



ASSISTING FOREIGN LANGUAGE USING 外语课 FOREIGN LANGUAGES MODULE FOR STUDENTS OF NURUL ISLAM ISLAMIC BOARDING SCHOOL

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Abstract

One of the activities of students that needs to be developed is their knowledge. Apart from religious knowledge, today's students are required to keep up with current developments, one of which is learning foreign languages. The aim of providing foreign language assistance is to hone the potential of Nurul Islam female students in foreign languages. In Laweyan village there is the Nurul Islam Islamic boarding school. This boarding school is included in the comprehensive boarding school, which has 23 female students. The accompanying method used is the ABCD (Asset Based Community Development) method. The result of mentoring Nurul Islam female students is that Nurul Islam female students can understand how to pronounce and write foreign language vocabulary, especially English and Mandarin. And Nurul Islam students can develop and improve foreign languages into modern languages.

Keywords: *Islamic Boarding School, Foreign Language*

INTRODUCTION

A foreign language is a language that is different from Indonesian in terms of writing, pronunciation and vocabulary. One of the foreign languages that is included as an international language is English. English is a universal language because it is used by most countries in the world as the main language. Even though English is a foreign language in Indonesia, it occupies an important position in the daily lives of our society. This is clearly visible in the world of education in Indonesia. English is one of the subjects taught to students from elementary to tertiary level. The Indonesian government began introducing English as early as possible for students in Elementary Schools (SD) or Madrasah Ibtidaiyah (MI) through the 1994 Basic Education Curriculum. Since the implementation of this curriculum, English language subjects are local content lessons taught starting in grade IV (four) Elementary/MI. Even though the 2013 curriculum, which has been implemented in SD/MI in Indonesia, excludes English lessons, this does not mean that English lessons are prohibited from being taught in schools. Schools are still allowed to provide English language lessons through extra-curricular programs. (Brian Thomson: 2005)

The development of population and dominance of the bamboo curtain country, namely China, is increasingly strengthening. In fact, not a small population has spread to various countries in the world, so the influence, culture and Mandarin language also have a strong influence on learning. (Serva, M., & Pasquini, M., 2022) In a broad sense, Mandarin means Beifanghua (literally "Northern spoken language"), which is a broad category that includes a wide variety of spoken dialects used as local languages in much of northern and southwestern China, and is the basis for Putonghua and Guoyu. Beifanghua has more speakers than any other language and consists of many varieties including completely unintelligible versions. However, it is a shame that the foreign language skills of most people in Indonesia are still far below average and seem to continue to show symptoms decrease. (Serva, M., & Pasquini, M., 2022) Therefore, the development of foreign languages is very important for the welfare of the Indonesian people, especially for the younger generation.

English does not only have to be mastered by adults. Elementary, middle and high school children also need to master it. This skill will help students to get good grades in English lessons. Being able to speak English will also open up great opportunities for them to become outstanding

students. For those who want to continue their studies abroad, English language skills are a must. You are not only required to be able to master everyday English, but also academic English.

Mandarin is the second language in the world used for communication. So it is also important for students to learn Mandarin. Because more than one billion people around the world speak Mandarin. China's economy, which is now increasingly developing, will become the largest economy in the world in a few years. The number of people learning Mandarin throughout the world is increasing. (Yuliana Teresia and Siswanto. 2014.) Apart from that, Mandarin is a tonal language that uses the performance of the two hemispheres of the brain. Speakers are able to develop their creative abilities and improve their memory. During a Mandarin course, a private teacher will impart their knowledge of phonetics, Chinese writing or even pronunciation to help students train their brainpower. Mandarin is also good as a medicine to fight dyslexia because Chinese characters represent ideas and words visually, people with dyslexia will not experience the same difficulties as speaking Indonesian.

