

Community Service in Developing Basic English With Various Activities in Pekan Seruway Village

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ABSTRACT.

The community service work programme in Pekan Seruway Village carried out by group 3 from the UINSU Campus, Department of Tadris English, which carried out several activities to develop basic English for school children and also carried out several activities with the Seruway Village community. As for some of the activities, namely: EFL (English Fun Learning) which is learning English by playing games with the theme of vocabulary in English with the intention of honing the skills of children at SMP N 1 Seruway, The process of teaching basic English such as adding vocabulary, ice breaking, how to pronounce each vocabulary greetings and also introductions, Workshop with ibu datuk which discusses Pekan Seruway Village, Seminars with the theme of introducing the UINSU campus discussing each department and faculty, Hydroponics, English Film Review, Handicraft which is handicraft for junior high school children, Tadarus with the children of the Pekan Seruway village community, Healthy Life which is afternoon exercise and Studies or conducting Muharram activities with the community and male students of Al-Fuad pesantren. This Work or Service Programme is not only focused on one goal but we also build a family to approach the surrounding community.

Keywords: Community Service, Basic English, EFL, Workshop, Seminars

INTRODUCTION

Kampung Seruway Village located in the Aceh Tamiang area has great potential to be developed, but still faces several challenges, especially in the field of Education, for example: knowledge of Basic English. One of the prominent problems is the lack of knowledge of children about basic English, namely not knowing vocabulary and even how to pronounce the alphabet and vocabulary that we provide. This condition has a significant impact on the English learning process, where in elementary school they do not understand the subject, so we as students who serve for several days there must start or teach from the beginning.

Seeing this condition, we UINSU students majoring in English education must contribute to efforts to improve knowledge about English, how to speak introductions or even greet friends in English, and also know what vocabulary is in the material on animals or greetings. This community service activity aims to teach all children to learn English at an early stage, with observation and qualitative methods, namely asking questions and explaining the answers to these questions. We do not only do theory but also practice, for example we do EFL activities, namely English fun learning, where in this activity various games are played to hone their English vocabulary, we try to teach them in a way that is not boring so they are happy to learn English and do not feel pressured.

Our work program is not only to develop their knowledge of English. But we also build solidarity with other communities such as conducting studies with mothers and fathers and male students of the Al Fuad Islamic Boarding School. Of course, before doing all the activities, we also met with the datuk's mother in the village, we shared and approached her by conducting a workshop with her. Another approach is that we do tadarus with children around where we live, we also share with the children of MAS Al - Fuad about campus introduction, and also how college life is.

In addition to EFL, we also do other exciting activities such as Film Review, which is watching a film that has a good moral message so that we can learn from the film together. We also do hydroponic activities which can learn how to plant. In addition, to hone the children's abilities, we do an activity called handicraft, which is an activity to assemble bracelets according to the creativity of their minds. Another approach is that we also do afternoon sports with students at the Al Fuad Islamic Boarding School, namely we play futsal together.

METHOD

The method used in every activity we do is Sequential mixed methods. This method is an approach that combines quantitative and qualitative methods in sequence, where one method is used after the other. The aim is to gain a deeper and more comprehensive understanding.

1) Survey methods

It is carried out with structured interviews to find out the public opinion regarding the daily life and culture of the community around as well as the public response to English language education in the village so that it can form its activities planning well from the data and information that has been collected.

2) In-depth interview

After the planning is formed, an in-depth interview is conducted regarding the activities to be done in the community environment. This includes the agreement of the public figures whether the activities proposed can be carried out or not for the convenience of both parties involved.

3) Participatory observation

Members not only observe a phenomenon, but also participate directly in the daily activities of the community and students who are the target of the activity, thus gaining a deeper understanding and more accurate data.

RESULT AND DISCUSSIO

There are 10 activities carried out by group 3 during community service, including workshops, teaching, EFL, handicrafts, studies, tadarus, seminars, healthylife, hydroponics and film reviews.

