Overcoming Environmental Dilemmas with Innovation and Education at the Vita Dulcedo Orphanage

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Abstract

Inorganic waste, especially bottles and plastic, is a significant environmental problem. On April 26-27 2024, we implemented an innovative and educational program at the Vita Dulcedo Orphanage to overcome this challenge. This study evaluates the effectiveness of the approach applied in reducing the impact of waste on the environment and increasing awareness of orphanage residents regarding non-organic waste management. The results show that the combination of innovation and educational programs has succeeded in changing residents' behavior in managing non-organic waste. This activity also shows how simple technology can be applied in a small community environment with the right support. Awareness of children and orphanage staff regarding the importance of recycling and waste segregation has increased significantly, reflecting the success of an approach that combines hands-on practice with interactive education.

Keywords

Environmental Dilemmas; Innovation and Education

Introduction

The problem of non-organic waste, especially bottles and plastic, is a comprehensive concern because of its detrimental impact on the environment. Bottles and plastic take hundreds of years to decompose, causing land and water pollution which is dangerous for human and animal life. Orphanages as small communities are not free from these challenges. The Vita Dulcedo Orphanage is the subject of a study to identify effective ways to overcome this problem through an innovative and educational approach which will be carried out on April 26-27 2024.

Vita Dulcedo Orphanage is committed to educating its foster children about the importance of protecting the environment through good waste management. The aim of this activity is to increase environmental awareness and promote effective recycling practices among children and orphanage staff. The program will encompass several activities designed to engage the children and staff in practical and informative sessions about environmental stewardship. These

activities include workshops and seminars where experts in environmental science and waste management will conduct interactive sessions. These will cover topics such as the environmental impact of plastic waste, the principles of recycling, and sustainable living practices.

Children will participate in hands-on projects where they will learn to sort, clean, and recycle various types of plastic waste. This practical approach will help them understand the recycling process and the importance of reducing waste. Art and craft sessions using recyclable materials will be organized to inspire creativity and demonstrate how waste materials can be transformed into useful and decorative items.

Engaging and fun games will be organized to reinforce the lessons learned during the workshops. Competitions such as 'Best Recycled Art' and 'Most Creative Reuse Idea' will encourage children to apply their knowledge creatively. As part of the program, a community clean-up drive will be conducted around the orphanage premises. This will not only help in cleaning the local environment but also instill a sense of responsibility and teamwork among the participants.

To further emphasize the importance of a green environment, a tree planting and gardening session will be included. Children will plant trees and learn about their role in reducing carbon footprints and enhancing biodiversity. The expected outcomes of this initiative are multifaceted. Firstly, the children and staff at Vita Dulcedo Orphanage will gain a deeper understanding of environmental issues and the significance of waste management. Secondly, the hands-on experience and creative activities will foster a culture of recycling and sustainability within the orphanage. Lastly, the community clean-up drive and tree planting activities will have a direct positive impact on the local environment, setting an example for the surrounding community to follow.

Beyond the immediate educational program, Vita Dulcedo Orphanage aims to implement a sustainable waste management system. This includes setting up designated recycling bins, establishing partnerships with local recycling facilities, and integrating environmental education into the orphanage's daily routine. By doing so, Vita Dulcedo Orphanage hopes to create a model that can be replicated by other orphanages and small communities, contributing to a broader effort to address the global issue of plastic waste. This initiative reflects the orphanage's dedication to not only providing a nurturing environment for its children but also preparing them to be conscientious and responsible citizens who will play a part in safeguarding our planet for future generations.

Methodology

This research uses a qualitative method with a case study approach. Data was collected through direct observation, in-depth interviews with orphanage managers, staff and foster children. Innovative and educational programs implemented in orphanages were identified and evaluated for their effectiveness during the two-day period. Observations were made during the activity to monitor children's participation and the effectiveness of the methods used. Interviews with home administrators and staff provide insight into the challenges and successes experienced during the implementation of these activities. Documents related to the program, such as

training proposals and activity reports, are also analyzed to further understand the structure and content of the educational program being implemented.

Findings

The Vita Dulcedo Orphanage introduced several innovative strategies to manage non-organic waste, focusing on environmental education, a waste bank system, and craft-making activities. These initiatives were aimed at increasing environmental awareness, reducing unmanaged waste, and promoting sustainable practices among the children and staff.

Environmental Education Program

The program featured workshops, interactive games, and creative activities designed to engage children and enhance their waste management skills. The educational materials were tailored to be engaging and informative, successfully capturing the children's interest and encouraging active participation. As a result, children gained a thorough understanding of the importance of waste sorting and recycling.

Waste Bank System

The introduction of the waste bank system allowed children to exchange plastic waste for points, which could be redeemed for prizes or school supplies. This system provided a tangible incentive for children to collect and properly sort plastic waste. It also highlighted the economic value of recycled waste, teaching children that waste can have monetary worth when managed correctly.

Craft Making Activities

Children were taught to create various crafts using available bottle and plastic waste. Activities included making flowers and door decorations from recycled materials. This not only improved the children's practical skills but also fostered a deeper understanding of the potential reuse of waste materials.

Research Outcomes

After the implementation of the program, several positive outcomes were observed:

1. Increased Environmental Awareness: There was a notable increase in environmental awareness among both the children and staff. The educational activities successfully imparted knowledge about the importance of waste management and the negative impacts of non-organic waste on the environment.
2. Reduction in Unmanaged Waste: The volume of unmanaged plastic waste decreased significantly. The structured approach to waste sorting and recycling led to more efficient waste management within the orphanage.
3. Enhanced Recycling Efforts: There was a marked increase in the amount of waste being recycled. Children became more proactive in collecting and sorting waste, and staff showed a greater commitment to sustainable waste management practices.

Case Study: Implementation at the Vita Dulcedo Orphanage

Day One: April 26, 2024

The program began with an opening session attended by all residents and staff. This session included an explanation of waste types, the importance of waste management, and the environmental impact of non-organic waste. A question-and-answer session followed, allowing children to engage actively and clarify their understanding of waste-related issues. Children were then divided into small groups to facilitate interactive learning. Each group received instruction on waste sorting and the benefits of recycling through fun and educational games and creative tasks.

Figure 1. Craft Making Activities

Day Two: April 27, 2024

The focus shifted to the implementation of the waste bank system. Children were taught to collect and sort plastic waste accurately. Following the waste bank activity, children participated in craft-making sessions, creating flowers and door decorations from recycled materials. These activities not only enhanced their practical skills but also deepened their understanding of the value of well-managed waste. Environmental cleaning activities were also conducted around the orphanage, involving children and staff in a collaborative effort to clean

the surroundings of non-organic waste. This activity reinforced a sense of responsibility towards maintaining a clean and healthy environment.

Figure 2. Presenting Result

Discussion

The implementation of environmental education, a waste bank system, and craft-making activities at Vita Dulcedo Orphanage has yielded significant insights into effective non-organic waste management within small communities. The positive outcomes observed suggest that a comprehensive, hands-on approach can substantially increase environmental awareness and reduce unmanaged waste.

