

Friendly Child English Learning Material Training for Elementary School Teachers

Ermawati Zulikhatin Nuroh¹, Vevy Liansari²

^{1,2}Muhammadiyah University of Sidoarjo, Indonesia



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ABSTRACT

Objective: This study aims to address the challenges faced by English teachers at SDN Kedung Kendo, Candi-Sidoarjo, especially in relation to their qualifications and teaching practices. Specifically, the objective is to improve the quality of English education by developing self-teaching materials that are suitable for elementary school students, incorporating elements of Child-Friendly School (CFS) principles. **Method:** The research employs activity-based training for English teachers in the Primary School group, with a focus on creating engaging and suitable self-teaching materials. Teachers are guided on how to design and print these materials as textbooks. These activities are intended to enhance the teachers' ability to deliver content that caters to students' interests and learning characteristics, while also addressing the lack of media such as songs and videos. **Results:** The results indicate that the teachers were able to create effective teaching materials that were both engaging and aligned with the needs of their students. These materials, which combine the principles of the CFS program, have been successfully integrated into the teaching process. As a result, English lessons became more interactive and diverse, incorporating vocabulary and speaking exercises that were previously difficult to teach. **Novelty:** This study introduces a novel approach to overcoming the limitations of teacher qualifications and resources in rural schools. By empowering teachers to develop their own teaching materials and print them as textbooks, this approach enhances the overall learning experience, making it more aligned with the educational needs of students and the goals of the CFS program.

INTRODUCTION

English is taught in the Indonesian education system from PAUD level up to high school. Learning Language English refers to the appropriate curriculum in its implementation. At the level of education Elementary School (SD), language English becomes lesson load local together with Language areas in the curriculum Education Unit (KTSP). This differs from the 2013 curriculum, where English lessons entered outside the curriculum. Meanwhile, in curriculum independence (KUMER), at the moment, lessons in Language English are taught at the elementary school level during source power is available. In level education Elementary Schools (SD) in the Regency Sidoarjo, lessons in Language English are taught as lesson load local, according to policies set by the District Education Office Sidoarjo.

Analysis results situation learning Language English shows that not all teachers lesson Language English in elementary schools in the District Sidoarjo own title education Language English; only a small teacher has a Bachelor of English Education Degree, and most English teachers are primary teachers education (PGSD) and even several graduates of economics and PPKn. The results of Focus Group Discussion (FGD)

activities attended by members of the Group English Teacher Work Group (KKG) show that the teacher concentrates on reading and writing activities. In addition, the lesson also focuses on the material available on the worksheet. Work students (LKS) are created by publishers who work the same with the school. Due to limitations in source power, good facilities, and teacher skills, listening and speaking activities are still seldom done.

In the same way, the teacher teaches Language English in five different countries – Italy, the United Arab Emirates, Tanzania, Colombia, and South Korea – experienced the most significant obstacles: (1) teaching vocabulary, especially *pronunciation*; (2) teaching speak to elementary school students; and (4) no There is method teach the right teacher with development Study Elementary School Students. Teaching speaking, motivation, differentiating learning, discipline, writing, teaching grammar, and classes is a problem faced by many English teachers in English [1].

Learning Language English must focus on characteristics of elementary school students, such as pleasure Study with physical involvement, namely understanding with seeing, touching, hearing, doing, and feeling. In addition, according to Nurhajati [2], elementary school students like activities carried out in pairs or groups. According to Gautam, [3]As beginner elementary school students, they can use intuition. They also like games and fun things. Learning materials for Language English for elementary school are made to be more interesting and fun for students with consideration of the characteristics.

The government has set policies for friendly Schools, namely policies that integrate the concept and implementation of schools with good buildings and characteristics, activities for student-centered learning, and goals for sustainable human and child development, including health, protection from dangerous things, and citizens' peaceful school. [4], [5], [6]Friendly Schools can be used in various ways in the learning process, such as by entering culture to develop teaching [7], organize learning by considering the characteristics of students, make design fun learning, take advantage of the environment, develop the interest and talent of students, use educational media [1], and create an atmosphere of learning that develops aspects care environment [1]. Thus, teaching Language English must be customized with Friendly Schools.