Based on observations at the Nurul Islam Islamic boarding school, which is one of the Islamic boarding schools in Laweyan Sumberasih Village, there are 23 female students who actively play a role in the boarding school's activities. If they are trained and given understanding and skills in foreign languages, new assets will emerge at the Nurul Islam Islamic boarding school. Therefore, assistance in learning foreign languages is very important, especially for female students who are middle school/high school age children who can easily master foreign languages and regenerate the nation's future generations. By studying these two foreign languages, namely English and Mandarin, it will hone the potential of Nurul Islam Islamic boarding school students who have difficulty pronouncing these foreign languages.

From the explanation above, the aim of holding foreign language assistance is to hone the potential of Nurul Islam female students in foreign languages. In Laweyan village there is the Nurul Islam Islamic boarding school. This boarding school is included in the comprehensive boarding school, which has 23 female students. The accompanying method used is the ABCD (Asset Based Community Development) method. The result of mentoring Nurul Islam female students is that Nurul Islam female students can understand how to pronounce and write foreign language vocabulary, especially English and Mandarin.

Method

This assistance is carried out using the ABCD method. The ABCD approach is a service method that seeks to develop an Asset-Based Community (potential), such as developing educational, economic communities, and so on. There are 5 (potential) assets in ABCD, namely: Individual, Association, Institutional, Physical or Material Assets and extensive communication connections or networks. Thus, the essence of ABCD is its focus on efforts to empower and develop communities in accordance with the assets they already have, whether individual, association, institutional, physical or material assets, as well as connections or extensive communication networks. In this assistance, those who are accompanied and developed are the students of the Nurul Islam Islamic boarding school. The assets that are developed are children's assets, physical and material assets.

外语课本/ Foreign Languages is a module used to provide material related to foreign languages (conversations in Mandarin and vocabulary in English). This activity was aimed at and carried out at the Nurul Islam Islamic boarding school which is located at the Al Barokah mosque. The hope that after this activity is held is the realization of female students who are skilled and able to apply foreign languages in everyday life.



Figure 1. Activity Process

This activity is carried out in stages and programmed with a focus on activities through lectures and practice. Evaluation is carried out after explanation and practice.

RESULTS

The results of foreign language assistance in the female student community at the Nurul Islam Islamic boarding school, Ombenan Hamlet, Laweyan Village, Sumberasih District, Probolinggo Regency, were carried out using a foreign language module in accordance with the stages in the ABCD method. In the ABCD method or the stages of the 5-D cycle used by ABCD above, it will be explained as follows:

First, Define. The mentor or empowerment actor determines the "topic choice" in providing assistance at the Nurul Islam Islamic boarding school. In this stage there are several steps taken, namely: a. Determine the topic. This topic was determined on February 26 2021 by the Al-Barokah mosque group with DPL. The topics determined are: improving understanding and knowledge of foreign languages, especially English and Mandarin, by using module devices (外语课本/foreign languages module). b. Determine the assisted community. After going through meetings and coordination with DPL, the community whose assets will be developed is the female student community at the Nurul Islam Islamic boarding school. c. Make an agreement in collaboration with partners (assisted communities) to determine the topic and community based on survey results or initial data in the Nurul Islam Islamic boarding school institutional community in Laweyan Village which shows that the community is worthy of being assisted.

Second Discovery. In this stage: the companion or actor carries out an in-depth search process, such as searching for and identifying 5 assets owned by the community, problems owned by the community and so on. To implement and optimize the Discovery process, various methods or instruments must be used. The discovery methods or instrument tools used in the Nurul Islam Islamic boarding school community in Laweyan Village are 6 discovery instrument tools, namely Inquiry Based Silaturrahim, Community Mapping, Association and Institution Mapping, Individual Skill Inventory, Community Activities, and Program Determination can use a priority scale. The transect or area tracing stage is not used in this empowerment because this stage does not really have an influence on the success of this empowerment. The explanation of the results of the six Discovery instruments is as follows:

a. Inquiry based

After determining the topic and community that will be accompanied, the next step is to reach out to the community institution. One of the results is the result of an interview with the caretaker of the Nurul Islam Islamic boarding school in Laweyan Village, Mrs. Lailatul Qomariyah (as the caretaker of the Nurul Islam Islamic boarding school in Laweyan Village) as follows:

Mrs. Laylatul Mukaromah said that at the Nurul Islam Islamic boarding school there had never been a foreign language program, so the female students still had minimal knowledge and understanding regarding foreign languages, especially English and Mandarin. English and Mandarin are usually the official languages studied in formal and non-formal education in the current era of globalization. We hope to create quality human resources at the Nurul Islam Islamic boarding school in Laweyan village so that it will be even better in the future.