Impact of Environmental Education

The workshops and interactive sessions effectively engaged the children, making them more aware of the environmental impacts of plastic waste. The use of fun and informative activities ensured that the learning process was not only educational but also enjoyable. This approach facilitated a deeper understanding and retention of waste management principles. The active participation of children during these sessions highlights the importance of tailoring educational materials to the audience's interests and cognitive levels.

Efficacy of the Waste Bank System

The waste bank system proved to be an effective motivational tool. By providing tangible rewards for waste collection and sorting, the system incentivized children to participate actively in waste management. This not only reduced the volume of unmanaged plastic waste but also introduced the concept of the economic value of waste. The children learned that recycling can be financially rewarding, which may encourage long-term engagement with sustainable practices. This system also provided a practical framework for other similar institutions to replicate, suggesting a scalable model for community-based waste management.

Benefits of Craft-Making Activities

The craft-making sessions served dual purposes: they developed practical skills and fostered creativity while reinforcing the principles of recycling and waste management. By transforming waste into useful or decorative items, children gained a hands-on appreciation for the reuse of materials. This activity demonstrated that waste can be repurposed, thereby reducing the perceived necessity to discard plastic items. The success of these activities indicates that incorporating creative elements into waste management education can enhance the learning experience and make the concepts more relatable to children.

Reduction in Unmanaged Waste

The significant decrease in unmanaged plastic waste indicates the overall success of the program. This reduction can be attributed to the comprehensive approach that combined education, incentives, and practical application. The structured waste sorting and recycling efforts ensured that waste was managed more effectively. This outcome underscores the importance of a multifaceted strategy in addressing waste management issues.

Commitment to Sustainable Practices

The increased commitment among the staff to sustainable waste management practices is a notable outcome of the program. This change suggests that educational initiatives can have a ripple effect, influencing not only the immediate participants but also the broader community. The involvement of staff in the program helped establish a culture of sustainability within the orphanage, which is crucial for the long-term success of waste management efforts.

Community Engagement and Environmental Responsibility

The environmental cleaning activities and the collaborative effort in maintaining a clean surrounding area further reinforced the sense of community and environmental responsibility among the children and staff. These activities not only improved the immediate environment but also instilled a sense of ownership and stewardship towards the local surroundings. This aspect of the program highlights the potential for such initiatives to foster a broader community spirit and environmental consciousness.

Challenges and Areas for Improvement

While the program was largely successful, several challenges were identified. Ensuring consistent participation and maintaining high levels of motivation among children can be challenging over extended periods. Future programs could explore additional or varied

incentives and more frequent engagement activities to sustain interest. Additionally, expanding the program to include more advanced recycling techniques and waste reduction strategies could further enhance its effectiveness.

Scalability and Replication

The success of the program at Vita Dulcedo Orphanage suggests that similar strategies could be effectively implemented in other orphanages and small communities. The combination of education, incentives, and creative activities provides a scalable model that can be adapted to different contexts. Further research could explore the adaptation of this model in diverse settings to validate its broader applicability.

Conclusion

The study at Vita Dulcedo Orphanage highlights the success of a comprehensive approach in managing non-organic waste and enhancing environmental awareness among children and staff. The introduction of educational programs, a waste bank system, and creative reuse activities led to significant improvements in waste management practices and environmental consciousness. The environmental education program, which included workshops, interactive games, and creative activities, effectively increased the children's knowledge and skills in waste management. By making the learning process engaging and interactive, the program motivated children to actively participate and understand the importance of waste sorting and recycling.

The waste bank system provided practical incentives for children to collect and sort plastic waste. Offering tangible rewards for waste collection not only encouraged participation but also emphasized the economic value of recycled materials. This system significantly reduced the volume of unmanaged plastic waste and presents a scalable model for other communities. Craft-making activities using recycled materials further reinforced recycling principles. These hands-on activities demonstrated the potential for repurposing waste, fostering both creativity and practical skills among the children. The success of these activities shows that incorporating creative elements into environmental education can enhance the learning experience and make sustainable practices more relatable.

The program resulted in a notable decrease in unmanaged plastic waste and an increase in recycling efforts. The children's active involvement in waste collection and sorting, along with the staff's commitment to sustainable practices, underscored the program's effectiveness. Collaborative environmental cleaning activities and community engagement efforts also strengthened the children's sense of responsibility towards their environment. Despite the program's success, maintaining consistent participation and motivation among children remains a challenge. Future initiatives could explore varied incentives and more frequent engagement activities to sustain interest. Expanding the program to include advanced recycling techniques and waste reduction strategies could further enhance its impact.

The positive outcomes at Vita Dulcedo Orphanage suggest that similar strategies can be effectively implemented in other orphanages and small communities. The combination of education, incentives, and creative activities provides a replicable and adaptable model for addressing the global issue of plastic waste. Further research and adaptation of this model in diverse settings could validate its broader applicability and contribute to widespread environmental sustainability efforts. In conclusion, the comprehensive approach to non-organic waste management at Vita Dulcedo Orphanage has demonstrated that educational programs, incentive systems, and creative reuse activities can significantly improve waste management practices and environmental awareness. This initiative not only addresses the immediate challenges of plastic waste but also prepares children to be conscientious and responsible citizens. The successful implementation of these innovations offers a promising framework for broader community-based solutions to global waste management challenges, paving the way for a more sustainable future.

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Increasing Interest in English at SDN 040537 Rawang School

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Abstract

Elementary school children generally have the desire to improve their English language skills by learning through vocabulary, singing, etc. The Community Service Institute (LP2M) Santo Thomas Catholic University, North Sumatra acts as a partner in implementing this program. One part of the Tri Darma of Higher Education is community service, which includes teaching, research and useful programs. Teaching English is considered important because English is one of the foreign language subjects that must be mastered in today's global world. English is included in the language of instruction most commonly used by the public, however for elementary school (SD) children, especially those aged 6-12 years, it is very permissible to use methods that attract their attention. The method that researchers use in this community service is the observation method. Observation is a technique that can be carried out accompanied by recording the condition or behavior of the target object.

Keywords

Elementary school children; English language skills; Vocabulary learning

Introduction

Teaching English is considered important because English is one of the foreign language subjects that must be mastered in today's world of education. English is part of the language of instruction most commonly used by the public. Especially for elementary school (SD) children aged 6-12 years, it is very permissible to use methods that attract their attention. The use of learning media can be an effective solution, but learning media is not always possible for teachers in the classroom, because sometimes teachers have difficulty understanding how to use this method, and there is a lack of supporting resources in the classroom such as a lack of projectors, etc.

One way to make students skilled in English is to invite students to be involved in every lesson. English as an international language is not strange if it is used in teachers' speech when teaching in class. The introduction of English from an early age has been implemented in many schools.

By inviting students to be active in class activities such as reading stories in English, listening to children's songs and understanding the meaning of basic words in English.

Teachers can also help students improve their English language skills by teaching students to be committed to themselves. Commitment is very necessary in anything, including the learning process. Start by making yourself confident that you are able to learn English to a certain level or until you are proficient in speaking the language.

