volunteer

tutors, and has successfully improved participants' skills, particularly in conversation and exam preparation.

2. The strengths of the program include inclusive access, appropriate class placement through placement tests, and high-quality guidance from volunteer tutors.
3. The main limitations are reliance on internet access and evaluations that remain largely perception-based rather than fully measuring skill improvement.
4. Future development should focus on expanding outreach, strengthening evaluation with pre- and post-tests, building collaborations with educational institutions, and developing more contextual learning materials.

## Suggestions

1. Expand program outreach to regions with limited internet access through collaboration with schools or local communities.
2. Strengthen the evaluation system by implementing pre- and post-tests to objectively measure participants' progress.
3. Enhance program sustainability through partnerships with educational institutions, local governments, and donor organizations.
4. Develop more contextual learning materials tailored to participants' needs, such as English for the workplace or academic research.

## Acknowledgment

The authors would like to express sincere gratitude to the founder of *1Jam1000Mimpi*, Monica Utari Mariana, for establishing and facilitating the implementation of the SJSM program. Appreciation is also extended to the volunteer organizing committee and tutors who have carried out the community empowerment activities of SJSM with dedication, responsibility, and a spirit of volunteerism.

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