Original Research Paper

Analyzing Young Generation English Learning and Community Empowerment through Zoom-Based Service Program at Alam Daur Community

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Abstract: English language skills are currently considered important as one of the fundamental requirements for continuing an educational career or work. This community service research aims to improve English skills for the younger generation through the Alam Daur Community, a community engaged in literacy in the Central Lombok area. The English Intensive program is implemented online using the Zoom application. The method used was the cooperative learning method, participants were involved in webinar sessions, discussions, conversation simulations, and exercises that were relevant to daily activities and the needs of students. The results of the study showed that the intensive English program carried out for one full month through the zoom platform effectively stimulated children's skills. This could be seen from the post-test results which showed an increase in scores. In addition, other results proved that there was a strong relationship between tutors and participants and a fast exchange of information. Student involvement and motivation as well as increasing teacher capacity were also discussed. In line with Rena Pasick, Wilma Brakefield-Caldwell of Detroit, Michigan, and Edith Parker, this study recommends strong and ongoing collaboration, so that existing changes can be evaluated and treatments can be continuously developed for the institutions and communities involved.

Keywords: Intensive English Program; Literacy; English; Community Development

Introduction

Accordingly, the increasing technological advances and globalization have reinforced the need for English language proficiency in tourist destinations (Erazo et al., 2019). For instance, in Batujai Central Lombok, it is famous for its residents who preserve their cultural heritage and have abundant natural resources (Yasmina et al., 2024) which has potential as a tourism sector. However, the low level of English literacy in society is a consequence of the barriers that exist

(Wagner & Venezky, 1999), especially for the younger generation who have interest in improving their skills for education and employment opportunities. Besides, the lack of adequate facilities is one of the problems faced by the Batujai community. It prevents them from gaining access to foreign language learning programs, especially English at formal education (curriculum) at school, although being taught as a compulsory course does not provide enough opportunities to practice English with daily needs or the world of work, which has a negative impact on students' mastery of English (Mattarima & Hamdan, 2011).

Nowadays, one of the largest contributing districts in the number of tourists is Central Lombok Regency, with 23,209 tourists in February 2024, (BPS, 2024). This growth in tourism represents a good opportunity for younger generation both for pursuing their local economy as educataion, but on the other hand, there is an urgent need for adequate English language skills in tourist areas. English proficiency is important due to its function like communication skill, especially in providing interesting information and providing optimal services to foreign tourists (Sudiarta, M. & Subadra, 2024). Nonetheless, English language proficiency among the local populace, particularly in Central Lombok, is deficient. Thus, this presents a barrier in accommodating and interacting with international tourists. Consequently, acknowledging the significance of English language proficiency, the Alam Daur literacy community aimed to enhance English language through adaptable learning approaches. One of the strategies employed is online English language instruction using the Zoom platform through community empowerment. Community empowerment is an effort to improve the dignity of the layers of society who are now unable to escape the poverty trap and underdevelopment (Theresia, 2014).

Empowerment is the method of involving the community or group to address personal and communal needs (Laksono, 2018). This is also confirmed by a review, which states that empowerment emphasizes the process, not just the outcome of the process (Anwas, 2013). The ultimate purpose of empowerment activities is to empower society members in their daily lives. Education has the potential to empower individuals. Education is a key component in the process of community empowerment. Educational institutions

are an important factor that can be utilized to assess community empowerment. Aside from the preceding discussion, it also opens some opportunity through education includes in community empowerment and this likely opens to broaden "English language skills will open up wider opportunities in the world of work or tourism and how this program actively builds competitive competencies".

