

Empowering Youth in the Small-Scale Industry Environment of Bukit Indah: Fostering English and Business Proficiency through Islamic-Based Education

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Abstract

This research delves into the substantial impact of a Community Service (CS) program that centered on English language acquisition within the unique Small-Scale Industry setting of Bukit Indah. The program ambitiously addressed the prevalent challenge of engaging children in the realm of English education while simultaneously fostering their competence in language proficiency and fundamental business principles. By deploying innovative pedagogical approaches and integrating the principles of Islamic-Based Education, the program meticulously crafted an interactive and dynamically engaging learning environment. The outcomes were undeniably impressive, as the participating children exhibited noticeable advancements in their language skills, a palpable surge in their enthusiasm for learning, and a solid grounding in the rudiments of business concepts. Furthermore, the initiative delivered invaluable experiential learning opportunities to management students, underpinning the significance of ethical conduct, moral values, and cultural resonance in alignment with Islamic principles.

Keywords: Community Service, English language learning, Small-Scale Industry, Islamic-Based Education, Islamic values

INTRODUCTION

Motivation is a driving force within the education process, with substantial influence on students' engagement and responsiveness to the material presented. This principle transcends into the domain of English language learning, particularly in the context of developing conversational skills (Ilahi et al., 2023). However, in the small-scale industry environment of Bukit Indah, where a strong emphasis is placed on Islamic-based education, a recurring issue emerges – the lack of motivation among students to actively participate in English conversation activities. This pervasive challenge can be attributed to the absence of effective motivational strategies and the dearth of

engaging instructional materials tailored to the specific cultural and educational context (Hasanah, 2023; Rahman et al., 2022).

As a consequence, students within this setting continue to grapple with the daunting task of acquiring proficiency in English conversation, which is a highly regarded skill in today's globalized world and business landscape. Despite years of English language instruction, a common predicament among these students is the struggle to effectively express themselves. The impediments include a limited vocabulary repertoire (Ali, Hasanah, Jayanti, et al., 2023) and a persistent lack of self-confidence when utilizing English within a business-oriented context (Muallim et al., 2023).

In response to these challenges, our team embarked on a comprehensive Community Service (CS) program with a two-fold objective. First, we aimed to ignite the flame of motivation for English language acquisition among the youth in the small-scale industry environment of Bukit Indah. Second, we sought to enhance their conversational abilities in English, while simultaneously deepening their understanding of the business environment, all while integrating the principles of Islamic-based education (Hasanah, 2022a) .

To fulfill these ambitious objectives, our team comprised dedicated individuals, including lecturers and students hailing from the English Education Program at Institut Agama Islam Negeri Parepare and the Management program at Institut Ilmu Sosial dan Bisnis Andi Sapada. The inception of our journey towards these objectives commenced with a meticulous needs assessment, encompassing not only an examination of the local values but also a profound exploration of Islamic-based teaching strategies and techniques that resonated harmoniously with the cultural fabric and Islamic principles of the community (Hasanah, 2022b).

The core of our intervention involved the implementation of a diverse range of engaging activities. These included interactive games, self-introduction exercises, and the introduction of business-related vocabulary (Noviasmy et al., 2023). All of these elements were seamlessly integrated into the framework of English language learning, resulting in a comprehensive learning experience (Gardner, 2001).

The culmination of our efforts materialized through the successful execution of the PKM activities, which took place at BTN (Housing) Industri Kecil Bukit Indah Block H No. 11 and SD (State Elementary School) 70 Parepare. The participation of 15 enthusiastic young individuals from the small-scale industry environment of Bukit Indah further underscored the positive reception of our program.

Our unwavering commitment aimed to empower these budding learners by fostering their motivation for English language learning within the Islamic-based framework (Deci & Ryan, 2017). Simultaneously, we endeavored to equip them with invaluable conversational skills and a heightened understanding of business concepts, paving the path for their future success in the complex, interconnected world of today (Ali, Hasanah, Enni, et al., 2023) .



Picture 1. Photographs of Conducting Community Service

Islamic-Based Education Integration

The implementation of Islamic-Based Education in the Community Service (CS) program plays a vital role in shaping the learning experiences of both children and management students (Abdillah et al., 2022; Akhyar et al., 2022). Islamic-Based Education encompasses several key aspects:

a. Value-Centered Learning

Islamic-Based Education infuses lessons with Islamic values and principles, emphasizing ethics, morality, and social responsibility. Within the CS program, children learn not only language and business skills but also the importance of honesty, fairness, and integrity in their interactions and future business endeavors.

b. Holistic Development

Islamic-Based Education emphasizes holistic development, considering not only academic knowledge but also the moral and spiritual growth of individuals. The CS program integrates this by providing a supportive environment that nurtures the personal and ethical growth of the children.

c. Cultural Relevance

Islamic-Based Education tailors learning to the cultural and religious context of the students. In the CS program, this means that lessons are culturally relevant and sensitive, respecting the local traditions and customs, thereby creating a harmonious learning environment.

d. Moral and Ethical Considerations

Islamic-Based Education guides students to make morally and ethically sound decisions. In the CS program, this means instilling values of fairness, honesty, and integrity when teaching basic business concepts. It also encourages students to use their language skills responsibly in their interactions.

e. Character Building

Islamic-Based Education places significant emphasis on character building. Through the CS program, the children develop positive character traits such as patience, perseverance, and respect, which are essential in language learning and business.

f. Community Engagement

Islamic-Based Education promotes community engagement and social responsibility. The CS program aligns with this by involving management students in giving back to the community through educational initiatives that are grounded in Islamic values.

g. Teaching Methodology

The teaching methodologies within Islamic-Based Education are participatory, interactive, and engaging. In the CS program, these methodologies are employed to ensure children's active involvement in their learning process, making it enjoyable and effective.

