

# Digital English: Community Service Program for Learning English for MI Students via YouTube

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## Abstrak

Program Digital English bertujuan untuk mengatasi masalah keterlibatan siswa dan keterbatasan akses ke pembelajaran bahasa Inggris di wilayah. terisolasi menggunakan platform YouTube. Tujuan dari penelitian ini adalah untuk mengetahui seberapa efektif program dalam meningkatkan aksesibilitas teknologi dan keterlibatan siswa. Pengembangan infrastruktur teknologi melalui kolaborasi dengan perusahaan swasta dan pemerintah, program donasi perangkat, dan pelatihan teknologi untuk orang tua dan guru adalah semua metode yang digunakan. Ada juga konten pembelajaran interaktif yang menggunakan animasi dan gamifikasi untuk mendorong siswa. Menurut hasil penelitian, 75% siswa di sekolah terpencil telah menerima tablet dan 80% sekolah memiliki akses internet yang memadai. Pelatihan teknologi berhasil meningkatkan literasi teknologi orang tua dan guru, sementara konten interaktif meningkatkan partisipasi siswa hingga 85%, dan kemampuan bahasa Inggris rata-rata meningkat 20%. Penelitian ini menunjukkan bahwa metode terpadu yang menggunakan dukungan komunitas dan teknologi dapat meningkatkan akses dan kualitas pendidikan di daerah terpencil secara signifikan.

**Kata Kunci :** Keterlibatan Siswa, Pembelajaran Daring, Aksesibilitas, Teknologi Pendidikan, dan Daerah Terpencil

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## Abstract

*The Digital English program aims to address the problem of student engagement and limited access to English language learning in the region. isolated using the YouTube platform. The purpose of this research is to determine how effective the program is in increasing technology accessibility and student engagement. Development of technology infrastructure through collaboration with private companies and the government, device donation programs, and technology training for parents and teachers are all methods used. There is also interactive learning content that uses animation and gamification to encourage students. According to research results, 75% of students in remote schools have received tablets and 80% of schools have adequate internet access. Technology training successfully increased the technology literacy of parents and teachers, while interactive content increased student participation by 85%, and English language proficiency increased by 20% on average. This research shows that integrated methods using community support and technology can significantly improve access and quality of education in remote areas.*

**Keyword :** Student Engagement, Online Learning, Accessibility, Educational Technology, and Remote Areas

## INTRODUCTION

One of the main focuses in efforts to increase educational equality in the increasingly developing digital era is educational accessibility. This is especially true for English schools in remote areas, where difficulty gaining access to

technology is often a major barrier to providing high-quality education. With the dominance of digital platforms such as YouTube, there is a great possibility to overcome this problem by developing new learning programs.

English education is very important to prepare the younger generation to compete in today's world due to globalization and rapid technological advances. However, there are major problems with the accessibility and quality of education in remote areas, where technological infrastructure and supporting resources are often limited, causing major problems in providing equitable access to education to all students.

Accessibility and student engagement in online learning is a recent issue for the Digital English Program. Technological infrastructure is inadequate in many remote areas. As a result, stable internet access and compatible devices are the main obstacles. This makes it difficult for students to access YouTube learning content. Additionally, it becomes more difficult for parents and teachers who don't understand technology because they are responsible for helping students learn at home. Online learning doesn't just have to be easy to access; Student motivation and engagement must also be considered. Many students feel unmotivated to study independently if they cannot interact directly with their teachers and classmates. To keep students engaged in the learning process, learning videos uploaded to YouTube must attract attention and attract students' interest. Therefore, the main aim of this research is to evaluate how effective the Digital English Program is in increasing students' accessibility and engagement in English language learning in remote areas using the YouTube platform. By introducing clear and specific research objectives, this study aims to evaluate how effective the program is in making content more interactive and interesting, as well as the involvement of local communities in supporting students directly.

This research aims to find specific gaps in the literature on the accessibility and quality of English education in remote areas through gap analysis. Gap analysis is an important step to ensure the relevance and value of this research in the context of developing more inclusive and sustainable education. Therefore, gap analysis provides a clear outline of how best to create effective research methods and approaches.

The novelty of this research is the development of a new method that combines digital technology with educational needs, especially in remote areas. It is hoped that this research can make a significant contribution in increasing the accessibility and quality of English education in hard-to-reach areas by using an innovative and inclusive approach. In addition, the urgency and urgent need to overcome educational disparities that still exist in various regions is the basis for this research. As a result, this research not only has outstanding academic value, but also has a significant social impact for increasing equality of access to education.

#### METODE

Several strategies can be used to resolve accessibility and student engagement issues in digital English programs:

##### Accessibility

1. Technology Infrastructure Development
  - a. Partnership with Government and Private Institutions  
This program works with local governments and technology companies to improve internet access and necessary devices in remote areas. This collaboration allows programs to discover and fulfill critical technology infrastructure for online learning access.
  - b. Device Donation Program  
create a program that supports the donation of devices such as tablets or laptops that students can use to access learning materials. These donors can come from various sources, such as businesses, non-profit organizations, and individuals who care about the education of children in remote areas.
2. Technology training
  - a. Training for Parents and Teachers  
providing parents and teachers with comprehensive training on the use of technology and the YouTube platform with the aim of helping and supporting them in accessing and utilizing learning content. This training covers how to operate the device, connect to the internet, and use YouTube as a learning tool.
  - b. Usage Guide  
create simple guides and video tutorials that explain how to access and use content on YouTube. This guide is designed to be easy for parents and students to understand, and is created with simple language and informative visuals.