Alam Daur aimed to provide understanding and empower the public society through English iteracy programs. By doing so, it is hoped that the community can expand their knowledge and acquire basic skills that are useful in their daily lives (Aprillah et al., 2023). The Alam Daur initiative has successfully raised awareness of the importance of education among young age in Batujai. Engaging in learning activities and literacy campaigns, they seek to increase interest in reading and develop basic skills among the community. As part of this concept, Alam Daur Community took the initiative to create an English program (Intensive English Program) hosted virtually through the Zoom platform. This idea was developed as a solution to the constraints of physical limitations and facilities (Bambha & Casasola, 2021) that Batujai youth face in accessing English education. By providing online classes, it is hoped that participants, especially teenagers, can access English learning without having to travel far from where they live (Morrice et al., 2020). Flexible online learning allows individuals with demanding schedules or barriers to attending classes in person to still access education (Tate & Warschauer, 2022). The program was held for one month, with the schedule adjusted to the free time of participants and tutors. Each session is designed to reinforce key vocabulary, grammar, and basic practical tenses and daily conversation. By setting cooperative learning targets, participants are expected to gain a strong understanding of English that will serve as their foundation for progressing to higher levels or using it in practical everyday situations.

This service research intends to increase English literacy for the younger generation by using online learning methods and examining their influence on the Alam Daur community's English language skills. Alam Daur hopes that by participating in this activity, the community will be equipped with skills that are current and

competitive in the world of education and employment, as Zoom-based learning allows for direct interaction between tutors and students, albeit in an online format. Research has shown that the utilization of interactive features on Zoom, such as comprehension monitoring and facial expressions, can promote nonverbal communication processes that are vital in online teaching (Cheung, 2023); (Muhalim, 2023). In addition, good communication between tutors and learners and positive feedback have been shown to increase students' motivation to learn (Escobar Fandiño & Silva Velandia, 2020). However, Zoom-based online learning still faces challenges in achieving optimal results. Some studies reveal that teacher-centered online classes may not be fully effective in developing learners' English language skills. More interactive learning methods that focus on developing direct communication skills are needed, especially in language learning (Anggoro, K. J., & Nurmala, 2024). On the other hand, interactive language learning in a digital environment is gaining popularity in education as it offers easier access and flexibility in the learning process (Apridayani, A., Kamaruddin, A., & Sukkaew, 2024).

This research aims to analyze how intensive English program impacts young generations as well as community empowerment in Batujai people in the Batujai area in particular. Through this service research, it is hoped that it will become one of the sustainable innovations in providing innovative solution for a better society, which in turn will become an alternative to support the growing tourism needs of Central Lombok.

Method

This research was based on Community Based Research (CBR). According to (Banks, 2022) CBR is research that is conducted based on the community's commitment to offer resources, support and involvement in order to produce research products that benefit the community and the researchers conducting the research. Furthermore, this method offered important aspects that are close to community-based research. For example, such as changing social phenomena by changing the way people view their lives. Pasick (2010) quoted from Idrus, A. et.al., (2024) explained that CBR can identify new and better

interventions and preventive measures for community members. In addition, CBR can identify and provide support for the development of better systems in social life. Become a source of social development priorities that social change organizations and agencies can focus on. Developing educational development programs for staff of social organizations or non-governmental organizations that are agents of social change. In summary, Community-Based research is a research approach that is based on the commitment of the community to work together towards outcomes that benefit all participants involved or the community.

Meanwhile, the Intensive English Program (IEP) of this service research consisted of four stages including: preparation, outreach and coordination, program implementation, results and evaluation. This program focused on teaching English online. The sequence began from the preparation stage to the results and evaluation, as shown in the figure below.

Figure 1. Stages in program implementation (Pasongli et al., 2024).

The following is a detailed explanation of each stage of the program:

1. Preparation: The preparation stage in this program began with the formation of a team that managed various important aspects. The team divisions formed were (1) program director, (2) PIC (Personal in Charge) Program, (3) curriculum division, (4) research and publication development division, (5) IT and social media division. This program targeted one hamlet that takes 18 people as participants by opening recruitment spread through social media and filling out google forms within a period of 1 month. After the registration of participants was completed, it was continued with the opening of recruitment of teaching tutors as volunteers with a minimum capacity of 3 tutors.

In addition, The material taught in this

process includes basic grammar including parts of speech (subject, verb, adjective, pronoun, conjunction, etc), while for vocabulary includes the names of objects in the context of education, playgrounds, body parts, tourism sectors such as beaches, airports etc. Furthermore, the speaking material emphasized on daily speaking practices such as explaining characters, greetings and responses, farewell, how to introduce ourselves, how to ask about days etc. Finally, the one-month intensive English language program successfully stimulated participants' skills, such as speaking, grammar, and tense.