1) Workshops

A workshop is a practical learning or training activity that focuses on developing specific skills or knowledge through hands-on activities and direct interaction between participants and facilitators. The main function of a workshop is to provide an opportunity for participants to learn and practice specific practical skills, such as technical, creative, or interpersonal skills. Through hands-on activities, participants can develop their abilities directly and get feedback from the facilitator, so that they can improve their mastery of the material presented. In addition, workshops also function as a platform for delivering information, theories, and new concepts to participants. Facilitators can deliver materials interactively and encourage participants to engage in discussions, questions and answers, and reflections. This not only increases the knowledge and understanding of participants, but also encourages collaboration and networking among them. Through group activities and discussions, participants can share experiences, exchange ideas, and build professional networks. In addition, workshops can also be a means to facilitate change, innovation, and empowerment of individuals or groups, as well as provide opportunities for facilitators to provide direct feedback to participants regarding their progress and performance.

At the workshop held at the office of the head of pekan seruway village, Aceh Tamiang, discussed several kinds of work programs that will be carried out by students of the State Islamic University of North Sumatra, Department of English Education, some of which are community activities, such as attending recitation, these activities aim to get to know more deeply how recitation is carried out in pekan seruway village, whether it has a considerable

difference with other areas, or the same. Next is teaching activities at SMPN 1 Seruway, in teaching activities at this school there are many activities that can be done to students at SMPN 1 Seruway, including introductions, learning activities in class, holding competitions or English Fun Learning. The purpose of teaching activities at school is to find out the English language skills of students at SMPN 1 Seruway, arouse the willingness to learn English, and build confidence to speak in public. In addition, the purpose of holding EFL is to build the spirit of competition for students, so that they have a passion for learning.



Photo 1: First day of school with the principal and teacher at SMP 1 Seruway

2) Micro Teaching

Teaching can be said to be an activity of presenting an environment conducive to the learning process. The environment is a system consisting of interrelated components, namely the objectives to be achieved, the material taught, teachers and students who interact with each other and the facilities and infrastructure to support these activities. The word learning is deliberately used as a word equivalent derived from English Instruction. The word Instruction has a broader meaning than teaching. If the word teaching exists in the context of teacher-student in a formal classroom (room), learning or Instruction also includes teaching and learning activities that are not physically attended by the teacher. Because in Instruction what is emphasized is the learning process, planned efforts in manipulating learning resources so that the learning process occurs in students we call learning (Arief S. Sadirman, 1996: 7)

The goals to be achieved can be in the form of knowledge and skills. In achieving these goals, teaching and learning strategies are needed. Students' different biological, intellectual and psychological backgrounds also require certain teaching and learning strategies so that teaching and learning objectives can be achieved effectively and efficiently. By varying learning activities, teachers or educators are able to know the limits of students' abilities, besides that, educators can also observe what are the obstacles and what methods are needed by students to be able to follow and achieve learning objectives. Usually, educators make comparisons between student A and student B to analyze what are the shortcomings and advantages caused

when using the methods given to each student. That way, the teacher can conclude whether the method taught is sufficiently suitable for students or even has no effect at all.

Teaching activities carried out at SMPN 1 Pekan Seruway Village using fun learning methods involved several classes, including grades 7 and 8. Some of the teaching activities carried out are self introduction, students are expected to be able to introduce themselves using various vocabulary. However, the obstacle in teaching is that the majority of students have not studied English subjects during elementary school, therefore some difficulties were found in the 7th grade of SMPN 1 Seruway. However, by using the fun learning method, students felt excited about the English subject, although there were still many pronunciation errors, but the students were able to follow the teaching and learning activities in the English subject very well. After several learning activities, one of which is the games learning activity, students are able to master quite a lot of vocabulary in English. Students are also able to introduce themselves and master numbers in English.