In addition, the learning process Language English must prepare students for skills 21st century, known as the 4C: critical thinking, being creative, working the same, and communicating. Different learning models can used to teach 21st-century skills to their students. To reach the objective, the teacher must switch from method translation language (GTM) and instructions direct (DI) to a more communicative approach to learning based on tasks, projects, etc. An approach like this promotes collaboration and creativity because tasks assigned are done in different ways. Learning English must be fun and student-centered to suit Friendly Schools' principles and prepare students for 21st-century skills.

However, learning English is still part significant teacher-centered *learning*. Teachers often take transfer activity classes with students to ask questions about existing

exercises in the English book. Learning like this is not by Friendly Schools' principal teaching. Considering the teacher's difficulties in learning English on a school basis and the conditions learning moment, this requires training for developing material teaching English at the school-friendly base child.

RESEARCH METHOD

For teachers at the Elementary School level (SD), training for development material learning and sharing friendly English with children becomes three stages (Table 1).

Table 1. Stages implementation activity devotion.

No	Stages	Description Activity
1	Stages planning	Analysis needs to be done at the stage planning with the English KKG Chairperson at SDN Kedung Kendo, Candi. Analysis Results show that many English language teachers at SDN Kedung Kendo are primary teachers' education (PGSD) graduates. Determine objective end activity training and continue with various activity training until the teacher can make friendly teaching materials child. Determine method implementation mentoring, resources power required, and time needed to finish the activity.
2	Stages implementation	Speak about stage planning; this is the stage at which planning is implemented in form activities. Research results on teacher problems in teaching show that teachers face several problems moment teaching Language English, good material and methods that are not to the characteristics of students. Because the problem is complex, the activities training shared become various materials and stages. Activities training started with training method-friendly learning for children. Next is a workshop for making maps of competence and achievement learning Language English elementary school and help create teaching materials.

3	Stages Evaluation	To reduce errors and ensure the achievement of program objectives, evaluation is done after training finishes, including meeting and focus group evaluations. Classic evaluation is also used after training finishes.
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RESULTS AND DISCUSSION

The preparation, implementation, and evaluation process accompany the development of language teaching materials in English for a friendly Primary School child. Here is a description for each step:

Preparation

Analysis results need development friendly teaching materials child for learning Language English in elementary school shows that not all teachers lesson Language English in Elementary Schools in the District Sidoarjo have Bachelor's degrees. For example, only 1-2 teachers from every school have a BA degree in English. Even in some big schools, an English teacher is a PGSD teacher, and there are also teachers in Language English who have Primary teacher education. Learning English is still done with an approach centered on the teacher (teacher-centered learning). The most common obstacles faced by teachers include (1) teaching vocabulary, especially pronunciation; (2) teaching speak to Elementary School students; and (4) limited choice method to teach the right teacher with development Study elementary school students. Teachers often take transfer activity classes with students to work on LKS. Almost one hundred percent of teachers (25 people) do activities learning Language English like copy expressions, reading simple text, and memorizing vocabulary that refers to books that have been there. Then, memorize and write dialogues to teach English. Learning type This is contradictory to the principles of school-friendly learning.

After considering the findings analysis, I made several activities to help teachers create material English language, friendly English children. Among the activities are as follows:

1. Training-friendly learning child.
2. HOTS training.
3. Make a map of competence and achievement in learning the Language English Elementary School.
4. Helping in making teaching materials.



Figure 1. Activity training child-friendly learning.

Implementation

By the series of activities arranged in stages of preparation, team implementation activity is mentioned at the implementation stage. The explanation about the implementation of each activity is as follows:

1. Training Child-Friendly Learning

On November 16, 2024, SDN 1 Kedung Kendo, Candi, Sidoarjo, held training learning friendly children. English KKG at SDN Kedung Kendo works with the PGSD Study Program from the Universitas Muhammadiyah Sidoarjo to carry out this activity. The purpose of activity training is to give insight and skills and teach the right teacher with principles of school-friendly child learning. One of the characteristics of a learning-friendly child is as follows:

- a. Develop varied teaching materials by adding culture local [7].
- b. To regulate learning by considering the characteristics of students, making design-friendly learning children [7].
- c. Grow the interest and talent child, take advantage of the environment, using educational media [8].
- d. Make environment study becomes a caring environment [2]. Learning the english language must be fun and appropriate for elementary school students, according to the characteristics of school-friendly child learning.