2. Outreach and coordination: at this stage a recap of overall participants and tutors was carried out, where the total number of participants who registered was 37 people with a minimum category of high school level or first semester S1. Meanwhile, the total number of tutors who registered was 9 people with a minimum category of S1. Then the team made a Training of Tutor (TOT) activity which aimed to prepare all teaching staff so that they can contribute optimally. The next step was to organize an opening ceremony with the aim of bringing together all participants with tutors as an initial interaction and to question the commitment of participants before the start of learning. After the opening ceremony, it was calculated that 18 participants and 7 tutors were willing to commit to the program.

3. Implementation of the program: the learning process was held for 4 weeks with 3 meetings per week, on Tuesdays, Thursdays and Sundays at 19.00 PM WIB. This learning activity was carried out online using the zoom application. At the first meeting before the start of the learning process, a pretest was conducted to measure the initial abilities of the participants.

4. Results and evaluation: The results and evaluation of the program were also described in the next chapter. Nevertheless, the program has been effective in stimulating participants skills, especially in learning English. It can also be seen from the participants' scores that increased during the post test. The relationship between tutors and participants and the rapid exchange of information were important points in this study.

Results and Discussion

Pra Implementation Program

The first step in this activity was careful planning by the service team, including determining program objectives, target participants, and materials to be delivered using online methods. Furthermore, the organizing team also identified the needs of the participants, such as their level of English proficiency, as well as the devices or applications needed to support online learning. In this stage, the organizers planned and prepared a systematic curriculum or materials. Furthermore, the service team also prepared for technical matters. For example, in online learning, a premium account and stable platform or software that is easily accessible is very important to consider considering the average learning duration of one and a half hours. This means that the service team chose the Zoom-based application because its features are very supportive for an interactive learning process. Prior to program implementation, the service team conducted socialization activities for participants and other stakeholders. This socialization aimed to introduce the program thoroughly and provide an understanding of the learning methods that will be used.

In conclusion, this implementation began with conducting a literature study related to information that can be used as a basis for planning enrichment programs. Based on the studies we found, it was found that the study from Erazo et.al., (2019) found that regarding the effectiveness of English learning strategies, especially in the context of tourism, it needs to be continuously developed and in the university context, it is also necessary to master English for the convenience of visitors. This finding, although the context was carried out in Ecuador, also has the same relevance as the current service target. The results of the data analysis illustrated the importance of efforts to improve English language skills for the younger generation in the region considering that every year the central Lombok area has major events of international scope.

The next stage was online-based socialization with an open recruitment method through social media and village youth organizations. Besides, an initial survey related to the participant's ability of was conducted. After all the information was obtained, it then analyzed and further coordination was carried out regarding the results of the planning that has been made as provided in this table below.
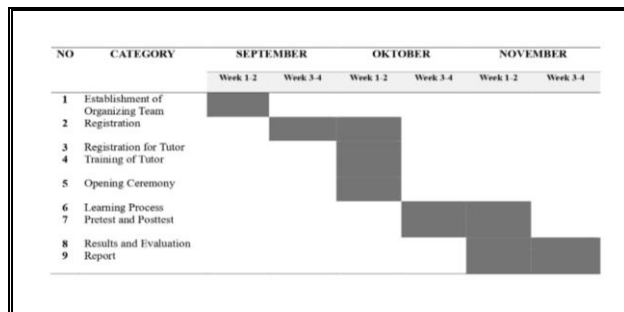
Figure 2. Program Timeline