The infusion of Islamic-Based Education into the CS program ensures that not only academic knowledge but also moral, ethical, and cultural elements are integrated into the learning process. It creates a learning environment that respects and celebrates local values and traditions, while preparing the children for their future endeavors within the framework of Islamic principles.



Picture 2. Photographs at the End of the Program

RESULT AND DISCUSSION

Positive Impact of Community Service Program on Children in the Environment

The Community Service (CS) program implemented in the small-scale industry environment of Bukit Indah, specifically Btn Small-Scale Industry Bukit Indah Block H No. 11 and SD 70 Parepare, has shown a significant positive impact on the children in the community. In this section, we will explore the achieved results and substantiate them with relevant theories.

1. *Improvement in English Speaking Skills*

One of the most notable outcomes of the CS program is the substantial enhancement in the children's English-speaking proficiency. Before the program's commencement, many of them felt self-conscious and lacked confidence when it came to conversing in English. However, as the program progressed, their self-assurance grew, and they could engage in English conversations with greater ease. This transformation is evident when comparing their speaking abilities before and after participating in the CS program.

Social learning theory, as proposed by Bandura (2014), underscores the role of social interaction in improving language skills. In a supportive and interactive environment, children are more inclined to feel confident in using a foreign language for communication.

Collaborative Learning Theory, as advocated by Johnson and Johnson (2014), further supports this idea by highlighting the effectiveness of collaborative and interactive learning in enhancing language proficiency.

2. Increased Enthusiasm for Learning

The CS program has effectively created an enjoyable and interactive learning atmosphere for the children. Through the use of engaging and innovative teaching resources, the children have become more enthusiastic about the learning process. They not only acquire English language skills but also actively participate in each learning session with enthusiasm. This enthusiasm is a pivotal factor in motivating them to pursue continuous learning and personal growth.

Educational motivation theory, as elucidated by Deci and Ryan (2017), underscores the significance of enthusiasm and motivation in elevating the quality of learning. When children find learning enjoyable and exciting, they tend to be more focused and resilient when encountering challenges.

3. Enhanced Business Skills

In addition to English language proficiency, the CS program places a strong emphasis on imparting fundamental business knowledge, in alignment with its program title. The young participants from the small-scale industry environment of Bukit Indah gain insights into essential business concepts, the role of business in society, and the importance of basic business skills in the contemporary world. This lays a solid foundation for their comprehension of the business realm.

Business education theory, as proposed by Klein (2014), highlights the significance of instilling a foundational understanding of business concepts from an early age. This early exposure helps children grasp the role of business in society and forms the basis for developing advanced business skills.

Valuable Experience for Management Students

The CS program also offers valuable learning experiences for management students from the Andi Sapada Institute of Social and Business and the Parepare State Islamic Institute. These students actively engage in designing and executing the program, gaining a range of valuable skills and experiences in the process.

1. Designing Learning Materials

Management students participate in crafting effective learning materials tailored for beginner-level learners. They gain expertise in curriculum design, learning session planning, and the creation of materials that cater to the children's needs.

Learning design theory, as expounded by Merrill (2018), underscores the significance of designing learning materials that align with learners' goals and requirements. Management students acquire the skills to create effective and pertinent learning materials for the children.

2. Applying Media in Learning

The CS program also equips management students with the ability to employ educational media in the learning process. They learn how to leverage modern technology to enhance the quality of education, including the use of educational software and hardware suitable for the learning environment.

Multimedia learning theory, as described by Mayer (2019), suggests that integrating media into learning can improve the understanding and retention of information. Management students acquire the knowledge of how to integrate educational media into learning sessions to enhance the effectiveness of education.

3. Team Collaboration

Management students also gain insights into the importance of effective teamwork. They collaborate to achieve the program's objectives, coordinate the design and implementation of learning sessions, and share responsibilities. This experience enriches their understanding of collaborative skills and effective communication within a team environment.

Team collaboration theory, as advanced by West (2020), demonstrates that effective teamwork leads to superior outcomes. Management students acquire the skills to collaborate, communicate, and contribute effectively within a team to attain set goals.

The CS program not only delivers significant benefits to the children in the environment of Btn Small-Scale Industry Bukit Indah Block H No. 11 and SD 70 Parepare by enhancing their English-speaking skills, increasing their enthusiasm for learning, and fostering a basic understanding of business but also provides valuable experiences for management students. The program establishes a mutually beneficial learning environment for all participants involved.

CONCLUSION

The Community Service program, focused on English learning in the Small-Scale Industry environment of Bukit Indah, has delivered remarkable outcomes. It breathed new life into English education for children, transforming what was once considered a challenging subject. Through engaging and captivating teaching methods, children not only learned effectively but also interacted actively, culminating in significant language proficiency growth.

By breaking away from traditional monotony, the program instilled enthusiasm for learning, leaving a lasting impact. It emphasized Islamic-Based Education, reinforcing moral and ethical values. The program not only benefited the children but also equipped management students with valuable skills. In summary, this initiative demonstrates the transformative power of innovative, culturally sensitive education, underpinned by Islamic values, that fosters language proficiency, enthusiasm for learning, and a foundational understanding of business concepts.

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