

EMPOWERING ORPHANAGE CHILDREN WITH INTEGRITY THROUGH GREEN ENGLISH PROGRAM

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Abstract: This article presents the results of the community service program with partner Tunas Melati Orphanage, Pokaan, Situbondo. From the initial observation, it was found that many of the partner's foster children had low self-esteem. In fact, as the nation's future, they must grow and develop into humans with integrity to compete globally. They need social sensitivity, fundamental skills, and good English language skills to be part of the global community. Based on the discussion with the program partner, it was found out that the priority problems faced are (a) Tunas Melati Orphanage's foster children have inferior feelings towards themselves and (b) English language skills possessed by Tunas Melati Orphanage foster children are still lacking to be used in socializing. Based on the description of priority problems and solutions to the existing problems, the method implemented was strengthening the integrity character, which was inserted in English learning, and was implemented into several activities. The activity results show that the Tunas Melati Orphanage foster children have shown indicators of social sensitivity and social skills even though they have yet to be maximized, likewise, in English language skills which only reached Level 1. This is because this activity has only been partially carried out. Therefore, further activities need to be carried out immediately to see the overall results.

Keywords: community service, English language skills, social sensitivity, orphanage

INTRODUCTION

The 1945 Constitution Article 31 Paragraph 1 states that getting a good education is the right of every Indonesian citizen. Still, not all school-age children have the opportunity to get a proper education (Tanjung & Nurliana, 2021). Some of these disadvantaged children are foster children of orphanages. These children are also part of the future and will actively participate in national development (Tarman, 2020). Therefore, orphanages have the task of replacing the role of parents in providing formal and religious education and providing protection and security for their foster children (Haura et al., 2021), providing a good livelihood so that the foster children can be independent and empowered. However, because some orphanages have limited budgets, not all can provide self-development activities to empower their foster children.

Child empowerment can be carried out through several activities such as social services, skills training, capital for economic activities, or non-formal education, and is aimed at individuals and communities (Triastuti et al., 2016). Therefore, empowerment activities are intensively carried out for orphanage foster children starting from empowerment in the field of entrepreneurship (Haura et al., 2021), (Hamdani et al., 2020), (Wijaya & Sari, 2022), hard skills (Dewi et al., 2020), (Sipayung & Purba, 2022), and soft skills (Tarman, 2020), (Indra et al., 2021). However, along with the development of era, foreign language skills (English) become additional capital that must be possessed to increase competitiveness.

The partner of this activity, Tunas Melati Orphanage, is located at Pokaan Village, Kapongan Sub-district, Situbondo Regency. This orphanage was established under the auspices of the Community Health and Welfare Assembly of the Muhammadiyah Panji Branch, with 21 foster children (sixteen boys and five girls). The daily activities carried out by Tunas Melati orphanage children are going to school or working in the morning and attending religious activities such as reciting the Koran or listening to religious lectures after performing Magrib prayers. They have no activities on their days off. Usually, the foster children chat with fellow foster children in the afternoon in the backyard or play cellphones to relieve boredom.

From the initial observations made by the team, information was obtained that many of the foster children of Tunas Melati Orphanage also experienced problems related to inferiority. Therefore, the orphanage tries as much as possible to be a substitute for parents for the children by applying family parenting. Tunas Melati Orphanage always tries to fulfill all the primary needs of its foster children, such as a decent place to live, healthy food, good clothes, pocket money to go to school, and the cultivation of religious education. However, few self-development activities have been provided to foster children due to the orphanage's limitations, including empowerment activities related to their social dimension as humans. As humans, we have a social dimension that includes the need for acceptance, loving and being loved, recognition and friendship, and all other forms of social relationships (Gea, 2006). Unfortunately, This is not wholly obtained by foster children in orphanages, so they feel inferior when comparing themselves. Good social sensitivity and skills are needed to be a person of integrity.

Good social skills must be connected to communication skills. How a person communicates, both orally and in writing, reflects the characteristics of that person. Using the correct language according to the context of his environment shows that the person has good social skills (Kurnia et al., 2021). In a globalized society, communication skills in English become necessary because this language is used as a language of instruction in many fields. To have more significant opportunities and high competitiveness, mastering English is necessary. Therefore, as the next generation of the nation who aspire to progress, foster children in orphanages are entitled to receive education to fulfill their mental and social growth needs until they are ready to live in society (Risgiyanti & Shohibul, 2019). When some foster children try to communicate in English, they tend to be shy and choose not to answer because they think they cannot speak English. They only get English skills at school with limited hours and tend to be textbook-oriented. Therefore, providing English language skills in orphanages is one of the efforts that can be made to provide them with the ability to communicate and develop sensibly and socially.