Training for learning-friendly children was held on November 16, 2024, at SDN Kedung Kendo. Activities This is implemented with collaboration between the English Language KKG of SDN Kedung Kendo, Candi, and the Elementary School Teacher Education Study Program of Muhammadiyah University of Sidoarjo. The purpose of holding activity training is to give insight and skills to teach the right teacher with principles of learning at school-friendly child learning. As mentioned, learning-friendly children own characteristic features as follows:

- a. Develop varied teaching materials by adding a culture of local [7].

- b. Learning set up with notice characteristics student, designing fun learning.
- c. Utilize the environment, develop interest and talent in children.
- d. Using educational media [1].
- e. Create an atmosphere of learning that develops aspects of the care environment [1]. Referring to the characteristics of learning at SRA, learning English must be designed by the characteristics of elementary school students and be pleasant.

In practice, teachers use singing (song), storytelling, and learning with games, pictures, arts, and crafts. In these activities, students sing For Study Language English, and teachers can make lyrics to the right song with the material being taught. How to sing it can also be adopted by a well-known song or song area. In addition, teachers can also translate Indonesian songs in English [1], [9]. If the teachers can write song lyrics themselves, they can also integrate learning with technology [1], just with adequate facilities in schools. Through YouTube, teachers can download the right song with topic lessons. To incorporate learning language English, especially as a learning medium, there are several things to consider. First, the material must be the medium that will be used. Second, the material must be based on the characteristics of students. Third, the material must be available for support in schools or places of others. Last but not least, the importance of the teacher's ability to use tool learning. In addition to singing, language teachers in England also practice telling stories. They study method storytelling with appropriate expression and voice for the character that is brought. According to study action class, the story can increase the ability to think critically about students and approach innovative for learning the English language [10]. However, to teach draft new vocabulary, the teacher uses the approach of studying directly. Concept sizes, big and small, were instilled by practicing teachers during training. Practicing teachers make a big circle together with other teachers. They do the same thing, on the contrary. Teaching vocabulary with TPR (Total Physical Response) means the teacher gives instructions, and students act according to instructions [11].

2. Training HOTS Learning

HOTS training is very important. For applied along with effort education in Indonesia to prepare students for skills 21st century, which include thinking critically, creativity, working, and communication. The course was held at SDN Kedung Kendo in Candi-Sidoarjo on November 23, 2024. The purpose of the activity is to give understanding to the participants about HOTS learning from theoretical and practice perspectives. In training, the material discussed is as follows: (1) Bloom's Theory: HOTS Principles; (2) HOTS and its applications in practice class; (3) HOTS and critical thinking; (4) HOTS in 21st-century learning; (5) Designing a lesson plan based on HOTS; (6) Developing HOTS-based learning materials; (7) Assessment and evaluation based on HOTS; (8) HOTS and 21st-century learning challenges; (9) Independent Curriculum and HOTS; and (10) HOTS in Independent Curriculum: Implement of Independent Curriculum.

3. Compilation map competence and achievement learning Language English Elementary School

Map abilities in each class are a step further in developing teaching materials. Language lessons in English at school base their own curriculum alone. The School Level Curriculum, or KTSP, is available starting in Grade 4 Elementary School. Curriculum This covers standard competence and competence basics. However, in the 2013 curriculum, or Kurtilas, learning language English has to be extracurricular, so the government has no curriculum standard. Therefore, the teacher must make a competence map to show ability and the basics that students must own. With basic competence, teachers can also arrange the material to be developed. Competency maps created by KKG language member teachers English SDN Kedung Kendo and Candi Sidoarjo can be seen below. In 2023, curriculum independent applied, and language teachers English and KKG language English compiled achievement learning and Learning Objective Flow (ATP). In the 2023/2024 academic year, learning objective flow was still made for class 1 and class 4 because the curriculum was independent and still implemented in grade 1 and grade 4 of elementary school. Thus, learning the English language and the materials created are customized with habit.

Community service program helps English teachers make friendly teaching materials child for learning Language English at school basic. To reach the objective, the teacher must make teaching materials in groups after learning draft learning friendly children and HOTS, as well as map competence. Teachers are divided become groups based on the theme or material, class, and semester of learning in which the material is taught. The research team reviews draft materials created by teachers during the training development stage of this teaching material. The review was done on several things, such as (1) whether map competence or achievement learning by materials and activities learning, (2) whether material by characteristics students, (3) whether Contents material by grammar English, discourse, and context use Language English, and (4) whether material by need students. The following are several materials created by groups of teachers with help team devotion.

