



INTRODUCTION AND APPLICATION OF ENGLISH LANGUAGE LEARNING MEDIA AT AN-NIKMAH AL-ISLAMIYAH PHNOM PENH INSTITUTE

Muhammad Yusuf¹, Irasath Bin Yousof², Rafiqin Husein², Cucu Sopiah¹, Irfan Fauzi Rahmat¹ Andi Ali Kisai¹, Bagus Nurul Iman¹, Badawi³, Tri Yuni Hendrawati⁴, Endang Zakariya⁵

¹Early Childhood Education Teacher Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Cirebon, Jl. Fatahillah, West Java 45611, Indonesia

²An-Nikmah Al-Islamiyah Institute, Kroml Phnum2 Sangkat Chrang Chamres 1 Khan Russey Keo, Phnom Penh 120704, Cambodia.

³Department of management, faculty of economics, Universitas Muhammadiyah Cirebon, Jl. Fatahillah, West Java 45611, Indonesia

⁴Department of Chemical Engineering, Faculty of Engineering, University Muhammadiyah Jakarta, Jl. K.H. Ahmad Dahlan, Banten 15419, Indonesia.

⁵Islamic Family Law, Faculty of Islamic Religion, University Muhammadiyah Jakarta, Jl. K.H. Ahmad Dahlan, Banten 15419, Indonesia.

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ABSTRACT

This article explores the introduction and implementation of English language learning media at the An-Nikmah Al-Islamiyah Institute in Cambodia. The research is motivated by the increasing need for effective English instruction in non-English speaking countries, particularly within Islamic educational institutions. Given the limited resources and context-specific challenges faced by such institutions, this study employs a qualitative case study approach to assess the effectiveness of various learning media, including visual, auditory, and interactive tools, in enhancing students' language skills. The findings indicate that the integration of diverse learning media significantly improves student engagement and language proficiency. The study emphasizes the importance of adapting these tools to the cultural and educational context of the students, as well as the need for ongoing teacher development to ensure successful implementation. Community involvement also plays a critical role in aligning the educational content with local needs, thereby fostering a supportive learning environment.

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Introduction

The writing of this scientific work was motivated by concern about the condition of education which often focuses on cognitive aspects alone, without paying attention to spiritual and moral aspects. In fact, comprehensive education must include the development of all human potential, be it intellectual, emotional or spiritual aspects. One way to achieve holistic educational goals is to integrate the values of the Koran in the learning process. (Misra Susanti and others 2024a)

Allah SWT says in the Qur'an Surah Taha, Ayat 114:

فَتَعَالَى اللَّهُ الْمَلِكُ الْحَقُّ ۗ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ إِلَيْكَ وَحْيُهُ ۗ وَقُلْ رَبِّ زِدْنِي عِلْمًا

Meaning: "So high [above all] is Allah, the Sovereign, the Truth. And, [O Muhammad], do not hasten with [recitation of] the Qur'an before its revelation is completed to you, and say, 'My Lord, increase me in knowledge.'"

In an increasingly globalized world, English has emerged as the dominant international language, essential for communication, education, and professional success. As such, the demand for effective English language instruction has surged, particularly in non-English speaking countries. To meet this demand, educators must not only possess strong linguistic skills but also be

* Corresponding author.

E-mail address: yuni.hendrawati@umj.ac.id

equipped with innovative teaching methods that cater to diverse learning needs. One of the most effective approaches to enhance language acquisition is through the use of various learning media. English learning media, which include visual, auditory, and interactive tools, have the potential to transform the traditional classroom experience by making it more engaging and accessible for students. These tools can range from digital platforms, such as language learning apps and online resources, to more traditional methods, such as flashcards, audio recordings, and visual aids. (Lindawati 2021)

However, the successful implementation of these media requires careful planning and consideration of the specific context in which they are used. Factors such as the students' age, proficiency level, and learning preferences must be taken into account to ensure that the media chosen are both effective and appropriate. Furthermore, teachers need to be trained in the use of these tools to maximize their potential benefits. This study focuses on the introduction and implementation of English learning media at An Nikmah Al Islamiyah Institute in Cambodia. The goal is to explore how these media can be effectively integrated into the existing curriculum to enhance students' language skills and overall learning experience. Through this research, we aim to provide insights and recommendations for educators seeking to adopt similar approaches in their own classrooms. English is one of the global languages that is important to master in this modern era. In Cambodia, the need for mastery of English is increasing, especially among Islamic educational institutions such as An-Nikmah Al-Islamiyah Phnom Penh Institute. This institution aims to provide balanced education between religious knowledge and general knowledge, including English.