In essence, you need to write down or create a goal that you will achieve in the future. Goals are very important so that you are focused in learning English. Therefore, in the context of this community service, we have developed a program aimed at increasing interest in English among elementary school children. This program is a form of positive contribution from the author to elementary school children in Aek Popo Village and can provide a positive relationship for the community with the Santo Thomas Catholic University, North Sumatra.

Methodology

Community service is a form of real contribution from students in helping and empowering the community, with the aim of improving the welfare and quality of life of the community. The subjects of service in this program are students, teachers, and the community around SDN 040537 Rawang. The author's main focus in community service is to improve the English language skills of participants, especially elementary school children. This includes enhancing skills in reading, writing, listening, and speaking in English.

This activity aims to provide benefits to the lives of students at SDN 040537 Rawang, both in the educational aspect, adding new interests and insights, as well as in the students' daily lives. Apart from improving English language skills, this activity also aims to increase the author's social awareness of the surrounding environment. The author also builds communication with the surrounding environment to understand the background of residents and their daily lives. By establishing a good relationship between local residents and the author, the process of community service activities can run smoothly.

The involvement of assisted subjects in the community planning and organizing process is very important for the success of this program. Some of the involvement of assisted subjects includes teachers as guides to students who carry out community service at SDN 040537 Rawang, students as implementing objects in community service activities carried out by students at Santo Thomas Catholic University, and the community as providers of housing for students who carry out community service.

To achieve the expected goals, we use observational research methods or strategies. The observations we made involved directly observing the physical condition of the school and the teaching and learning activities.

Findings

Activities carried out in this community service include teaching in the form of singing an English song, reading a text from someone's personal experience in English, inviting students to recite the story to help with their pronunciation, reflecting on the content of the story they read, and encouraging students to remember the vocabulary in the story. This community service activity was conducted from Friday, June 7 to Saturday, June 8, 2024. Below are the details of the lessons taught at SDN 040537 Rawang, Brand District, Karo Regency:

On Friday, June 7, 2024, the opening activities began at 07.30 with students, teachers, and coaches holding gymnastics together on the school field. The teacher introduced the trainer to the students and explained the background and purpose of the activity. This was followed by a joint prayer and the singing of a national song led by the students. The trainer then entered class 4a and class 3a according to the directions given by the SDN 040537 teacher.

Figure 1. First Day Documentation

In Class 4a, the core activities began with the trainer greeting the students and inviting them to pray before starting the lesson. The trainer invited the students to sing "Twinkle Twinkle Little Star" and to participate in reciting the recount text entitled "Trip to the Mountain," correcting any wrong English pronunciation. The trainer then guided the students to draw conclusions from the story. For the closing activities in Class 4a, the trainer provided vocabulary from the recount text to increase their English vocabulary and asked the students to memorize the vocabulary, giving rewards for their achievements.

In Class 3a, the core activities began with the trainer introducing himself. The trainer invited the students to read the book "Thematic theme 9" about means of transportation and their uses. He explained the uses of different means of transportation and how to differentiate them according to their uses, showing pictures of all the means of transportation that had been studied. The closing activities included the trainer giving practice questions to the students.

On Saturday, June 8, 2024, the opening activities began at 07.30 with students, teachers, and coaches holding gymnastics together on the school field. Coaches then entered Class 5a according to the directions given by the Principal. The trainer opened the activity by praying and singing a national song led by two students. The trainer asked the students to introduce themselves one by one and share their hobbies.

Figure 2. Students' Activities

In the core activities, the trainer began by explaining material related to tolerance, culture, and language. The trainer asked the students to come forward one by one to sing regional songs and provided a picture matching problem for the students. For the closing activities, the trainer invited students to play a brain teaser game, concluded the activity by saying thank you, and asked the students to pray.

Discussion

From the perspective of the target audience, this teaching initiative is highly strategic for the students of SDN 040537 Rawang. The students at SDN 040537 Rawang have a limited understanding of basic English vocabulary due to the minimal use of English in their village environment, Aek Popo. This initiative aims to engage students in improving their English speaking skills through songs, story texts, and English vocabulary. This activity aligns with the objectives of the independent curriculum, which focuses on holistic and contextual learning for students. Organized by higher education institutions as part of community service, this initiative aims to empower the community by enhancing the students' abilities and contributing to their intellectual development. Therefore, the presence of our team in Aek Popo Village, Merek District, Karo Regency, is highly beneficial for teachers, parents, and the surrounding community.

Several factors motivate us to conduct community service activities at SDN 040537 Rawang. Firstly, introducing English to primary school students is crucial so that they can recognize and develop an interest in the language. Secondly, we aim to cultivate an interest in learning English not only in school but also by encouraging students to apply the vocabulary they have learned in their family, friends, and community environments. Thirdly, we continue the practice of community service previously carried out by our alumni. Lastly, the acceptance of the community and educators at SDN 040537, along with the children's ability to learn, greatly supports our efforts.

Teaching English poses challenges because some students struggle to understand Indonesian, some are not yet proficient in reading and writing, and trainers must follow the given lesson roster. As a result, some activities and objectives of the community service have been delayed.

After conducting the activities as outlined in our Community Service Report titled "Increasing Interest in English at SDN 040537 Rawang, Merek District, Karo Regency," several evaluations were made. Students have learned to pronounce, listen to, and write in English effectively. The children at SDN 040537 are motivated to learn new vocabulary, read in English, and sing English songs. Additionally, the students show great enthusiasm for learning and playing in the classroom.

Conclusion

The community service conducted at SDN 040537 Rawang has yielded significant positive outcomes. By strategically targeting the students, who initially had limited exposure to English, the program effectively engaged them in learning basic vocabulary and improving their speaking skills through interactive methods such as songs and story texts. This approach aligns with the objectives of the independent curriculum, aiming for holistic and contextual student learning.

The involvement of higher education institutions in this community service has proven beneficial, not only for the students but also for the teachers, parents, and the broader community of Aek Popo Village. The motivation behind this initiative stemmed from the importance of early English exposure, the desire to encourage learning beyond the classroom, and the continuation of successful past practices. The supportive response from the community and educators at SDN 040537 further facilitated the program's success.

Despite facing challenges such as language barriers and scheduling constraints, the community service achieved its primary objectives. Students have shown marked improvements in their English pronunciation, listening, and writing skills. Their enthusiasm for learning new vocabulary and engaging with English reading and songs demonstrates the program's effectiveness. The positive impact of this initiative underscores the importance of such community service activities in fostering educational development and enriching the lives of young learners.

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Teaching New Vocabulary to Elementary School Children at The Orphanage to Increase Their Interest and Insight in English Lessons

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Abstract

This community service program aimed to enhance the English vocabulary skills of children at the Sameri Orphanage for the Nation's Children in Medan Tuntungan. Collaborating with the Community Service Institute (LP2M) of Santo Thomas Catholic University, North Sumatra, this initiative sought to address the educational needs of underprivileged orphans. Recognizing the importance of English as a global lingua franca, the program focused on teaching vocabulary through engaging methods, including the use of pictorial media and interactive games. The study found that the children, despite their initial limited vocabulary, showed significant improvement and enthusiasm for learning English. The program not only expanded their vocabulary but also increased their motivation and participation in English lessons, thereby fostering a positive learning environment. This initiative illustrates the impact of community service in bridging educational gaps and empowering students through targeted language education.