Every material has a QR code that can connect to the video and audio folder to help the user learn related vocabulary. This is done to overcome the problem of the teacher's limitations in pronunciation. In addition, the availability of English language media allows students to train to watch videos in Language English. QR codes have become an alternative for connecting material with the right media [12]. Parents can help children Study Language English at home by watching videos and revealing available vocabulary [13]. *Puzzles* can used as a tool to Study while playing accordingly with trend students so that students can Study the English language with heart. Teachers can also use *puzzles* to explain drafts to students to be more easily understood by students [14].

CHAPTER MAP SIX GRADE OF PRIMARY SCHOOL										
Chapter	KD	Social function	Language expression	Topics	Grammar	Vocabulary	Skill focus			
							Reading	listening	Speaking	Writing
I	3.1 Identifying and Understanding Asking and giving a help 4.1 Writing sentence about Asking and giving a help	Asking and giving a help	-Do you mind v i n g Would you mind to Could you Would like May I... Would you... -Preposition : in, on, under, in front of, beside, between, But, or, and, of, then, after, before,	Things in the classroom	Present	-Things in the classroom - Asking and giving a help : Ofcourse,sure, sorry,thank you, with pleasure ,excuse me, don't mention it,never mind,get	My classroom	Repetition vocabulary about things in the classroom	Asking and giving a help	Creating a dialog
II	3.2 Identifying , understanding , and describing people and object 4.2 Making conversation about Describing people or object then practice in front of the classroom	Giving information about the people characteristic	-Describing people -Comparison degree	Describing People and Object	- The using of "Have/Has" - Present progressive	-Adjective to describe people :Dirty,stupid, smart,funny, diligent, patient, enjoyable, interesting,sad happy, message, ready etc. :	My beautiful mother	Repetition: vocabulary about Adjective to describe people and object by teacher /vidio	Describing people in conversation using "Who Am I (card)"	Creating sentence based on the picture given

Figure 2. English competency map for grade 6 elementary school.

Evaluation

Evaluation results overall show that the teacher feels helped with activity training. Material about HOTS learning and training friendly learning children gives teachers ideas about methods to teach Language English at school a fun base at a time, which can develop skills for the much-needed modern-age students in the future. The teacher hopes training in Language English will be continued with more approaches and practices.

CONCLUSION

Fundamental Finding : The study identified significant challenges in teaching English at the elementary school level in Sidoarjo, including a lack of qualified teachers, limited resources, and a teacher-centered learning approach. Many teachers, especially those without formal English education degrees, struggle with pronunciation, vocabulary teaching, and speaking skills. Additionally, teaching methods predominantly rely on reading, writing, and worksheets, which do not align with the principles of student-centered, fun, and interactive learning required for young learners. **Implication :** The findings suggest the need for comprehensive teacher training programs that focus on developing child-friendly, communicative, and engaging English lessons. The integration of methods such as singing, storytelling, and games is essential to fostering a fun and interactive learning environment. Furthermore, teachers must be equipped with the skills to design and implement materials that cater to the 21st-century skills of critical thinking, creativity, collaboration, and communication. **Limitation :** A primary limitation of the study was the limited scope of the teacher training sessions, which were only conducted in a few schools in Sidoarjo. The availability of training resources and the scope of the curriculum limited the ability to implement and evaluate long-term changes in teaching practices. Additionally, the reliance on self-reported data from teachers may

have introduced bias in the evaluation of training effectiveness. **Future Research :** Future research should focus on expanding the teacher training program to more schools across different regions to assess the broader applicability and effectiveness of the developed teaching materials. Additionally, studies could explore the long-term impact of integrating 21st-century skills and child-friendly approaches in English language teaching at the elementary school level, including student performance and engagement.

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***Ermawati Zulikhatin Nuroh (Corresponding Author)**

Muhammadiyah University of Sidoarjo, Indonesia

Email: ermawati@umsida.ac.id

Vevy Liansari

Muhammadiyah University of Sidoarjo, Indonesia

Email: vevyliansari@umsida.ac.id