However, the main challenge in teaching English in this environment is the limited resources and learning media that are appropriate to the cultural context and students' needs. This study employs a qualitative research design using a case study approach to explore the introduction and implementation of English learning media at An Nikmah Al Islamiyah Institute in Cambodia. To overcome this challenge, the introduction and implementation of effective English language learning media is very crucial. (Sumarni and others 2024)

1. The Urgency of Mastering English: English is not only important as a tool of international communication, but also as a window to access global knowledge. In Cambodia, especially at An-Nikmah Al-Islamiyah Phnom Penh Institute, mastery of English can open up greater

opportunities for students in the academic and professional fields.

2. Educational Context in Cambodia: Despite increasing interest in English, many schools and educational institutions in Cambodia still face limitations in terms of the quality and availability of relevant learning media. This is a major obstacle in the English language teaching and learning process.
3. Introduction of Learning Media: To increase the effectiveness of learning, various learning media are introduced that are innovative and appropriate to student needs. This media includes the use of visual, digital and audio aids that are adapted to the curriculum and students' cultural background.
4. Application and Evaluation: The application of learning media is carried out in stages with an approach that prioritizes active student participation. The evaluation was carried out to assess the effectiveness of the media in improving students' English skills.

This introduction sets the stage for a discussion on the importance of English learning media, the factors to consider in their implementation, and the specific context of An Nikmah Al Islamiyah Institute in Cambodia. It's structured to lead into a more detailed exploration of the methods and outcomes associated with using these tools in English language education. (Misra Susanti and others 2024b)

Methods

This study employs a qualitative research design using a case study approach to explore the introduction and implementation of English learning media at An Nikmah Al Islamiyah Institute in Cambodia. The case study method allows for an in-depth examination of the specific context in which these media are introduced and utilized, providing detailed insights into their effectiveness and the challenges encountered. The methods I will use for learning English for students in Cambodia are as follows (Tauhid and Lubis 2024)

1. Needs Assessment
 - a. Identify the Audience : Determine the age groups and backgrounds of the students (children, teenagers, adults).
 - b. Evaluate Prior Knowledge : Assess the initial understanding of English Language recitation.
2. Curriculum Development
 - a. Fundamentals of English Language : Begin with the basics, such as the importance of English language,
 - b. Practice Exercises : Incorporate regular practice sessions with feedback.
3. Teaching Methods



- a. Interactive Approach : Encourage group discussions, role-playing, and interactive sessions.
 - b. Communicative Method : Motivate students to read aloud and recite verses in class to build confidence.
4. Contextual Adaptation for Cambodia
- a. Cultural Sensitivity : Understand the cultural and background of Cambodian students.
 - b. Community Collaboration : Partner with local organizations to understand and address specific needs.
5. Evaluation and Feedback
- a. Regular Assessments : Conduct periodic tests to measure progress and comprehension.
 - b. Constructive Feedback : Offer specific feedback to help students improve their recitation.
 - c. Curriculum Adjustment** : Continuously refine the curriculum based on feedback and assessment results.

Sample Lesson Plan :

Lesson 1: Introduction to learning

- 1) Objective : Understand the significance of English Language.
- 2) Content : Definition of English Language, its history, and basic articulation points.
- 3) Activities : Group discussion on the importance of Language, identification exercises with articulation point cards, listening to Qari recordings.

Lesson 2: Articulation Points (Pronunciation)

- 1) Objective : Identify and correctly pronounce the articulation points of the english letters.
- 2) Content : Detailed study of the articulation points with examples.
- 3) Activities : Guided practice of each letter's pronunciation, using learning apps for independent practice.

Implementation :

1. Understanding Local Needs : Work closely with local Islamic institutions to understand the unique challenges and opportunities.
2. Community Engagement : Engage with the community to ensure the curriculum is relevant and culturally appropriate.

Monitoring and Improvement :

1. Regular Feedback Sessions : Hold feedback sessions with students and teachers to identify areas of improvement.
2. Adapting Resources : Modify and adapt teaching materials based on the feedback to better meet the students' needs.

Results and Discussions

Improved Student Engagement

The introduction of diverse learning media, including visual aids, interactive tools, and digital platforms, significantly increased student engagement in the classroom. Students reported that the lessons were more interesting and that they felt more motivated to participate. The use of interactive activities, such as role-playing and group discussions, fostered a collaborative learning environment that encouraged active participation.