The results of the interviews showed that the female students of the Nurul Islam Islamic boarding school in Laweyan Village had very little knowledge and understanding of foreign languages, especially English and Mandarin. Therefore, after learning about the problems that occurred at the Islamic boarding school, we held a foreign language program using a module device (外语课本/foreign languages module) to facilitate and encourage students' enthusiasm to become more familiar with foreign languages. In the era of globalization, foreign languages are a necessity and can even become capital for the future to be able to compete in all fields.

b. Community Mapping

This step is an effort to map the assets owned by the Nurul Islam Laweyan Islamic boarding school.

c. Program Determination Can Use a Priority Scale

Various discovery methods or instrument tools have been carried out above, so the final step is determining the program with a priority scale based on the results of these instrument tools.

The conclusion above shows that the most important assets to be developed are individual HR assets who lack knowledge and understanding

of foreign languages. because these assets greatly influence the quality of human resources.

Third, Dream. This stage is a dream or desire or goal that the assisted community hopes for in developing community assets (potential). The desired result of the formulation of the goal or dream is to develop the quality of female students' human resources in the aspect of increasing understanding and knowledge of foreign languages as a form of effort to improve the quality of female students' human resources.

Fourth, Design. At this stage, the assistant or empowerment actor with the assisted community and so on begins to formulate strategies, processes and systems, divide roles and responsibilities, make decisions and develop collaboration that supports the realization of solving the problems of the assisted community and the changes expected from the assisted community. The results of the program design are INDIVIDUAL ASSETS (HR): Nurul Islam Laweyan Islamic Boarding School Institution, COMMUNITY ASSETS: santriwati ASSOCIATION ASSETS: Islamic boarding school association, INSTITUTION: Nurul Islam Laweyan Islamic boarding school foreign language program, PHYSICAL/MATERIAL ASSETS: Infrastructure & ASSETS CONNECTION/NETWORK: Nurul Islam Laweyan Islamic boarding school. This will be done to realize the desires, dreams or goals that have been set.

Fifth, Deliver or Destiny. The Deliver or Destiny stage is the stage where everyone in the organization implements various things including implementing and controlling or evaluating community assistance programs that have been formulated at the Dream and Design stages.

From the explanation above, foreign language assistance is provided by KKN students in honing the foreign language potential of female students. And the students get their first knowledge of foreign languages at the Nurul Islam Islamic boarding school. This foreign language assistance is carried out 3 times a week, namely on Mondays at 13.00-15.00 WIB. On Tuesday, students are given 25 English and Mandarin vocabulary words and taught how to read correctly, then next Sunday students are required to memorize these vocabulary words. Meanwhile, on Sundays, students are guided to learn 16 tenses, with a scale. And sometimes there are also conversation breaks. Vocabulary mastery is often seen as an important tool for learning a foreign language because limited vocabulary in a foreign language will hinder successful communication. Tutors agree that it is almost impossible to learn a language without mastering the words; even

communication between humans is based on words. Likewise, the students agree that vocabulary acquisition is the main factor in teaching languages.

This mentoring activity has had a positive impact on the female students of the Nurul Islam Islamic boarding school. Because this activity is one of the things that students need to hone their potential in the intellectual and communication fields in this modern era.