Keywords

Teaching New Vocabulary; Elementary School Children; English Lessons

Introduction

The Sameri Orphanage for the Nation's Children has the desire to improve the English vocabulary skills of its students through community service programs. In order to achieve this goal, the Community Service Institute (LP2M) Santo Thomas Catholic University, North Sumatra plays a role as a partner in implementing this program. One part of the Tri Darma of Higher Education is community service, which includes teaching, research and useful programs.

This community service is carried out for children who live in an orphanage for underprivileged orphans and orphans. This foundation is located on Jalan Pacar 1 No.15 Kel. Namo Gajah,

Medan Tuntungan English is an international language or also known as a lingua franca (Roby Zhichang, 2019). Roby & Zhichang also said that the rapid development of the status of English is because this language has occupied global cultural and economic factors. Therefore, studying international languages is very important (Megawati, 2016) because international languages can connect society with the world in various aspects including educational aspects. Likewise, in this era of globalization, English in Indonesia has also become one of the subjects taught in schools starting from pre-school, middle school and high school levels, up to university level (Megawati, 2016). However, when teaching English to children in Orphanages, it is important to use methods that capture their attention. The use of learning media can be an effective solution, but it is not always possible or realistic for teachers in the classroom. The choice of learning media depends on the material that will be presented to students.

As time and technology develop, learning a foreign language like English is not as difficult and scary (Kamlasi, 2019) as it was in the days of our parents. Many media can be used as learning tools, as well as learning methods. However, in this service activity, students are guided directly (face to face) to carry out English language learning. Even in the abilities required at elementary school (SD) level, students are able to understand several vocabulary words to determine competency in written expression and simple spoken expression (Gusrayani, 2014: 38), but children in orphanages can be said to be blind in terms of mastering English vocabulary. However, orphanage children are also aware that English is very important for the purposes of science, technology, culture, as well as language skills as a means of international communication.

Based on a survey conducted by the author at the Samaeri Orphanage for the Nation's Children, it was identified that there was a need to develop speaking skills in English during the learning process in the classroom. Therefore, in the context of community service, the author has developed a program aimed at increasing English vocabulary through the help of pictures at the Samaeri Anak Bangsa Orphanage. This program is a form of positive contribution from the author to the Samaeri Anak Bangsa Orphanage, with the hope of providing benefits to the school's students and create useful relationships between Santo Thomas Catholic University, North Sumatra and society in general.

Problem Statement

The formulation of the problem faced is:

1. How to increase new vocabulary for elementary school children in orphanages
2. How to make vocabulary learning interesting and interactive for elementary school children in orphanages

Activity Objectives

The objectives of this community service activity are:

1. Increase children's motivation in learning English
2. Creating easy and fun English learning through vocabulary building games and the use of image media

Benefits of activities

The benefits obtained by carrying out this activity are:

1. Increased children's motivation to learn English and apply it in everyday communication.
2. Change the perception that learning English is difficult and boring to easy and fun.
3. Expand students' English vocabulary through the use of pictures that facilitate understanding and remembering words better.
4. Improve students' language skills, especially in terms of pronunciation, through an interactive and exciting approach.
5. Increase student activity and participation in the English learning process, thereby creating a more collaborative and positive learning environment.

Prevention Framework

Implementation of learning using printed image media and word composing games is carried out in the form of pronunciation along with the meaning of the words and also questions and answers. Members or students are expected to understand the importance of a framework in providing easy and enjoyable English learning so that students are able to use it in communicating both at school and in everyday life.

Linkage

This activity is one of the objectives of the 2013 curriculum which is related to student-centered teaching in a visual and effective application organized by universities (Community Service) in the context of community empowerment to find out and develop students' abilities in order to smarten students' lives. In this way, the government helps in the education sector by making learning English easy and fun.

Activity Method

In this community service, the activities carried out are:

1. Teaching
2. Discussion
3. Play while remembering the vocabulary in the picture.

Evaluation Plan

The results of this service will be measured using the following parameters:

1. Students' understanding of the material
2. Student activity in learning
3. Responses from students

Literature Review

Vocabulary is the vocabulary/richness of words that a language has (Soedjito et al, 2011:3). When learning a language, you cannot be separated from learning vocabulary, because vocabulary has a very vital role in determining fluency in communication. Communicating can be done through various languages, including English. The existence of vocabulary in English is one of the requirements for being able to master English. Mastery of English can be improved by mastering vocabulary well because good vocabulary mastery will influence a person's language skills. Speaking ability is the ability to express opinions or thoughts and feelings to a person or group orally, either face to face or at a distance. Moris in Novia (2002:54) states that speaking is a natural means of communication between members of society to express thoughts and as a form of social behaviour. Meanwhile, Wilkin in Maulida (2001:14) states that the aim of teaching English today is to speak. Furthermore, Wilkin in Oktarina (2002:45) states that speaking skills are the ability to compose sentences because communication occurs through sentences to display the differences in behaviour that vary from different communities.

According to Keraf, language has two meanings as follows:

1. Language is a means of communication between members of society in the form of sound symbols produced by human speech organs.
2. Language is a communication system that uses arbitrary vocal symbols (speech sounds).

Vocabulary is the vocabulary/richness of words that a language has (Soedjito et al, 2011:3). When learning a language, you cannot be separated from learning vocabulary, because vocabulary has a very vital role in determining fluency in communication. You can communicate through various languages, including English. The existence of vocabulary in English is one of the requirements for being able to master English. Mastery English can be improved by mastering vocabulary well.

Methodology

IMPLEMENTATION OF ACTIVITIES

A. Problem Solving Analysis

The activities carried out in this community service are teaching in the form of games and questions and answers to increase new vocabulary for students in learning English. This community service activity was carried out on Thursday 25 and Saturday 27 April 2024. Details of the implementation of learning new language vocabulary English for students is as follows:

1. Thursday 25 April 2024

Opening Activities:

a. The teacher introduces himself to the students and explains the background and objectives of implementing vocabulary learning in English lessons.
b. Conduct an ice breaking warm-up by asking students to follow the instructor's guidance.

Core activities:

a. The teacher explains vocabulary and shows pictures of the names of animals, fruit or objects in English.
b. The teacher asks students to follow the pronunciation of the vocabulary after it has been said by the teacher.
c. Teacher corrects wrong English pronunciation.

Closing activities:

a. The teacher asks students to do exercises in the form of word-composing games.
b. Teachers and students check together the answers they have worked on.

2. Saturday 27 April 2024

Opening Activities:

a. The teacher introduces himself to the students and explains the background and objectives of implementing vocabulary learning in English lessons.
b. Conduct an ice breaking warm-up by asking students to follow the instructor's guidance.

Core activities:

a. The teacher explains vocabulary and shows pictures of the names of animals, fruit or objects in English.
b. The teacher asks students to follow the pronunciation of the vocabulary after it has been said by the teacher.
c. Teacher corrects wrong English pronunciation.