A person's level of social relations can be seen from the level of social sensitivity and social skills of a person in some of the activities he does. Social sensitivity is a person's action to react quickly and appropriately to objects or social situations in the surrounding environment. Social sensitivity needs to be further developed to reduce egocentrism and develop a sense of empathy for others around (Nurhayati et al., 2020). Social sensitivity is essential to develop to be able to respond to social conditions around. Social sensitivity can be developed through the followings: realizing that we cannot live alone, getting along as well as possible with others, paying attention and improving how we speak, engaging in social activities, developing empathy, behaving professionally, and seeing and act.

Meanwhile, social skills are the ability of individuals to communicate effectively with others verbally and nonverbally according to the situation and conditions that exist at that time (Citrasari et al., 2021). Social skills can be developed through the followings: being a role model, playing activities outside the home, sharing activities, family gathering activities, reading storybooks, singing, seeking new experiences, and teaching empathy. To support the social skills of the Tunas Melati Orphanage foster children, in this activity, they also get provision for communication skills in English which is focused on speaking skills. A person's speaking skills can be measured from several aspects, namely grammar and vocabulary, discourse management, pronunciation, and interactive communication (Cambridge, 2011).

Several empowerments to develop English language skills have been carried out in several orphanages to provide additional General English lessons (Suastini & Utami, 2019), provide storytelling skills (Rosyidi & Sukrisno, 2013), increase self-confidence with basic English language provision (Fatimah et al., 2021), and familiarize greeting and farewell skills in English (Andriyani et al., 2022). Similar activities have been carried out in several other orphanages to empower foster children but with different English skill development materials or empowerment methods. However, there are no

empowerment activities for orphanage foster children considering how English improvement activities can be carried out with activities that instill optimistic characters. Cultivating a sense of optimism for orphanage foster children is important because several studies report that many orphans feel inferior, shy, afraid, and different from other children due to their status (Mustafa & Hadiyati, 2019) so they feel inferior (Noviekayati et al., 2021).

Due to Tunas Melati Orphanage's limitations, only a few empowerment activities are provided for its foster children. The orphanage's foster children need more opportunities to develop their skills because of all the existing limitations, even though they also have the right to grow and develop and have a promising future. They also have the right to grow into human beings who have the self-integrity to see the positive values in themselves. As a result, they cannot develop well in the social dimension. In addition, their social skills are also not supported by communication skills, especially in English, even though English is essential to master if they want to be part of a global society. Therefore, based on the agreement with the partners, the priority problems faced are as follows: (a) Tunas Melati Orphanage foster children have inferior feelings towards themselves, and (b) English language skills possessed by Tunas Melati Orphanage foster children still need optimizing to be used in socializing.

In this activity, the team assisted the Tunas Melati Orphanage foster children to see themselves from the social dimension to see the positive values that exist in themselves. In addition, this program emphasizes English skills development activities so that the Tunas Melati Orphanage foster children can use these skills when socializing in the community. The focus of this activity is the implementation of integrity character-building activities integrated into English learning activities. In other words, the activities to be carried out are designed so that in learning English, foster children will simultaneously learn about the concept of self as a human being with integrity who has positive values about himself.

METHOD

The type of approach used in this activity is an educational approach. An educational approach is an approach in both the program and the service's implementation with educational elements that can dynamize the community towards the aspired progress (Paramita, 2011). Based on the description of the priority problems and problem solutions, implementing this service activity is strengthening the integrity character, which is packaged and inserted in English learning and implemented into several activities. These activities will be carried out for approximately eight months at the partner's location. However, until this article was written, this activity lasted only three months.

In this activity, partners actively participate in all activities. Participants who are also the target of this activity are 21 Tunas Melati Orphanage foster children. The activities are divided into two types of achievement targets: (1) Strengthening human character with integrity for Tunas Melati Orphanage foster children. This target was implemented through activities that trained foster children's sensitivity and social skills. (2) Strengthening English language skills for Tunas Melati Orphanage foster children. This solution aimed at equipping Tunas Melati Orphanage foster children with English language skills so that they have additional capital to be more able to compete globally. The activities included fun learning activities where foster children as students felt confident and energized. This solution focused on strengthening foster children's communication skills in simple interpersonal and transactional contexts.