DISCUSSION

Santri are students who study or study at Islamic boarding schools. The pattern of Islamic boarding school life is manifested in the term "pancajiwa" which contains "five souls" which must be realized in the process of education and character development of students, namely: the Spirit of Sincerity, the Spirit of Simplicity, the Spirit of Independence, the Spirit of Islamic Brotherhood, the Spirit of Freedom. For santri, worship is more about appreciating divine values, not just joining in and being more tolerant in dealing with various kinds of differences/problems in relation to worship. (Soehabar Halim: 2013)

Before discussing foreign languages, we will first discuss santri. A santri is someone who studies religious knowledge at an Islamic boarding school. Santri receive religious education through a recitation system or madrasa which is completely under the sovereignty of the leadership of one or several kyai with the characteristics of being charismatic and independent in all matters. Not only a santri, in an Islamic boarding school there is also a term for female students, namely santriwati.

In fact, there are several types of Islamic boarding schools that are developing in society, namely:

- a. Traditional Islamic Boarding School; This Islamic boarding school still maintains its original form by solely teaching books written by 15th century scholars using Arabic.
- b. Modern Islamic Boarding School; The application of this modern learning system is especially visible in the use of learning classes both in the form of madrasas and schools.
- c. Comprehensive Islamic Boarding School; This Islamic boarding school is called comprehensive because it is a combined education and teaching system between traditional Islamic boarding schools and modern Islamic boarding schools.

According to Geertz, santri may be derived from the Sanskrit word "Shastri" (Hindu scholar who is good at writing). In modern language usage,

the word santri has a narrow and broad meaning. The narrow meaning of santri is a student at a religious school (pondok or Islamic boarding school) and the broad meaning means a member of the Javanese population who truly adheres to Islam.

Rasulullah SAW. has said, "*Not the best among you people who abandon worldly affairs to pursue the affairs of the afterlife, and nor is the best person the one who leaves the afterlife because pursues the affairs of his world, so that he obtains both, because of that world is an intermediary who conveys to the afterlife, and do not be other people's burden.*"

The hadith above explains what human life should be like, namely a balanced life, worldly life must be taken into account besides life in the afterlife. Islam does not look kindly on people who only prioritizes world affairs, but forgets the affairs of the afterlife. On the other hand, Islam also does not teach humans to just concentrate only focus on the affairs of the afterlife so that he forgets the life of this world. That's enough here It is clear that learning English is something worth studying in the world boarding school.

The importance of Mandarin is that it can be the key to opening and understanding Chinese culture. When learning a new language, you can learn polite ways to ask questions, and different etiquette. By understanding situations and the subtleties of conversational language, you will also begin to understand people's ways of thinking and preferences. Studying Chinese literature and culture will help you bridge cultural gaps and establish a place of insight and understanding that is essential for effective communication. The Importance of Studying English is very important for those of us who want to develop in the era of globalization, especially for students. The importance of mastering English has been proven and can be found by being required to study English from elementary school to high school and even to university. Until this article was written, English remained a subject tested in the National Examination at the Middle and High School levels. You can communicate with people from various countries easily. You know how to operate technology such as computers, smartphones, the internet, software and also other technologies. other technologies. (Aldiyansyah Ariyanto W. 2021.)

In this assistance, the output produced by Nurul Islam female students in learning foreign languages is that the level of understanding of Nurul Islam female students has experienced an increase in understanding how to pronounce shengdio, shebgmu, yunmu, alphabet and correct

pronunciation in English and Mandarin. Santriwati understands the acquisition of Mandarin and English vocabulary. Female students can already understand writing Hanzi. Santriwati Nurul Islam also understands tense, conversation and constructing correct sentences in English and Mandarin.

Conclusion

Santri are students who study or study at Islamic boarding schools. The pattern of Islamic boarding school life is manifested in the term "pancajiwa" which contains "five souls" which must be realized in the process of education and character development of students, namely: the Spirit of Sincerity, the Spirit of Simplicity, the Spirit of Independence, the Spirit of Islamic Brotherhood, the Spirit of Freedom.

One of the foreign languages that is included as an international language is English. English is a universal language because it is used by most countries in the world as the main language. Mandarin is the second language in the world used for communication. So it is also important for students to learn Mandarin. By learning a foreign language, students not only can speak the language, but also understand the way of life and habits of the people whose language we are learning, besides we need to recognize the environment and its problems.

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