Implementation

Intensive English Learning Program

In an effort to increase community knowledge in Batujai Village related to the importance of English language skills, a comprehensive socialization was conducted for the community. Socialization is an easy technique in delivering information or educating people with different backgrounds. Socialization has become the easiest and most efficient approach to educate, where the general population has its own activities so it is difficult to gather as a whole (Alfiah et al., 2019). The learning activities themselves were carried out online involving the active role of tutors and learners involved with various backgrounds and aspects of knowledge fields, this was aim to provide a better approach to people with diverse backgrounds. The main targets in this online learning include high school students in Batujai village and or those who have entered university in the early semester. In addition, learning materials were provided to the community involved in online learning activities. This is in line with the research presented by (Bambha & Casasola, 2021) where their research discusses how remote and multi-session training can be adapted for developmental psychology under constraints that limit face-to-face interactions, such as the recent COVID-19 pandemic. In summary, while traditionally, research requires extensive face-to-face interactions with children, this research introduces online alternatives to investigate how specific experiences affect child development. The research correlation illustrates that the online format allows for a series of interactive activities where researchers demonstrate tasks on screen and children respond verbally or with tasks directly on their devices or on paper. This setting, while effective, poses unique challenges and requires innovative solutions for remote engagement, researcher training, and communication with participants and parents. This research design emphasizes flexibility in task structure and the need for clear and consistent communication between researchers, children, and parents to maintain order and accuracy. Ultimately, these findings suggest that remote methodologies can complement research in the laboratory, expanding accessibility and feasibility for future developmental studies. In the context of this present research as well, it showed the improvement as illustrated in the table below.

Table 1. Participants' Pretest and Posttest Result

No	Name	Grammar		Vocabulary		Tenses	
		Pretest	*Posttest*	*Pretest*	*Posttest*	*Pretest*	*Posttest*
1	Student 1	3	5	4	4	3	5
2	Student 2	1	4	2	6	1	3
3	Student 3	4	4	3	3	3	4
4	Student 4	0	5	1	6	4	5
5	Student 5	2	5	2	6	2	4
6	Student 6	1	4	1	4	1	5
7	Student 7	3	5	1	2	2	5
8	Student 8	4	3	3	5	2	4
9	Student 9	1	5	3	4	4	4
10	Student 10	1	5	4	3	1	5
11	Student 11	1	3	1	4	1	4
12	Student 12	2	3	1	5	1	4
13	Student 13	2	5	1	4	2	3
14	Student 14	4	4	5	6	3	3
15	Student 15	1	3	3	4	3	5
16	Student 16	1	2	2	4	3	3
17	Student 17	3	4	4	4	2	5
18	Student 18	2	5	1	3	2	4
		36	**74**	**42**	**77**	**40**	**75**

*Note: True: 1 point, False: 0

The table above indicated the increase in student learning outcome scores during the program. In this case, this community service activity also cannot be separated from focusing on training skills (soft skills) for the younger generation in the area as it is known that the problem that was first solved was teaching basic English to participants then continued by providing material to tutors. The method chosen to implement the training is based on Van Els' idea that a good teacher is a teacher who is able to apply his knowledge directly in the field of language (Irsan, 2019).

In addition, this research was undeniably not the only one, there were many similar service studies. For example, research from (Tamrin & Yanti, 2019) emphasizing the importance of soft skills for the younger generation is the basis for the preparation of the Community Partnership Program (PKM). The method used in the program uses questions and answers and discussions to identify knowledge and supporting technology. The results of community service that has been trained show that English learning based on nature-themed storybooks is easier to understand by the students being taught. By using this method, there was a good improvement for the learners. In the context of the current research, this is also the same improvement in how learners and tutors who are actively involved have improved skills.
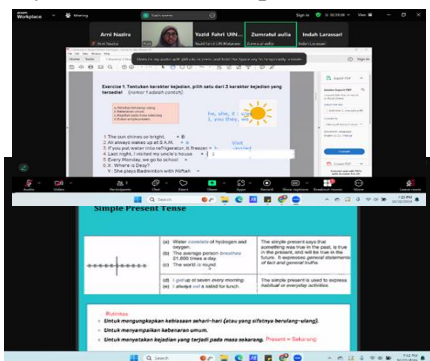

Figure 3. The Learning Process

Based on the picture above, it illustared the learning process that is carried out online through the Zoom application. As seen in the picture, the learning material being taught was related to tenses, especially the simple present tense. The tutor explained the formula and characteristics of simple present tenses. Furthermore, to find out whether students have understood the material, the tutor asked some questions related to the material being taught. It can be concluded that the learning atmosphere in the picture was very interactive, where students could see the materials shared directly by the teacher in participating in learning from their respective places and could answer questions well. Based on this, recent literature illustrates how the development of information and communication technology in the Industry 4.0 era has had a major influence on the teaching and learning process.