From the description above, the activities to cultivate the character of integrity given to Tunas Melati Orphanage foster children were integrated into English learning. Positive characters and values humans possess with integrity, such as hope, harmony, health, hope, responsibility, and comfort symbolize optimism. These characters are under the meaning of the color symbolized by green. Therefore, this social service program activity concerned empowering orphanage children with integrity through green English program.

To measure the predetermined achievement targets, the Tunas Melati Orphanage foster children participated in activities to improve their social relationships and English language skills. The results of these activities will be analyzed by referring to the theory of social sensitivity according to (Nurhayati et al., 2020), social skills according to (Citrasari et al., 2021), and speaking skills according to (Cambridge, 2011). The instruments used to collect data were observation sheets, checklists, and questionnaires.

FINDINGS AND DISCUSSION

These activities were carried out for approximately seven months at Tunas Melati Orphanage, Pokaan Village, Kapongan Situbondo District. The implementation team carried out this activity, namely lecturers in English and Social Sciences. In addition to the implementation team from lecturers, this activity also involved several students and several resource persons with various expertise according to the activity's objectives. The target of this activity is 21 foster children of Tunas Melati Orphanage.

Findings

This activity is planned to be carried out for approximately seven months. Still, until this article is written, the activity has only been running for approximately three months, so the overall results cannot be drawn. Previously, it has been explained that this series of activities is divided into two types: activities aimed at strengthening human character with integrity and activities aimed at strengthening English language skills aimed at fostering children of Tunas Melati Orphanage. Each activity contained materials and involved speakers who could support achieving these two objectives. The following are the results of the implementation of these activities.

- a. Mentorship: This activity was held for two meetings. The human resources involved in becoming mentors for this activity are Kakang finalists and Embug Situbondo finalists. These two mentors are have a background similar to the foster children who do not have complete parents and come from a financially disadvantaged family background. However, both of them managed to excel .

The involvement of these two mentors is also to provide examples and share stories about the meaning of struggle and show that not having complete parents does not mean they are worthless and worthless as human beings. Instead, by continuing to try and learn, they can make people admire and love them for their achievements.

In this mentorship program, both mentors explained that their achievements were also due to their English skills. The Mentorship Program was held twice through casual talks and discussions. The foster children seemed enthusiastic listening to the stories of experiences shared by the two mentors. The foster children also seemed happy to share their feelings. In this session, even some foster children seemed quite emotional when telling their feelings as orphans who felt insecure because of the absence of close people who could support them in deciding something. This program opened the minds of the foster children so that they had a change in their assessment of themselves and began to feel motivated and confident.

- b. Workshops: The workshops for foster children consist of three types: a YouTuber workshop, a cooking workshop, and a financial literacy and career guidance workshop. In the first workshop, foster children learn to create simple content to develop skills to become financially independent in the future. The resource person for this activity was Arie Dwi Putro, a Situbondo resident and a YouTuber known as Pak Pet. In this workshop, the foster children also began to create their own YouTube channel to be filled with content regularly, either individually or in groups with their friends. The content varies depending on their interests, such as content about daily activities at the orphanage, daily Quranic activities, chatting with roommates, and playing futsal every weekend. Apart from learning about being a beginner YouTuber, foster children also learn English terms in the world of content creators. This aims to enrich their English vocabulary. Another thing done to improve their English skills is to create content in English. However, foster children can create content using English throughout the video. They may use code-switching or code-mixing of Indonesian or English Madurese in making their videos. Their natural ability will add to their videos' unique impression and attractiveness.

The second workshop activity for Tunas Melati orphanage foster children was a cooking workshop. This activity brought in a resource person named Utami Maghfira, an entrepreneur in the culinary field. In this two-day workshop, the children learned how to make simple menus that can be sold online, thus training them to be financially independent. The menu taught to be made by the foster children is a complete liwet rice menu and several drinks such as *es buah* and contemporary *es campur*.

To improve the foster children's English language skills, they also receive assistance to create food and beverage recipe content in bilingual videos (Indonesian-English), menu names and business names that use English, and English promotion efforts at weekly Car Free Day events. In this event, they must use English to promote their menu to Car Free Day visitors. This aims to give foster children the courage to communicate, have good self-confidence, improve entrepreneurial skills, and gain new experiences. The most important thing is providing vocabulary material related to food and beverage ingredients that they learned through games conducted after the workshop activities.

