

The Implementation of Foreign Language Learning Guidance Program for Elementary School Students During School Holidays

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ABSTRAK. This community service activity is a learning assistance program that focuses on foreign language learning guidance for school-age children in the Glintong Dalam Village environment during semester holidays. With this activity, the children have interesting activities to improve their Arabic and English skills. This activity is one of the agendas of the facilitators of the Community Service Course of the Tarbiyah Faculty of STAI Darul Hikmahin 2024 in Glintong village. The service activities in the form of a foreign language learning guidance program which were attended by approximately 20 students went smoothly. The result of this activity is that the children are eager to learn Arabic and English and can overcome the difficulties they face when learning Arabic and English at school. In its implementation, children can learn calmly, comfortably, enthusiastically and are able to understand the material presented. This activity also received a positive response from themselves, parents, and the community.

1. INTRODUCTION

Language is the most important communication tool in interacting with anyone and anywhere. There are so many languages born in this world, this is to facilitate communication between communicators and communicants. Language is also the main, creative and fast communication tool for humans to convey their ideas, thoughts, and feelings within humans (Hidayat, 2012). Within the framework of education in Indonesia, the position of foreign language learning (English and Arabic) currently cannot be underestimated, where in the present era English and Arabic are international languages. Both of these languages are very important to learn to prepare a generation that can develop according to the times. In addition, in the current era of globalization which is supported by increasingly sophisticated information and transportation technology developments, it is easier for contact and meetings between people from various parts of the earth and from various cultures. The main key to being able to enter it is mastery of a foreign language. Thus, in the Indonesian context, mastery of foreign languages becomes important because it is a door for the Indonesian people to be able to communicate with other nations in the international world (Santoso, 2012).

Currently, school children are required to be able to recognize the two languages, both actively and passively. The skills to master English and Arabic have begun to be introduced in elementary school (SD) and kindergarten (TK). Not only that, but currently many Islamic boarding schools have implemented a bilingual program, namely communicating in two foreign languages in daily interactions. In current developments, learning English has become important, especially since English is often used as the language of instruction for science and technology, such as in the use of computers, the internet, software, and other forms of technology (Kamlasi, 2019). Likewise with the Arabic language which has privileges compared to other languages. Arabic is one of the most widely used languages in the world. Therefore, Arabic is used as an international language and is recognized by the world. So it is not an exaggeration if learning Arabic needs to get attention from kindergarten to college (Zulfa, 2020).

In general, learning English and Arabic in elementary school children is a very good thing, where at that age range their ability to learn foreign languages is faster than children aged 12 years and over. This is in line with the Critical Period Hypothesis theory where children's age is the golden age so they can easily learn something, one of which is language (Rahmawati, 2019). At this age range, children can already have very well-developed cognitive abilities (Rosaria & Novika, 2018). Also, as a provision of knowledge to go to a higher level of school.

The semester holiday is a day when children are free to do various things and escape from learning activities at school. Most of them spend their holidays playing with friends, watching YouTube, watching television, playing online games, and others. This is a concern of the Community Service Course (KPM) facilitator team of the Tarbiyah Faculty of STAI Darul Hikmahin Glintong Dalam Village, Klampis district, Klampis. Holidays can be filled with positive and useful activities. These activities can be in the form of foreign language tutoring with basic materials both for Arabic and English. Moreover, the absence of a course institution in Glintong Dalam village has made the facilitators even more enthusiastic about carrying out the guidance.

On that basis, the facilitator team strives to provide a foreign language learning guidance program to fill the school holidays for school-age children in Glintong Dalam village. Thus, their holidays are more productive and useful than just playing online games. Of course, this activity was carried out with the principle of being fun and entertaining because after all, this activity was carried out during school holidays.

2. IMPLEMENTATION AND METHODS

This community service activity was carried out by the facilitators of the Community Service Course of the Tarbiyah Faculty of STAI Darul Hikmah, Post 1, in Glintong village, Klampis district, Bangkalan Regency. This activity was carried out in Desember 2024, when school-age children were on holiday. The tutoring activities are carried out during the class promotion holiday with a schedule of twice a week. The approach or method used and applied in this service is in the form of a Community Service Program, which is a series of activities carried out by a person or group in the form of providing services, or work for the benefit of the community or an institution. Community service can also be interpreted as community service activities (Djamil, 2020). This community service is carried out so that an activity that is carried out can improve the quality of both human resources (HR) and natural resources (SDA) in an area that needs it (Ali et al., 2020). Therefore, the STAI Darul Hikmah facilitator, post 1, Glintong Dalam village, strives to provide services in the form of a foreign language tutoring program (Arabic and English) to elementary school-age children to fill their vacation time. The stages of implementing the service are recorded in table 1 below.