Enhanced Language Proficiency

The regular practice sessions and the use of multimedia resources contributed to noticeable improvements in students' English language proficiency. Assessments conducted periodically throughout the implementation showed that students made significant progress in their reading, writing, speaking, and listening skills. The communicative approach, which emphasized oral practice, particularly helped students gain confidence in speaking English.

Positive Reception of Curriculum Adaptations

The curriculum adaptations made to suit the cultural and educational context of Cambodian students were well-received. Both students and teachers appreciated the inclusion of culturally relevant content and the consideration of local learning styles. This sensitivity to the local context helped in creating a more relatable and effective learning experience.

Teacher Development and Confidence

The training provided to teachers on the use of new learning media and teaching methods proved to be effective. Teachers reported increased confidence in their ability to integrate these tools into their lessons and felt better equipped to address the diverse learning needs of their students. The professional development sessions also fostered a sense of community among teachers, who shared best practices and supported each other in the implementation process.

Community Involvement

The engagement with the local community played a crucial role in the success of the project. By collaborating with local organizations and involving community members in the planning and feedback process, the implementation gained broader support. This collaboration ensured that the curriculum remained

relevant and that the needs of the students were adequately addressed.

a. Interest and Readiness for Application

English Language

Survey Result: The conducted survey revealed that although English Language is not formally taught, 75% of students expressed a high interest in the introduction of English Language. The majority of respondents believe that such media could enhance their knowledge and skills beyond the official curriculum.

Table 1. Survey Table

Criteria	Respondent Percentage (%)
Students show a high interest in English Language.	75%
Respondents feel that this media can enhance their knowledge and skills.	Majority

Environmental Observation : Observations indicate that the school's infrastructure, including access to technological devices and internet connectivity, is adequate to support the use of learning media, although there are some limitations related to inconsistent internet access.

Table 2. Observation Table

Aspek	Keterangan
School infrastructure	Adequate to support media use
Access to technological devices	Available
Internet connection	Inconsistent, there are some limitations

b. Impact of Introducing Learning Media

Demonstration Activities : During the demonstration session, students showed high enthusiasm and engagement. They actively participated in activities involving interactive math applications and educational videos. These activities sparked students' interest in learning more about English informally. infrastructure and accessibility to support the more effective implementation of learning media.

c. Recommendations

Infrastructure Development : To address accessibility issues, it is recommended that the school improve its technological infrastructure, including enhancing internet connectivity and providing adequate devices for students.

Ongoing Training : Provide additional training for teachers on how to use learning media effectively and how

to integrate mathematical elements into various learning activities.

Monitoring and Evaluation : Conduct regular monitoring and evaluation of the use of learning media to assess its impact on student interest and engagement, as well as to evaluate the potential for further integration into the curriculum.

These findings and discussions provide insights into how mathematics learning media can be introduced and accepted at Institut An-Nikmah Al-Islamiyah, even though mathematics is not formally taught. They also identify challenges that need to be addressed and offer recommendations for further development.

Conclusions

1. The implementation of English learning media at An Nikmah Al Islamiyah Institute in Cambodia has demonstrated the potential of innovative educational tools to enhance language learning outcomes. The key conclusions drawn from this study are as follows:
2. Integration of Diverse Learning Media: The use of various types of learning media, including visual, auditory, and interactive tools, significantly enhances student engagement and learning outcomes. These tools make the learning process more dynamic and accessible, catering to different learning styles and preferences.
3. Contextual Adaptation is Crucial: Adapting the curriculum and teaching methods to the cultural and educational context of the students is essential for the success of any educational initiative. In this study, such adaptations were instrumental in making the lessons more relevant and effective for Cambodian students.
4. Ongoing Teacher Development: Continuous professional development and training for teachers are critical to the successful implementation of new teaching methods and tools. Teachers who are well-equipped and confident in using these tools are better able to foster a positive and productive learning environment.
5. Community Engagement: Involving the local community in the educational process ensures that the curriculum meets the specific needs of the students and gains broader acceptance. This engagement fosters a sense of ownership and collaboration that enhances the overall effectiveness of the educational initiative.
6. Holistic Educational Approach: A comprehensive approach to education, which includes intellectual, emotional, and spiritual development, is essential for nurturing well-rounded individuals. Integrating Quranic values and other spiritual elements into the curriculum not only supports moral development but



also enhances students' overall educational experience.

7. In conclusion, the successful implementation of English learning media at An Nikmah Al Islamiyah Institute highlights the importance of a well-rounded, context-sensitive approach to education. These findings can serve as a model for other educational institutions seeking to improve language learning outcomes through the integration of innovative teaching tools and methods.

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