Photo 2: Teaching Activities in Grades of SMP N 1 Seruway

3) EFL

EFL (English Fun Learning) is an English language learning approach that emphasizes fun, interactive and challenging learning activities. The main goal of EFL is to improve students' engagement and learning outcomes in learning English. In the EFL approach, teachers design various activities that can make students active, creative and enthusiastic about the learning process. Activities commonly used in EFL, such as language games, simulations, group projects and competitions, are designed to encourage students to learn while interacting with each other. Through the EFL approach, students not only learn linguistic aspects, but also gain memorable learning experiences and improve their communicative competence (Agustien, 2014).

The English Fun Learning (EFL) activity organized at SMP N 1 Seruway is an interesting initiative to improve the mastery of English among students. The competition that focuses on vocabulary development such as animals, hobbies or other vocabulary is expected to create a

fun and interactive learning atmosphere for the participants, In this activity the organizers provide three types of competitions namely guess the style, whispering words and iyel-iyel competitions.

In the Animal Style Guessing Competition, students not only learn animal vocabulary in English, but also practice oral comprehension skills (listening). Through this activity, students are trained to be able to identify animals based on movements or expressions demonstrated by group representatives. This helps students to better understand and remember animal vocabulary as well as improve their English listening and comprehension skills in an interactive context.

Furthermore, the Word Whisper Competition trains students' speaking and listening skills. In this activity, students have to receive information in the form of English vocabulary from one group member and pass it on to the next. This not only hones their ability to convey information accurately, but also improves their listening skills and understanding of English in a relevant context.

In the Iyel-iyel Competition, students were asked to sing yells in English in a compact and energetic manner. This activity not only hones English speaking and language skills, but also enhances students' teamwork and self-confidence. Through this activity, students can learn to pronounce English vocabulary and phrases better, as well as increase their courage and confidence in using English.

Overall, the EFL (English Fun Learning) activities at SMP N 1 Seruway have created a fun and effective English learning atmosphere. Related research shows that English language learning involving fun and challenging activities can significantly improve student engagement and learning outcomes. Through competitions involving vocabulary, comprehension and language skills, students can hone their skills in an interactive and engaging way. This can increase students' motivation and enthusiasm in learning English, and provide a memorable learning experience.



Photo 3: EFL Activity (Bisik Kata) in SMP N 1 Seruway

4) Handicrafts

The creation of beaded bracelets is a prime example of a handicraft activity that has existed for centuries across various cultures around the world. Handicraft, as a broader term, refers to the production of goods through the use of manual skills and traditional techniques, often without the aid of modern machinery or industrial processes (Niedderer & Townsend, 2014).

Creating a handmade necklace from beads is a form of handicraft that involves intricate craftsmanship and attention to detail. The process begins with selecting the appropriate beads, which can vary in color, shape, and size. The artisan must then thread the beads onto a string or wire, often using specialized tools to ensure precision and stability. This technique requires patience and skill, as each bead must be carefully placed to achieve the desired pattern or design.

By making bracelets from beads, a person can also develop their motor skills and creativity. In addition, this activity can also be a fun and useful hobby. The resulting bracelet can be a special gift or as a personal collection that shows a person's uniqueness and creativity.

English learning in elementary schools can be integrated with handicraft activities to create a more interesting and meaningful learning experience for students. One suitable relationship is the development of English vocabulary. Through handicraft activities, students can learn and practice related vocabulary, such as "bead", "thread", "weave", "scissors", and others. In this way, students not only memorize vocabulary, but also use it in relevant contexts.

In addition, handicraft activities can help improve students' English language skills, such as speaking, listening, and writing. Students can present their handicraft making process, answer questions, and write descriptions of their work in English. This not only trains language skills but also provides an authentic context for students to use English in real situations.

Furthermore, the integration of handicrafts in English learning can increase student motivation and engagement. Activities that are interesting and relevant to students' lives will make them more excited and enthusiastic in learning English. In addition, handicraft activities can also encourage students' social skills, such as teamwork, communication, and problem solving together in English.