Closing activities:

a. The teacher asks students to work on the questions given by the trainer.
b. Asking students' responses after learning vocabulary using the printed image method in English for 2 consecutive days.
c. Give simple questionnaires to students after learning vocabulary using the printed image method in English after 2 consecutive days

B. Strategic Intermediate Target Audience

From the perspective of the target audience, this teaching is very strategic to be given to the children of the Saemeri Anak Bangsa Orphanage because:

1. Students at the Saemeri Anak Bangsa Orphanage do not understand simple vocabulary in English due to environmental factors where English is very minimal.
2. There have never been any exciting activities given to the children at the Saemeri Anak Bangsa Orphanage.

This activity is one of the objectives of the independent curriculum which is related to student-centered teaching in one visual and effective application organized by universities (Community Service) in the context of empowering the community to know and develop students' abilities in order to make students' lives more intelligent. And that's how the government helps in the education sector to make learning English easy and fun.

C. Activity Method

In this community service, the forms of activities carried out are:

1. Teaching
2. Practice
3. Feedback

Findings

Partner Description

This is the Saemeri Anak Bangsa Medan Foundation. The children of the Saemeri Children's Home for the Medan Nation come from various ethnicities and languages

Driving Factors

The factors that drive the implementation of service at the Saemeri Anak Bangsa Orphanage are:

1. The importance of increasing knowledge about English vocabulary and pronunciation.
2. Similar activities have never been carried out for the children of the Saemeri Anak Bangsa orphanage.
3. Support from the orphanage management and the willingness of the orphanage children to learn.

Obstacle Factor

It is difficult to arrange meeting times with orphanage children because they already have a regular daily schedule so that in order to hold learning there must be some daily activities for the orphanage children that have to be postponed. And it is difficult to manage the time of teachers (students) because there is a lecture schedule every day.

Evaluation

After carrying out English vocabulary and pronunciation lessons for the children of the Saemeri Anak Bangsa orphanage, several evaluations were found:

1. Students already know the vocabulary of animal names, professions and buildings in English.
2. The orphanage children are motivated to learn English vocabulary and pronunciation because they are actively involved during the learning process.
3. The orphanage children are very enthusiastic in learning new vocabulary in English learning because this activity is the first in the environment.

Conclusion

From the learning results, conclusions can be drawn, including:

1. Before this lesson, students' vocabulary, especially regarding the names of animals, professions and buildings in English, was very limited. After this lesson, the vocabulary of the orphanage children increased, especially the vocabulary of the names of animals, professions and buildings

2. It is proven that additional learning obtained through community service activities carried out by the author can improve students' English language skills, especially students' English vocabulary.

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Growing Interest in English in the School Environment

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Abstract

This community service program, aligned with the Tridharma of Higher Education, aimed to enhance the English vocabulary skills of children at Brigjen Katamso Kindergarten in Medan. Conducted by Santo Thomas Catholic University, North Sumatra, the initiative employed multimedia tools such as images, sounds, and videos to create an engaging learning environment. A situation analysis was performed to understand the school's conditions and tailor the program effectively. The program's objectives included increasing children's interest in learning English, making English learning enjoyable, and expanding their vocabulary. The implementation involved interactive activities, pronunciation exercises, and word-composing games over two days. The findings indicated a significant improvement in students' vocabulary and motivation to learn English. The program successfully fostered a positive and collaborative learning environment, demonstrating the impact of multimedia in educational settings and strengthening the relationship between the university and the community.

Keywords

Interest in English; School Environment; Language Learning

Introduction

Devotion to Schools is one of the Tridharma of Higher Education where academics utilize science, technology and sennin to realize the welfare of society and make the nation's life intelligent. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education Article 4 states that Higher Education functions: a). b). develop an innovative, responsive, creative, skilled, competitive and cooperative academic community through the implementation of the Tridharma; c). develop science and technology and pay attention to and apply humanities values. Before carrying out activities and work programs, what must be done is to conduct a situation analysis. The situation analysis begins by making observations, both observing the physical environment and socio-cultural conditions, and the economy of the community where the activity is located, namely the Brigjen Katamso Kindergarten School, Medan. The purpose of this situation analysis is to obtain data and information related to school conditions. By conducting a situation analysis, it is hoped that it can be used as a reference in formulating activities to be carried out at Brigjen Katamso Kindergarten school.

This service certainly requires several means that are used to convey messages from a communicator to the communicant. The term multimedia describes new developments in the field of computer programming. Multimedia consists of components in the form of text, images, animated sound and video. Multimedia is a combination of several pieces of information which can be in the form of text, images, sound, animation and video. Multimedia programs are usually interactive so they have a special attraction for students to use them.

1. Image

In general, image or graphic means still image such as photos and drawings. Humans are very visual-oriented and images are an excellent means of presenting information. All objects presented in image form have no direct relationship to time. The attributes of the image itself depend on the image resolution and image bit depth.

2. Sound

Sound can better explain the characteristics of an image, for example music and sound effects or original sound. The authoring software used must have the ability to control recording and playback.

3. Videos

Video is a technology for capturing or recording, processing, transmitting and rearranging moving images. Usually using celluloid film, signals and electronic or digital media. Video itself is closely related to motion and sound. As in analog video and digital video.

4. Books

A book is a collection of writings or images/illustrations bound or combined into one.

Based on a survey conducted by the author at Brigjen Katamso Kindergarten, it was identified that there was a need to develop skills in English during the learning process in the classroom through pictures, sounds, and in the form of videos. Therefore, in the context of community service, the author has developed a program which aims to increase children's interest in learning English through multimedia in the form of English song videos. This program is a form of positive contribution from the author to Brigjend Katamso Kindergarten with the hope of providing benefits to the school's students and creating useful relationships between Santo Thomas Catholic University, North Sumatra and society in general.

Problem Formulation

The formulation of the problem faced is:

1. How to increase or foster interest in English among Brigadier General Katamso Kindergarten children?
2. How do you make students feel interested in learning English?

Activity Objectives

The objectives of this community service activity are:

1. Increase and develop children's interest in learning English.
2. Creating easy and fun English learning through games and learning resources that attract the attention of kindergarten children and the use of image media.

Benefits of Activities

The benefits obtained by carrying out this activity are:

1. Increased children's interest in learning English and applying it in school and everyday life.
2. Change the perception that learning English is difficult and boring to easy and fun.
3. Expand students' English vocabulary through the use of pictures and colors which can make it easier to understand and recall vocabulary better.
4. Improve students' language skills, especially in terms of pronunciation and reading through learning resources and facilities.
5. Increase student activity and participation in the English learning process, thereby creating a more collaborative, positive and creative learning environment.

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Prevention Framework

Implementation of learning using various learning resources for composing words is carried out in the form of pronunciation along with the meaning of the words and also questions and answers. Members or students are expected to understand the importance of a framework in providing easy and enjoyable English learning so that students are able to use it in communicating both at school and in everyday life.

Linkage

This activity is one of the objectives of the 2013 curriculum which is related to student-centred teaching in a visual and effective application organized by universities (Community Service) in the context of community empowerment to find out and develop students' abilities in order to smarten students' lives. In this way, the government helps in the education sector by making learning English easy and fun.