Through this community service approach, the facilitator first analyzes the object of service in the middle of the holiday season. After that, the facilitator conducts a Forum Group Discussion (FGD) with several related parties, such as the village head, village government officials, youth organizations and several representatives of parents

The stages of the implementation of service are recorded in the following table 1.

Table 1. Results

Activities	Executive
Finding opportunities	Facilitator
Analysis of the object of service	Facilitators & Primary Children
Conveying the form of assistance	Facilitators, parents & children of primary school age
Implementation of tutoring Providing guidance materials (introduction, greetings, vocabulary, family, etc.) Using the methods of singing, assignment, question and answer and playing Providing a pocket book about the material being taught	Facilitator

Evaluation stages Conducting evaluations by assigning assignments and remembering previously taught material View the results of a given assignment	Facilitator
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3. RESULTS AND DISCUSSION

The community service program was conducted in Glintong Dalam Village, a village located in the Klampis district, Bangkalan Regency. The village comprises nine hamlets, namely Pancas, Kramat, Kemas, Batu Putih, Pelan, Tangkolong, Tanamera, and Sumur Kandang. As of 2022, there were no foreign language tutoring programs available in the village, and school-age children only received English lessons as a local subject at school.

The community service program, implemented by Post 1 of STAI Darul Hikmah, aimed to provide school-age children with basic knowledge and understanding of foreign languages, namely Arabic and English. The program's implementation began with socialization at the prayer rooms where the facilitators taught. The children were taught basic knowledge of Arabic and English, including introductions, pronouns, daily activities, recognizing vocabulary easily found around them, greetings, and so on. The facilitators, who were students from the Islamix Religioan Education at the Tarbiyah Faculty of STAI Darul Hikmah, assisted by facilitators from other study programs, served as tutors for the program.



Figure 1. Documentation of the implementation of Arabic and English tutoring

The program received positive responses from both the participants and their parents. They felt that the program helped them as it allowed them to spend their holidays productively. Moreover, they expressed their enjoyment and growing interest in and familiarity with foreign languages, in line with the classes they chose.

The progress observed in the children was significant. They were able to sing Arabic and English songs well, introduce themselves, communicate simply in those languages, and

respond to greetings and simple questions. Interestingly, the foreign language tutoring program helped the children overcome their fear and apprehension about learning foreign languages, particularly the notion that English and Arabic are difficult. Their enthusiasm and confidence grew throughout the program.

Admittedly, the children initially lacked confidence, especially since only a few had prior experience learning foreign languages at school. They faced difficulties in participating in the tutoring sessions. To address this, the facilitators selected materials related to everyday life, contributing to a positive impact on the children's learning experience. As a result, the children found it easier to remember and understand the material presented (Septiana et al., 2021). Over time, they gained confidence and began to learn actively and with enthusiasm.

The use of methods that were appropriate for the children's age and needs contributed to the program's success. By incorporating interactive activities, songs, and games, the facilitators created a fun and engaging learning environment, ensuring that the children remained actively involved throughout the sessions. The children's active participation and enthusiasm were evident in their ability to sing Arabic and English songs well, introduce themselves, communicate simply using those languages, and respond to greetings and simple questions. The program's effectiveness can be attributed to the facilitators' ability to create a supportive and stimulating learning environment that fostered the children's confidence and motivation.

Moreover, the selection of materials related to everyday life proved effective in helping the children understand and remember the lessons. By relating the learning materials to their daily experiences, the facilitators ensured that the children could connect with the content on a personal level, making it more meaningful and relevant. This approach not only enhanced their understanding but also facilitated their ability to apply their newfound language skills in practical situations.

The program's success can also be attributed to the facilitators' dedication and enthusiasm in delivering the lessons. Their commitment to providing a positive learning experience for the children fostered a supportive and encouraging environment that motivated the children to actively participate and learn. The facilitators' efforts in creating a fun and engaging learning environment, coupled with their use of appropriate methods and materials, contributed significantly to the program's positive outcomes.

4. CONCLUSION

The foreign language learning guidance program conducted by the facilitators of the Tarbiyah Faculty of STAI Darul Hikmahin Glintong Dalam village went well and smoothly as expected. This activity received a positive response from the participants, parents and the local community. By holding this program, school-age children in Glintong Dalam village can make their holidays more productive by learning foreign languages. The use of methods that are in accordance with the age and needs of students makes this activity even more enjoyable. However, the implementation of this tutoring encountered several obstacles but did not dampen the enthusiasm of the facilitators and the children.

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