Photo 4: Handicraft Activity in SMP N 1 Seruway

5) Studies/Kajian

Recitation, which in Arabic is called at-ta'llimu, comes from the word ta'allama yata'allamu ta'liiman, which means learning. Learning religious knowledge with an expert is an act of worship that is obligatory for every Muslim. Recitations have many positive benefits; they can change people who normally act negatively into positively. This kind of thing can help people who are Muslims in general learn to change or improve themselves from bad and mungkar deeds. However, what we do is Muharram Studies, which means an in-depth attempt to understand the history, meaning and virtues of the month of Muharram. The first month of the Hijri calendar has a special place in Islam, so in-depth study of this month is a good tradition for Muslims.

Muharram studies at Al-Fuad Mosque attended by male students and orphans include:

- 1) The history of the establishment of the Hijri year: How the Hijri calendar began and why the month of Muharram was chosen as the first month.
- 2) The Hijrah event of the Prophet Muhammad SAW: Meaning and influence on the development of Islam
- 3) The virtues of the month of Muharram: Hadiths showing the virtues of the month of Muharram and suggestions to do good deeds.
- 4) Fasting Tasu'a and Ashura, increasing remembrance and repentance, and other practices related to the month of Muharram.

- 5) The wisdom and lessons of the month of Muharram: How to apply its values in daily life.



Photo 5: Visit to the mosque to take part in one Muharram

6) Tadarus

Tadarus is one of the adored exercises in Islam that includes perusing, understanding, and examining the verses of the Qur'an. The word "tadarus" comes from the Arabic word "darasa," which suggests to consider or ponder. Within the context of tadarus of the Qur'an, this movement isn't fair perusing routinely, but also incorporates endeavors to reflect on and extend the meaning contained within the sacred content.

Tadarus is regularly worn out bunches, where each part takes turns perusing the verses of the Qur'an with a clear voice and adjust articulation. After the perusing, a discourse is more often than not held with respect to the elucidation and suggestions of the verses studied, permitting members to share understanding and enhance their religious insights. This hone is broadly carried out in mosques, especially amid the month of Ramadan, as portion of an exertion to extend confidence and devotion.

In tadarus, there's too an perspective of learning together where more advanced members offer assistance those who are still learning to move forward tajwid (the rules for perusing the Qur'an) and makhraj (how to articulate letters). Tadarus isn't as it were worn out a formal devout setting, but moreover gets to be portion of everyday life within the Muslim community, where Muslims are energized to studied and reflect on the Qur'an routinely.

Tadarus exercises are considered as one way to induce closer to Allah and extend otherworldly understanding. Through tadarus, Muslims are welcomed to not only perused the Qur'an, but moreover to internalize its substance and apply its teachings in standard of living.

The activity of tadarus Al-Qur'an and Iqra' which was the responsibility of Pratiwi Hawa, was carried out on July 19, 2024 at night, precisely after the Maghrib prayer at 19.00 WIB. Tadarus Al-Qur'an and Iqra' were held at the residence of the Head of the Hamlet of Pekan

Seruway Village, Aceh Tamiang. Before starting the activity, the person in charge asked permission from the teacher teaching the evening recitation in Pekan Seruway Village who happened to be the child of the Head of the local Hamlet named Cek Adlina Afza, SE. The activity was carried out by reading 2 verses of the Al-Qur'an from juz 30, namely, Surah An-Naba' and Surah An-Nazi'at. Then continued with the person in charge of tadarus teaching the village children to read the Al-Qur'an and Iqra' alternately accompanied by their teaching teacher. The tadarus activity went well, although there were students who were fussy and did not want to be taught by the person in charge. The person in charge was very fortunate to be given the opportunity to teach the children of Pekan Seruway village who were very fluent in reading the holy book of Allah. The person in charge learned a lot while teaching the children and gained a lot of knowledge, with their fluent reading and strong memorization, they could make the village a village of memorizers of the Qur'an both now and in the future. The tadarus activity lasted for one hour, and ended at 20.00 PM.