Activity Method

In this community service, the activities carried out are:

1. Teaching
2. Discussion
3. Play while playing.

Evaluation Plan

The results of this service will be measured using the following parameters:

1. Students' understanding of the material
2. Student activity in learning
3. Responses from students

Literature Review

In this modern era, it is very difficult to regenerate enthusiasm for learning in children. The changing times have made many new discoveries in the world of technology which have greatly influenced the world of schools, both positive and negative impacts. A very real discovery in the world of education is the availability of online books that can be accessed from anywhere. In the past, educational resources were very difficult to disseminate using just one media, whereas nowadays, disseminating education is very easy and can be done anywhere and at any time, using various kinds of sources or media. And to regenerate students' interest in English at school, you can use sources such as: Books, cell phones, television, Google or YouTube.

Currently, English language skills are an important aspect that everyone must have. Therefore, we need to study English constantly. Currently, there are various kinds of learning resources that can increase and foster students' interest in learning, for example, there are various kinds of learning videos that attract students or study guide books that are designed to be as attractive as possible so that they can attract students' attention. Talking about the importance of English, we cannot be separated from four things, namely: reading, writing, listening and speaking. Listening skills are the most demanded thing in mastering English, because currently English is used for active communication. Therefore, we need to train him to have this skill well.

To make it easier to learn English, we need sources and media. The media we use is multi-media. And this multimedia includes: computers, internet, gadgets, Skype, YouTube, games, television and radio.

Methodology

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Problem Solving Analysis

The activities carried out in this community service are teaching in the form of games and questions and answers to increase students' new vocabulary in learning English. This community service activity was carried out on Friday 17 May and Saturday 18 May 2024. Details of the implementation of English language learning for students are as follows:

1. Thursday 17 May 2024

Opening activities:

1. The teacher introduces himself to the students and explains the background and objectives of implementing vocabulary learning in English lessons.
2. Conduct an ice breaking warm-up by asking students to follow the instructor's guidance.

Core activities:

1. The teacher begins the introduction of basic words in English through the learning tools that have been provided.
2. The teacher asks students to follow the pronunciation after it has been said by the teacher.
3. The teacher corrects the wrong English pronunciation and translates the meaning of the word.

Closing activities:

1. The teacher asks students to do exercises in the form of word-composing games.
2. Teachers and students check together the answers they have worked on.

2. Saturday 18 May April 2024

Opening activities:

1. The teacher introduces himself to the students and explains the background and objectives of implementing vocabulary learning in English lessons.
2. Conduct an ice breaking warm-up by asking students to follow the instructor's guidance.

Core activities:

1. Teachers teach in more depth regarding English.
2. The teacher asks students to follow the pronunciation of the material after it has been said by the teacher.
3. Teacher corrects wrong English pronunciation.

Closing activities:

1. The teacher asks students to work on the questions given by the trainer.
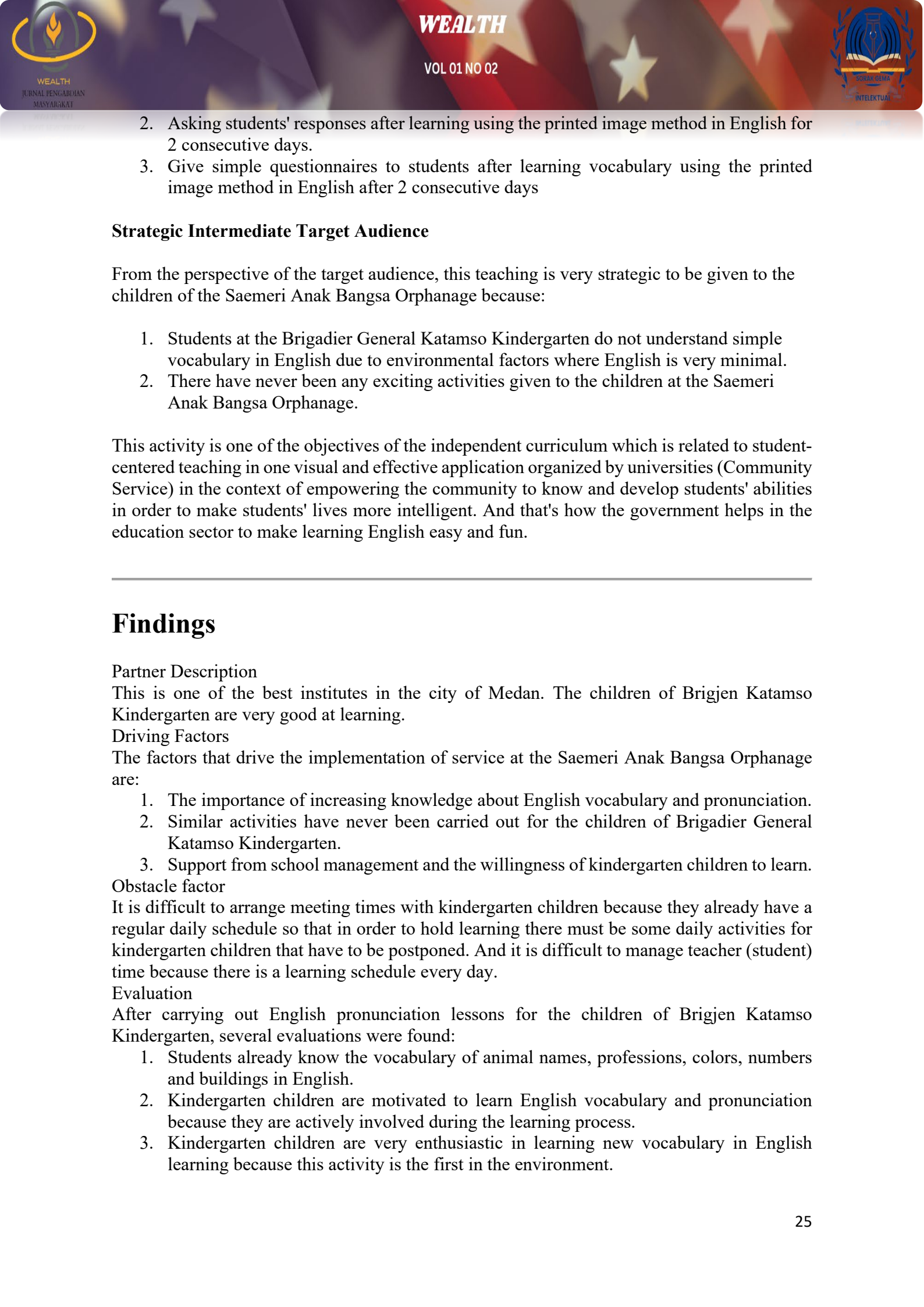
2. Asking students' responses after learning using the printed image method in English for 2 consecutive days.
3. Give simple questionnaires to students after learning vocabulary using the printed image method in English after 2 consecutive days

Strategic Intermediate Target Audience

From the perspective of the target audience, this teaching is very strategic to be given to the children of the Saemeri Anak Bangsa Orphanage because:

1. Students at the Brigadier General Katamso Kindergarten do not understand simple vocabulary in English due to environmental factors where English is very minimal.
2. There have never been any exciting activities given to the children at the Saemeri Anak Bangsa Orphanage.