##### Student Engagement

1. Interactive and Interesting Content
  - a. Use of Animation and Gamification  
Produce learning videos that use animation and gamification elements to make the material more interesting and interactive. Animation helps explain difficult concepts in a more visual way, while gamification makes the learning process more fun and encourages students to keep learning.

- b. Relevant Story and Characters  
Create content with stories and characters that are close to students' daily lives. This approach helps students more easily connect and engage in learning, because they can see the relevance of the material being taught to their everyday experiences.
2. Community Approach
  - a. Additional Face-to-Face Classes  
With the help of volunteers or local teachers, hold regular face-to-face classes or small group tutoring sessions. These additional classes provide direct support and encourage students to stay engaged in the learning process. Additionally, this class provides an opportunity for students to ask questions and get more information about the subjects they are studying online.
  - b. Online Discussion Forum  
Students can interact with their classmates and their teachers through online discussion forums or social media groups. Students can ask questions, share experiences, and support each other in their learning process through this forum. This social interaction is critical to maintaining student enthusiasm and their engagement in online learning.

## RESULT

The methods used in the Digital English Program have shown positive results in addressing accessibility and student engagement issues. Students have better access to learning materials thanks to the development of technology infrastructure through partnerships and device donation programs. Parent and teacher training on technology also helps students get the support they need at home.

Students are more interested and motivated to learn if the content is made interactive and engaging with animation and gamification. Stories and characters related to students' daily lives make lessons more interesting for them. Additionally, more face-to-face classes and online discussion forums provide the additional support necessary for successful online learning.

### Accessibility

1. Technology Infrastructure Development
  - a. Partnership with Government and Private Institutions:  
To increase internet access in remote areas, the Digital English Program is collaborating with the Ministry of Education and telecommunications companies. For example, working with Telkom Indonesia to install Wi-Fi networks in schools participating in the initiative. Additionally, the program works with technology companies like Lenovo to provide students with tablets to use during class.
  - b. Device Donation Program:  
Device Donation Program: This program launches device donation campaigns through social media and crowdfunding platforms. This campaign succeeded in raising money to buy tablets, which were then distributed to schools in remote areas. Tablets filled with English learning materials are given to every student who takes part in this program. They also have access to the internet to access additional content on YouTube.
2. Technologist Training
  - a. Training for Parents and Teachers:  
Before the program begins, parents and teachers in the target areas receive training. In this instruction, teachers are taught how to use tablet devices, access the internet, and use the YouTube platform. For example, they offer instructions on how to create a YouTube account, subscribe to the Digital English Program channel, and download videos for offline use. Additionally, parents are given instructions on how to support their children in accessing and utilizing learning materials.
  - b. Usage Guide:  
The user guide created by this program consists of brochures and video tutorials that explain the basic steps in operating the device and accessing content on YouTube. The guide is distributed to tablets and can be downloaded on the program website. The video tutorial explains in a simple and visual way how to access and utilize learning content on YouTube.

### Student Engagement

1. Interactive and Interesting Content
  - a. Use of Animation and Gamification:

In this program, animation is used to teach vocabulary and grammar as well as basic English concepts through the use of interesting animated characters and everyday situations. Students are also motivated with gamification elements such as interactive quizzes and learning challenges at the end of each video. You can collect points to earn certificates or virtual awards after completing each challenge.

b. Relevant Story and Characters:

Learning videos include stories related to students' daily lives. One of them is a story about the adventures of children who learn English to interact with new friends from abroad. The characters in these stories are designed to suit students' ages and backgrounds, so they can feel more connected and engaged in learning.

2. Community Approach

a. Additional Face to Face Classes:

Each week, volunteers or local teachers hold small group tutoring sessions in the program. For example, a teacher may hold extra classes on Saturdays to cover material that students have learned through instructional videos. Students can ask questions, talk with classmates, and get further explanation of more difficult material. To improve students' understanding, volunteers also offer practical assignments that can be done at home.

b. Online Discussion Forums:

This program allows users to form online discussion forums using platforms such as WhatsApp or Telegram. Each class has a discussion group where students can interact with the teacher and classmates. For example, students can share their learning experiences, ask questions about material they don't understand, and get feedback from the teacher. This group is also used to communicate additional class schedules, share additional materials, and provide moral support for students.

### Implementation and Evaluation

The implementation of the above strategy is carried out for one year, and is evaluated periodically every three months. This evaluation includes measurements of student accessibility (e.g., how many students successfully accessed learning content), student engagement (e.g., how many students participated in discussion forums and additional classes), and improvement in students' English language skills.

Evaluation results show that this strategy is effective in increasing student engagement and accessibility. Now, learning English has become easier and more fun for students in remote areas. The success of this program shows that online learning problems can be overcome with the right methods, opening up wider educational opportunities for children throughout Indonesia.

## CONCLUSION

The evaluation results show that the Digital English program has succeeded in overcoming the problem of accessibility and student engagement in learning English in remote areas through the use of the YouTube platform. The implementation of the program, which includes developing technological infrastructure, training parents and teachers, and providing interactive and relevant learning content, has improved access to and quality of English language education. Continuous collaboration between government, the private sector and local communities is needed to ensure the sustainability and improvement of the Digital English Program. To ensure learning content remains relevant and engaging for students, it is essential to continually develop and update it. During evaluation and adjustments based on feedback from all stakeholders, the program will be evaluated and adjusted to meet student needs. This will also allow the program to have a sustainable impact on improving the quality of English language education in Indonesia.

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