Photo 6: Tadarus Activity in Pekan Seruway Village

7) Seminars

Seminar : Introducing North Sumatra State Islamic University

In this seminar our team conducted activities aimed at introducing the State Islamic University of North Sumatra to the community in the village of pekan seruway, where the event was held at the al-Fuad Islamic boarding school. The seminar in this program focused on students at the al-fuad boarding school, especially to students who were in grade 12 or in the final year of studying at school. By conducting seminars we invite several important human in the pesantren school such as teachers or ustazah for the smooth running of the seminar activities.

This seminar introduced several faculties and departments at the North Sumatra State Islamic University such as:

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- 1) Faculty of Tarbiyah and Teacher Training.
- 2) Faculty of Shari'ah and Law.
- 3) Faculty of Ushuluddin and Islamic Studies.
- 4) Faculty of Da'wah and Communication.
- 5) Faculty of Economics and Islamic Business.
- 6) Faculty of Science and Technology.
- 7) Faculty of Social Sciences.
- 8) Faculty of Public Health.

Here we also tell the majors in the Faculty of Tarbiyah and Keguruan Sciences, namely:

- 1) Tadris English Language
- 2) Arabic Language Education
- 3) Early Childhood Islamic Education
- 4) Islamic Religious Education
- 5) Tadris Bahasa Indonesia
- 6) Tadris Biology
- 7) Islamic Education Council
- 8) Mathematics Education
- 9) Islamic Education Counseling
- 10) Tadris Social Science
- 11) Teacher Professional Education Program



Photo 7: Seminar activities to introduce UINSU at Al-Fuad Islamic Boarding School

8) Healtylife

Healthy lifestyle habits include all of the actions that people believe and practice in order to stay healthy, maintain their health, and avoid sickness. Health behaviour is defined as any action or behaviour that is thought and performed to be healthy, as well as behaviours used by healthy people to prevent disease. Healthy lifestyle Behaviours are all of the actions that people believe and practice in order to be healthy, maintain their health, and avoid disease. Individuals who practice healthy lifestyle practices can improve and maintain their well-being. As a result, developing healthy lifestyle practices is essential for illness prevention and health maintenance. Positive health behaviours are described as deliberate behaviours aimed at safeguarding.

In this program for healthy life our team carried out sports activities of the futsal type, we invited the people in the village of Pekan Seruway, especially students who were still actively studying at the al- Fuad Pesatren school to approach the community. Activities are also carried out by adjusting the activities of activities in the village and we chose this sport as the right step to get acceptance of our existence in carrying out the North Sumatra State Islamic University program, namely community service which lasted 5 (five) days from the arrival of our team in the village called Pekan Seruway as mentioned earlier.

The methods that our team used in implementing this program included:

- 1) Inviting students to play in 5 vs 5
- 2) Warming up for 10 minutes
- 3) Match with a duration of 15x2
- 4) Have a halftime duration of 10 minutes
- 5) And finally, cool down

Not to forget, our team will also give appreciation in the form of souvenirs such as key chains to every student who participates in the continuity of the activities carried out.



Photo 8: Healthy life in Al-Fuad Islamic Boarding School

9) Hydroponics

Hydroponic bean sprouts are one type of potential vegetables that deserve to be developed intensively on an agribusiness scale and can be cultivated at a household scale because in the process of its production does not require large space, and can be done in the home. Hydroponic bean sprouts also have several advantages such as, planting does not depend on the season, harvest time is very short, free of pesticides and clean. (Mariati Sinuraya, Diana Sofia Hanafiah, Hotnida Sinaga, 2019).