This activity is one of the objectives of the independent curriculum which is related to student-centered teaching in one visual and effective application organized by universities (Community Service) in the context of empowering the community to know and develop students' abilities in order to make students' lives more intelligent. And that's how the government helps in the education sector to make learning English easy and fun.

Findings

Partner Description
This is one of the best institutes in the city of Medan. The children of Brigjen Katamso Kindergarten are very good at learning.
Driving Factors
The factors that drive the implementation of service at the Saemeri Anak Bangsa Orphanage are:
1. The importance of increasing knowledge about English vocabulary and pronunciation.
2. Similar activities have never been carried out for the children of Brigadier General Katamso Kindergarten.
3. Support from school management and the willingness of kindergarten children to learn.
Obstacle factor
It is difficult to arrange meeting times with kindergarten children because they already have a regular daily schedule so that in order to hold learning there must be some daily activities for kindergarten children that have to be postponed. And it is difficult to manage teacher (student) time because there is a learning schedule every day.
Evaluation
After carrying out English pronunciation lessons for the children of Brigjen Katamso Kindergarten, several evaluations were found:
1. Students already know the vocabulary of animal names, professions, colors, numbers and buildings in English.
2. Kindergarten children are motivated to learn English vocabulary and pronunciation because they are actively involved during the learning process.
3. Kindergarten children are very enthusiastic in learning new vocabulary in English learning because this activity is the first in the environment.

Conclusion

From the learning results, conclusions can be drawn, including:

1. Before this lesson, students' vocabulary, especially regarding animal names, professions, colors, numbers and buildings in English, was very limited. After this lesson, the kindergarten children's vocabulary increased, especially the vocabulary of animal names, professions, colors, numbers and buildings

2. It is proven that additional learning obtained through community service activities carried out by the author can improve students' English language skills, especially students' English vocabulary.

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Utilization of Multimedia in Learning English Through Motion Videos and Songs

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Abstract

The Sei Prema Orphanage is dedicated to enhancing the English language proficiency of its children through multimedia-based community service programs. This initiative is supported by the Community Service Institute (LP2M) of Santo Thomas Catholic University, North Sumatra, aligning with the Tri Darma of Higher Education, which includes community service, teaching, and research. The program focuses on increasing the children's interest in learning English by using multimedia methods such as videos, songs, and interactive tools. The implementation of multimedia in teaching is grounded in the understanding that English, as a global lingua franca, is essential for connecting individuals with the world. By leveraging multimedia components like text, images, sound, and video, the program aims to make English learning more engaging and effective. The community service activities are designed to be interactive, utilizing images, sounds, and videos to enhance the children's listening skills and overall interest in the language. The benefits of this program include increased motivation for learning English, a shift in perception that English learning can be enjoyable, and improved listening skills through multimedia tools. These activities contribute to the broader goals of the Merdeka curriculum by promoting student-centered teaching and enhancing the educational experiences of the children at the Sei Prema Orphanage. The collaboration between Santo Thomas Catholic University and the orphanage not only supports the children's education but also fosters a positive relationship between the university and the community.

Keywords

Multimedia; English Learning; Motion Videos and Songs

Introduction

Sei Prema Orphanage is committed to improving the ability of Orphanage children in learning English, using multimedia through community service programs. In order to achieve this goal, the Community Service Institute (LP2M) Santo Thomas Catholic University, North Sumatra plays a role as a partner in implementing this program. One part of the Tri Darma of Higher Education is community service, which includes teaching, research and useful programs. This

Community Service was carried out to increase interest in learning English through multimedia among students at the Sei Prema Orphanage Jln. Medan Sunggal Medan City. English is an international language or also known as a lingua franca (Roby Zhichang, 2019). Roby & Zhichang also said that the rapid development of English has occupied global cultural and economic factors. Therefore, studying international languages is very important (Megawati, 2016) because international languages can connect society with the world in various aspects, including the educational aspect of the children of the Sei Prema Orphanage who are the nation's next generation. Likewise, in the era of globalization, English is one of the mandatory subjects in Indonesian schools. However, when teaching English to children in orphanages, it is important to use learning methods that attract children's attention through multimedia methods that are appropriate to the lesson material.

The word media comes from the Latin medius which literally means intermediary or introduction. The Association of Education & Communication Technology (AECT) provides a definition of media as a transmission system (materials and equipment) that is available to convey certain messages (1986:43). Another opinion was expressed by Suranto (2005:18) that media is a means used to convey a message from a communicator to the communicant. The term multimedia describes new developments in the field of computer programming. Multimedia consists of components in the form of text, images, animated sound and video. Multimedia is a combination of several pieces of information which can be in the form of text, images, sound, animation and video. Multimedia programs are usually interactive so they have a special attraction for students to use them.

1. Image: In general, image or graphic means still image such as photos and drawings. Humans are very visual-oriented and images are an excellent means of presenting information. All objects presented in image form have no direct relationship to time. The attributes of the image itself depend on the image resolution and image bit depth.
2. Sound: Sound can better explain the characteristics of an image, for example music and sound effects or original sound. The authoring software used must have the ability to control recording and playback.
3. Videos: Video is a technology for capturing or recording, processing, transmitting and rearranging moving images. Usually using celluloid film, signals and electronic or digital media. Video itself is closely related to motion and sound. As in analog video and digital video.

Based on a survey conducted by the author at the Sei Prema Orphanage, it was identified that there was a need to develop skills in English during the learning process in the classroom through images, sounds, in the form of videos. Therefore, in the context of community service, the author has developed a program which aims to increase children's interest in learning English through multimedia in the form of English song videos. This program is a form of positive contribution from the author to the Sei Prema Orphanage with the hope of providing benefits to the school's students and creating useful relationships between Santo Thomas Catholic University, North Sumatra and society in general.

Problem Statement

The formulation of the problem faced is:

1. How to improve listening skills through videos for Sei Prema Orphanage children

2. How to make multimedia learning interesting and interactive for children at Sei Prema Orphanage

Activity Objectives

The objectives of this community service activity are:

1. Increase the motivation and interest in learning of Sei Prema Orphanage children in learning English.
2. Creating easy and fun English learning by utilizing multimedia.

Benefits of Activities

The benefits obtained by carrying out this activity are:

1. Increased children's motivation to learn English and apply it in everyday communication.
2. Change the perception that learning English is difficult and boring to easy and fun.
3. Improve students' English listening skills through multimedia that we can use in learning English, including: computers, YouTube, television and radio.
4. Increase student activity and participation in the English learning process, thereby creating enjoyable learning.

Prevention Framework

By implementing learning using multimedia in the form of videos containing songs and movements, it is hoped that the children of Sei Prema Orphanage will understand the importance of listening skills in easy and fun English learning. a) Linkage This activity is one of the objectives of the Merdeka curriculum relating to student-centred teaching in a visual and effective application organized by universities (Community Service) in empowering the community to develop the abilities of the Sei Prema Orphanage children in order to make the lives of the orphanage children more intelligent. In this way, the government helps in the education sector by making learning English easy and fun.