The ease of access to technology has been used by teachers to improve the quality of education (Khusniyah & Hakim, 2019). Furthermore, Keengwe in his research has stated that technological developments provide changes to the implementation of teaching and learning (Keengwe & Georgina, 2012). Information technology can be accepted as a medium in conducting the educational process, including assisting the teaching and learning process, which also involves finding references and information sources (Wekke & Hamid, 2013).

Evaluation

The Alam Daur committee assessed the current activities. The committee did this evaluation weekly. The objective of the review was to facilitate discussions and identify solutions to issues arising from ongoing and completed activities. Several prevalent issues identified such as participants had difficulty using the zoom application, however, the solution was done; the committee conducted a briefing, introducing how to use zoom and the features in the zoom application. In addition, some participants were constrained to be present during the learning activities, due to several problems, for example; internet quota. The solution provided was to give rewards to participants who are most active in participating learning session. Lastly, tutors were less enthusiastic, the committee provided a solution to strengthen tutor motivation by holding teaching training by inviting speaker who has master in their fields. In addition to these problems, online learning is constrained by the lack of social interaction, limited communication, limitations in practice and experimentation. From the problems found, the committee tried to solve the problem as efficiently as possible. Although some problems cannot be solved by the committee.
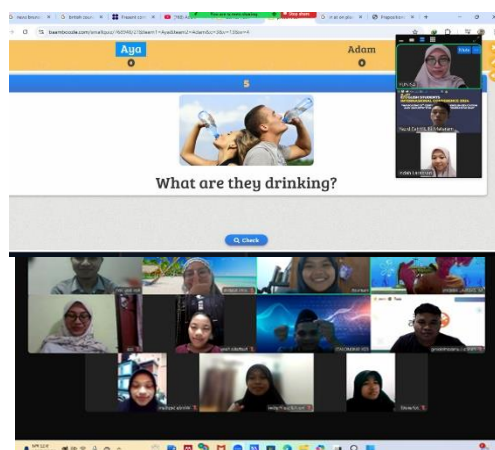
Figure 4. Evaluation program through TPD

The learning evaluation process for the aforementioned tutors aimed to elucidate methods for developing online classroom management skills. The presenter offered explanations on teaching strategies aimed at enhancing classroom interactivity. He discussed methods for organizing online classes to maintain student enthusiasm and effective classroom management techniques to facilitate quick comprehension of lessons and prevent boredom. The evaluation process aimed to enhance tutors' skills to improve the effectiveness of online learning.

Conclusion

Based on the results and discussion above, it can be concluded that this research aimed to develop the soft skills of the participants involved. The learning method used was cooperative learning by involving participants in various sessions such as webinars, discussions, conversation simulations, and relevant exercises. While the method used was Community-Based Research CBR, which emphasized community participation and development. The program implementation included several stages, starting from preparation, coordination, program implementation, and evaluation of results. In the preparation stage, the team formed a management structure, established the curriculum, and recruited tutors and participants. The learning program run for four weeks with three sessions per week. This research showed that the online-based English learning program through the Alam Daur Community in Central Lombok was effective in improving

English language skills for the younger generation. The one-month intensive English language program successfully stimulated participants' skills, such as speaking, grammar, and tense. Despite some technical difficulties and limitations in social interaction, the use of Zoom as a flexible learning platform proved to provide simple access for participants from different backgrounds. The program also succeeded in increasing participants' motivation to learn as well as tutors' competence, supported by positive interactions. With continued support and the development of more interactive learning methods, this program has great potential to become an alternative solution for improving English language skills for communities in need and society in general.

Suggestions

The authors recommend providing alternative technological tools, like internet quotas or digital gadgets, to address the frequently occurring technical issues. In addition, future research may work to establish partnerships with educational institutions or language institution in order to enhance the content of the program and broaden its coverage. This will allow the program to reach a greater number of communities in regions that have requirements that are comparable to the program's.

Acknowledgement

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