The third workshop for Tunas Melati Orphanage's foster children was a financial literacy and career guidance workshop. The resource person presented in this activity was an alumnus of the implementing team's campus who was a successful entrepreneur as a rengginang seller. In this workshop activity, foster children are given briefings on personal finance, financial management, savings and investment, credit and loan management, and risk management. They were introduced to financial literacy because it is important to instill it early. The instilled financial knowledge and experience will be internalized in foster children to form their character and habits of managing their finances in the future as a good culture. Because foster children have previously been equipped with the skills to become beginner YouTubers and open a culinary business, they are expected to be able to manage the income earned from their entrepreneurial activities wisely. In addition to getting a briefing on financial literacy, foster children also get a briefing on career guidance. Here they learn to understand themselves and their environment in making decisions, planning, and choosing activities that can help towards a career and a way of life that provides a sense of satisfaction because it is by their capacity. In this career guidance activity, foster children learn to communicate well, understand themselves, express ideas and opinions, and improve their skills.

Regarding English, foster children learn to find job opportunities abroad, write job application letters, introduce themselves, and conduct job interviews in English. This aims to provide foster children with broader opportunities to get jobs, not only at the local level but also at the national and even international levels. The skills taught are expected to help foster children open doors and paths to a better future.

- c. **Volunteer Visit:** This activity invites volunteers to accompany the children of Tunas Melati Orphanage to learn English through fun activities. These activities include reading storybooks and then discussing them together. The implementation team provided English storybooks and bilingual books for the children to learn to read in English. After understanding the story, they are asked to retell the content of the story. In addition, they also learn English vocabulary through flash card games, and apples-to-apples. The use of board games made them happy and excited to learn English. Apart from the fact that it is a new thing, learning in the company of students not far from their age makes them not ashamed to ask questions if they find difficulties. Learning storytelling for foster children is an activity that is initially quite scary because they have to tell stories in English. But when it was explained that the most important thing is the message conveyed well, foster children began to dare little by little, trying to perform the story.
- d. **Outing:** The last activity conducted up to the time of this article is outings. This activity is carried out to give foster children the experience of communicating with others, especially foreign tourists. In this activity, the foster children also practiced describing the places they visited in English to improve their English language skills. In this activity, although not yet optimal, some foster children dared to do short dialogs such as greeting, giving greetings, saying goodbye, saying thank you, and some transactional conversations such as asking and giving short information. But unfortunately, they are not yet confident, so the conversations are not so long. In addition, outing activities was also be held in places where foster children learn about sharing affection with others, namely PAUD / TK. This activity aims to instill feelings of gratitude and self-esteem in foster children. The kindergartens visited were PAUD Seruni and TK DWP 1 Situbondo. Here the foster children work with the kindergarten children accompanying them to play and learn basic English, namely number, animal, and color material. In addition to training foster children to communicate with others, in this activity, they also learn about instilling feelings of gratitude and self-esteem and that they can be helpful to others.

Discussion

The activities implemented and participated in by Tunas Melati Orphanage foster children aim to change their perspective on their self-worth. Although slow and gradual, the results of all these activities show that foster children have a better level of self-confidence in terms of social sensitivity and social skills. From the mentorship activities, they have gotten a real example from the two mentors that limitations are not a barrier to showing their potential and benefiting others. Limitations should also not be an inhibiting factor for humans to share with others because sharing is not always in the form of material but can also be in the form of experience, energy, knowledge, information, or stories. Mentorship activities are effective in motivating and changing the mindset of foster children. This is because the two mentors' age is close to the foster children's age. This is following what is mentioned by (Safitri, 2011) that mentorship activities are usually successful because the mentor not only acts as an advisor but also as a coach, counselor, companion, teacher, and role model.

Workshop activities are where a group of people learn, acquire new knowledge, perform creatively in problem-solving, or innovate about a particular problem (Ørngreen & Levinsen, 2017). Referring to this definition, several workshop activities were provided for the Orphanage foster children with the aim that they learn about new things while trying to be creative and innovative in learning the new material they get, namely material about content creators, YouTube, culinary, and financial literacy and career guidance. From the outset, it was explained that this activity aims to gradually enable them to acquire good social and English skills. The workshop is the right place for them to learn because, in addition to getting theory, foster children must also directly practice what has been taught. Of course, this will make the learning process more effective.