Activity Method

In this community service, the activities carried out are:

1. Teaching Material
2. Practice movements and songs

Evaluation Plan

The results of this service will be measured using the following parameters:

1. Sei Prema Orphanage Children's understanding of the material
2. Sei Prema Orphanage Children's Activeness in Learning
3. Responses from Sei Prema Orphanage Children

Literature Review

Advances in the world of technology make everything easier and more practical. There are many new discoveries in the world of technology that can simplify and speed up various kinds of activities carried out by humans. For example, discoveries in the world of information technology. If in the past information was only disseminated using one medium, now information can be disseminated using various media at once or what we call multimedia. And multimedia that we can use in learning English include: computers, internet, gadgets, YouTube, television. Currently, English language skills are an important aspect that everyone must have. Therefore, we need to learn English continuously. In the current digital era, there are many applications on the internet, both applications for personal computers (PCs) and smartphones. Talking about language skills, including English, we will be separated from four things, namely: reading, writing, listening and speaking. Listening skills are the most demanded thing in mastering English, because currently English is used for active communication. Therefore, we need to train him to have this skill well. To make it easier to learn English, we need media. The media we use is multimedia. And this multimedia includes: computers, internet, gadgets, Skype, YouTube, games, television and radio.

Methodology

The method used in the community service activities at the Sei Prema Orphanage involves a mixed approach that includes both quantitative and qualitative methods. Data collection was conducted through surveys, interviews, and observations to measure the children's understanding and engagement in learning English. The activities were designed in two sessions held on different days. In the first session, the teacher introduced themselves and explained the purpose of using multimedia in English learning, accompanied by warm-up activities to spark the children's interest. The core activities involved explaining the concept of multimedia and singing English songs from YouTube or videos, where the teacher corrected any mispronunciations. The session concluded with a joint reflection and practice of singing and movements.

In the second session, the activities opened with another introduction by the teacher and a warm-up. The core activities continued with further explanations about multimedia and playing videos of English songs. The children were encouraged to participate actively, and the teacher provided necessary pronunciation corrections. The closing activities involved giving the children tasks to measure their understanding, gathering their responses to the multimedia learning method, and awarding candies to the most enthusiastic participants. The tools and media used in these activities included images, sounds, and videos, each serving to attract visual attention, clarify image characteristics, and display movements and songs for the children to follow.

The evaluation of this activity's success was conducted by measuring the children's understanding of the material, their engagement, and their feedback on the multimedia learning method. The expected benefits of these activities include increased motivation and interest in learning English, development of listening and pronunciation skills, and enhanced active participation in the learning process. This method aims to create an engaging and interactive learning environment for the children at the Sei Prema Orphanage and foster positive collaboration between Santo Thomas Catholic University, North Sumatra, and the local community.

Findings

Problem Solving Analysis

The activities carried out in this community service are teaching in the form of movements and songs to improve the listening skills of Sei Prema Orphanage Children in learning English. This community service activity was carried out on Sunday 09 June 2024 and Sunday 16 June 2024. Details of the implementation of English Multimedia learning for students are as follows:

Sunday 09 June 2024

Opening activities:

1. The teacher introduces himself to the Sei Prema Orphanage Children and explains the background and objectives of implementing Multimedia learning such as: Internet, YouTube, Television, etc. in English lessons.
2. Do an ice breaking warm-up by asking the Sei Prema Orphanage children to follow the teacher's guidance.

Core activities:

1. The teacher explains about Multimedia and shows examples of Multimedia
2. The teacher asks to invite the Sei Prema Orphanage children to sing songs via YouTube or video.
3. Teacher corrects wrong English pronunciation.

Closing activities:

1. The teacher asks the Sei Prema Orphanage children to sing English songs and practice
2. Sei Prema Orphanage Teachers and Children examine together the movements they have watched from movement videos and English songs.

Sunday 16 June 2024

Opening activities:

1. The teacher introduces himself to the children of the Sei Prema Orphanage and explains the background and objectives of implementing multimedia learning such as: Internet, YouTube, Television etc. in English lessons.
2. Do an ice breaking warm-up by asking the Sei Prema Orphanage children to follow the teacher's guidance.

Core activities:

1. The teacher explains about Multimedia and shows examples of Multimedia
2. The teacher asks the Sei Prema Orphanage Children to sing songs via YouTube or Video.
3. Teacher corrects wrong English pronunciation.

 Closing activities:

1. The teacher asks the Sei Prema Orphanage Children to work on the questions given by the trainer.
2. Asking about the response of the Sei Prema Orphanage Children after learning using the English Multimedia method for 2 consecutive days.
3. Giving candy as appreciation to every Sei Prema Orphanage child who is enthusiastic about participating in learning.

Strategic Intermediate Target Audience

From the perspective of the target audience, this teaching is very strategic to be given to the children of the Sei Prema Orphanage because: The children at the Sei Prema Orphanage do not understand how to use multimedia in learning English due to environmental factors and the family's lack of time to specifically teach children about the use of multimedia. This activity is one of the objectives of the independent curriculum which is related to child-centred teaching in one visual and effective application organized by the university (Community Service) in the

context of empowering the community to know and develop the abilities of the Sei Prema Orphanage Children in order to educate them. orphanage life. And that's how the government helps in the education sector to make learning English easy and fun.

Activity Method

In this community service, the forms of activities carried out are:

1. Teaching
2. Practice
3. Feedback

RESULTS OF ACTIVITIES IN THE COMMUNITY

Partner Description

The Sei Prema Orphanage is under the supervision of the Social Service. The children at Sei Prema Orphanage come from various ethnicities and languages.

Driving Factors

The factors that motivate the implementation of service at the Sei Prema Orphanage are:

1. The importance of increasing knowledge about listening via multimedia such as YouTube, Internet, TV, etc., about English.
2. Multimedia learning methods have been used, but were not continued.
3. Support from the school and the willingness of the orphanage children to learn.

Obstacle factor

The difficulty of arranging meeting times with children, short study time and having a scheduled learning schedule, are inhibiting factors, so that learning must be held on time, and it is difficult to manage the time of teachers (students) because the distance between the orphanage and the campus is quite far.

Evaluation

After carrying out multimedia learning in English for children at the Sei Prema Orphanage, several evaluations were found:

1. The children of Sei Prema Orphanage are familiar with Multimedia but not for learning English.
2. Sei Prema Orphanage children are motivated to learn English listening and pronunciation because they are actively involved during the learning process

Conclusion

From the learning results, conclusions can be drawn, including:

1. It cannot be denied that learning English through multimedia including computers, internet, YouTube, gadgets, television, radio and games really helps the Sei Prema Orphanage children understand English lessons presented in the form of songs and movements.
2. Media in learning has a function as a tool to clarify messages. Media also functions for individual learning where the media's position fully serves children's learning needs.
3. Multimedia in the form of computers, gadgets, internet, YouTube, games, television and radio is very effective in learning English

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