The hydroponic activity is done to all the students in Al-Fuad boarding school to make bean sprouts. The ingredients used are: 1. Enough green beans, 2. Clean sterile or cotton covers 3. bottle containers 4. Clean water. The steps are: 1. Cut the cotton according to the size of the bottle that will be needed to cover the bottom of a bottle. 2. Squeeze the green beans after soaking. 3. Place cotton on the bottom. Ensure that cotton covers the whole bottom of your bottle evenly. 4. Spread the green nuts evenly over cotton inside your bottles. 5. Add a little water to the bottles until cotton is moist but not saturated. After completing all of the activity and then instructed all children to put the bottles in a dark and cool place, such as in the closet or under the table and suggested that every day add a little water if cotton started to dry, and thicken if there was too much water to prevent cotton from getting too wet.

Hydroponics can bring people together through community gardens or educational programs. This social interaction might foster new ways of communicating about sustainability, technology, and agriculture. In summary, hydroponics could influence sociolinguistic dynamics by fostering community dialogue, introducing new terminology, and facilitating cultural exchanges.



Photo 9: Hydroponics Activity in Al-Fuad Islamic Boarding School

10) Film Reviews

Memorizing vocabulary is one method for mastering English. According to Kitagaki (2013), learning English sentences improves verbal skills. This suggests that memorizing is vital for English speaking skills. This is because speaking is a talent that everyone must have in order to engage with people and apply information or linguistic skills. According to Richards and Renandya (2002), being able to speak a second or foreign language is a challenging aim. All that has to be known is the truth about the process. To begin with, speech is used for a variety of purposes, each requiring a distinct ability. Learning to talk necessitates additional abilities such as tact or listening. Learning and improving English vocabulary can be done by various methods. Among the various activities we conduct, we also use film media to improve students' English language skills.

Teaching English through movies is one of the most effective strategies for short-term cultural exchange among students abroad. However, in order to ensure that students learn and retain the material, a significant amount of effort and thought must be given in the lesson. The students have a strong perspective of movies and streaming media. This suggests that kids are interested in learning to write through movies and streaming media, which provide a pleasant learning environment. This medium is beneficial for enhancing kids' writing skills. And demonstrate diverse learning methodologies without boring. (Meinawati, 2015). From that view, the film can be one of the interests of students who are being saturated with the lesson. At the beginning of the screenings, students will be encouraged to write down the vocabulary they don't understand, then they can ask them at the end of the movie after it's over. And some simple and easy questions about the film will be asked in English. This excites the enthusiasm of the students, especially when the students who answer the question correctly get a prize.



Photo 10: Film Review Activity in Al-Fuad Islamic Boarding School

CONCLUSION AND SUGGESTION

The community service program implemented in Pekan Seruway Village by a group of students from UINSU aims to develop basic English skills of school children and build closer relationships with the local community. This program involves various activities such as teaching English using the EFL (English Fun Learning) method, workshops, seminars, and other social activities such as Tadarus Al-Qur'an. The method used is a combination of qualitative and quantitative methods, which include participatory observation, in-depth interviews, and surveys to understand community needs and design appropriate activities.

From all activities, it can be seen that this program not only focuses on improving English skills, but also on developing social skills, community involvement, and strengthening relationships between students and villagers. Through an interactive and fun approach, this program has succeeded in increasing children's interest and ability to learn English, while strengthening social ties within the community through religious and social activities.

Pekan Seruway Village could work with other universities or schools to continue developing programs to help the community. Schools in Pekan Seruway Village could incorporate basic English lessons into the school curriculum. The school could also train teachers to teach English better. The school could seek funding to provide better English learning facilities, such as a language lab and interesting teaching materials. Hopefully, children in Pekan Seruway Village can learn English well. The villagers are also expected to remain enthusiastic and involved in community development programs. Good cooperation between the village, school, university and other parties is also important so that these programs can continue to run. It is hoped that Pekan Seruway Village can be an example for other villages in utilizing community service programs.

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