The outings the Tunas Melati Orphanage foster children participated in also significantly impact their development. In addition to facilitating the learning process of foster children, outings are also recreational activities for them. When participating in this activity, they look happy so that the learning process becomes more meaningful. In accordance with what is said (Rahmawati & Nazarullail, 2020), outing activities have the benefits of reducing boredom, training children to foster a sense of social and cooperation, increasing creativity, increasing morality and discipline, increasing love for God, and improving language skills in storytelling. These benefits greatly support the desired achievement targets for foster children, both in social and English aspects. In addition, outing activities have also been proven to improve the outcome of the learning process (Purdiyanto et al., 2021).

To improve the biopsychosocial of foster children, the activities that have been carried out have been proven to increase the social sensitivity and social skills. As explained by (Nurhayati et al., 2020), a person's social sensitivity is seen from several indicators. Although not so high, the Tunas Melati Orphanage foster children have shown all indicators of social sensitivity as humans. These indicators indicate the existence of positive characters and values targeted to be possessed by humans with integrity.

Efforts to integrate the learning of foster children's English language skills in every activity are carried out in a fun way, such as modeling, group work, collaborative learning, games, storytelling, and role play. These methods have been proven effective in improving English, especially speaking skills (Al Arif, 2019; Dewi et al., 2016; Novitasari, 2019; Velasquez, 2015). The use of interesting learning media such as board games, bilingual storybooks, and movies are also supporting factors for the success of the learning process. These media can provide motivation and interest in learning for foster children. The presence of audio and visual can attract the attention of foster children so that they can learn with enthusiasm. Several studies have proven that using interesting learning media has successfully improved students' speaking skills (Chairani, 2021; Misran & Yunus, 2020; Rasyid, 2016). From this, using interactive and engaging media can improve student learning outcomes in improving speaking skills.

The results of this activity show that there are quite noticeable results from this activity. From the social aspect, foster children have started communicating confidently with outsiders and strangers. Although it is only a short conversation, they can do it with people they meet for the first time. They also understand that they do not need to feel inferior to others who are (perhaps) more fortunate than them.

As humans, everyone has different talents and potentials and these can be used to help others. The indicators of change shown by foster children when viewed from the theory of social sensitivity according to (Nurhayati et al., 2020) have covered all existing indicators, namely realizing that we cannot live alone, getting along as well as possible with others, paying attention to and improving ways of speaking, engaging in social activities, developing empathy, behaving professionally, and seeing and acting. Although not maximized, all of these indicators appeared in the following activities.

According to (Citrasari et al., 2021), the level of a person's social skills can be seen from several indicators of activities carried out, namely being a role model, playing outside the home, sharing activities, family meeting activities, reading storybooks, singing, seeking new experiences, and teaching empathy. Of all these indicators, only five of the eight indicators appeared. The three indicators that did not appear were family gatherings and sharing activities. The reason for the absence of these two indicators is that they are foster children of orphanages who no longer have families, while the reason for the absence of sharing activities is that their limitations do not allow them to share.

In terms of English language skills, foster children have started to be able to create short interpersonal and transactional conversations and practice them. They have also acquired new vocabulary from some of the activities carried out, namely vocabulary related to content creators, YouTube, culinary, and careers. In addition, they have also learned some other English skills, which include listening (listening to songs and watching movies), speaking (practicing dialog, discussing, and telling stories in English), reading (reading short stories), and writing (writing job application letters and words, phrases, and short sentences). Their speaking skill level is still at Level 1 with indicators of needing help with interactive communication, understandable pronunciation despite stammering, word production and short responses in terms of discourse management, and limited vocabulary used.

CONCLUSION

Character-building activities are processes that develop moral values, ethics, integrity, responsibility, and discipline in students. Social skills and English can be used as tools to achieve this goal. Through the development of social skills, Tunas Melati Orphanage foster children can learn to communicate well, cooperate, build empathy, resolve conflicts, and become individuals who are more responsive to the needs and feelings of others. In the context of character cultivation, social skills help students to become better and more empathetic individuals. English as an international language improves students' educational and career opportunities. In addition, learning English can also open up insights and understanding of other cultures and values.

Foster children can communicate more effectively with people from different cultural backgrounds and values, and appreciate diversity. In character cultivation, social skills and English can be integrated in various activities and lessons. Character-building activities involving social skills and English can positively impact students. Increased awareness of moral and ethical values and better communication skills can help students grow into individuals with more integrity, responsibility, and empathy for others. While this concept has clear benefits, some challenges need to be overcome. These include creating a supportive learning environment, actively involving all foster children in character-building activities, and adjusting teaching strategies to accommodate their different English levels.

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