ISLAMIC CLASSROOM PASSWORDS TO INVIGORATE YOUNG LEARNERS' ENTHUSIASM ON LEARNING ENGLISH

Triastama Wiraatmaja[1], Kharisma Naidi Warnanda Sabgini[2], Agista Nidya Wardani[3]

University of Muhammadiyah Malang, Indonesia
[1] triastama@umm.ac.id, [2] kharisma.naidi@umm.ac.id, [3] agista@umm.ac.id

Abstract

Developing and composing Islamic Classroom passwords that is unique to the teaching and learning English deemed required for young learners. Therefore, this research emphasizes the significance of utilizing classroom passwords to pique young learners' enthusiasm to learn English, especially Islamic-related classroom passwords. In addition, the Islamic Classroom Passwords were available in Bahasa and English. Afterwards, the community service team will assign the teachers to conduct the opening and closing lines of Islamic Classroom Passwords. Therefore, this kindergarten will possess distinctive qualities compared to other schools. The result showed that the classroom passwords were created and implemented to set the school's lessons apart from those of other schools. According to the plan, the students were engaged in the teachings since they were related to the classroom passwords. The teachers could also apply them. In conclusion, using Islamic Classroom Passwords can be a valuable tool for enhancing young learners' interest in learning English and helping them connect their faith with their language instruction. This approach can contribute to a more engaging and meaningful learning experience for students, promoting the integration of Islamic values in English language teaching.

Keywords: Classroom Passwords; Enthusiasm; English for Young Learners; Young Learners

INTRODUCTION

Since English had been regarded as a key aspect in learning in 21st century and beyond (Wiraatmaja et al., 2022; Zaki & Darmi, 2021; Rafiq & Hasim, 2018), enhancing young learners' enthusiasm for learning English was deemed pivotal to support their educational well-being in the upcoming years. Studies had shown that students and teachers engagement was pivotal in improving motivation and performance as well as reducing obstacles that might hinder the learning process (Martin & Bolliger, 2018; Skae et al., 2020). In addition, increasing these engagements between the pupils and the teachers were an utmost importance so the teachers were expected to be able to implement effective classroom managements strategies with the end goal of creating conducive learning environment (Oktavia et al., 2022; Soraya et al., 2022). As Skae et al. (2020) also emphasized that by addressing the importance of teachers-students engagements, it might as well addressing the barriers or challenges that might rose to occasion during teaching and learning process.

One of the ways to address the problems that might occur when teaching English to young learners was to incorporating various game-based learning which was proven to improve students vocabulary proficiency, creative thinking, and their interest as well (Yumurtacı & Mede, 2021; Fidyaningrum et al., 2021; Maya et al., 2022). Thus, the authors of this research perceived that one of those strategies that intended to increase students interest and academic engagements with the teachers was by using Classroom Password (Dart et al., 2016). As classroom passwords provide significance impact in promoting academic engagements, organized learning environments, and reducing students' unruly behaviors (Meyers et al., 2022;

Dart et al., 2016; Crawford et al., 2012). Moreove, since classroom passwords basically utilizing music as the core of learning, music also had been proven to positively influence students' memory and effectiveness in learning (Gao et al., 2010).

However, the authors highlighted on the importance of classroom passwords that able to foster a positive and conducive learning environment. This was due to classroom password' traits that nurture young learners' creativity and eagerness to actively participate in the classroom (Sato & Lam, 2021; Becker & Roos, 2016). As classroom passwords, which determined as innovative approach in language learning, was able to create an enjoyable learning atmosphere for the students to learn English in positive manner (Copland et al., 2013; Pongsapan & Patak, 2020).Therefore, the gaps found in this research lie in the context of how to fully utilize classroom passwords to invigorate young learners' enthusiasm by applying Islamic context within the lyrics of the Islamic classroom passwords. Therefore, the community service team as the authors of this research proposed the following research questions: (1) What are significance of the Islamic Classroom Passwords that had been developed?, and (2)How the Islamic Classroom Passwords were able to invigorate young learners' enthuasism to learn English?

METHOD

In order for the completion of this community service program, the community service team had conducted a Focus Group Discussion with the school's representatives; the headmaster and two the English teachers. Afterwards, the community service team had a open-discussion about the concept of introducing and creating classroom passwords in the opening and closing session in all level of the kindergartens. The result of this session was classroom passwords with Islamic themes or Islamic related lyrics.

Afterwards, the community service team who had been assisted by the university students conducted multiple discussion and consultation sessions with the English teachers regarding the contents of the lyrics, intonations, and the choreography of the Islamic Classroom Passwords that suited the kindergarteners. After going through several sessions, the community service team, the students, and the teachers were able to create the drafts of the lyrics including the intonations, and the choreography. Subsequently, the team had piloted few trial run of the Islamic Classroom passwords to the Kindergarteners classroom which also served as trial and error sessions to perceive the effectiveness of the Islamic Classroom passwords. The sessions were done by the students, however, these sessions were also under the supervisions of the English teachers and the community service team.

This present community service program was performed at *PAUD Surya Gemilang* which located in Malang city, East Java, Indonesia. A kindergarten that was also one of the field laboratories of Faculty of Psychology of one of private Islamic university in Malang.

RESULTS AND DISCUSSION

Results

This section emphasized on the result of the Focus Group Discussion and the products which were the Islamic Classroom Passwords which consist of opening and closing sessions. Open discussion sessions, and the trial run.

In the FGD, the community service team and the students had arranged a meeting with the school's representatives; the headmaster, and two English teachers. The objectives of this session was to brainstorm altogether and understand the significance of Islamic Classroom passwords. Especially how to arrange, create, and execute the Islamic classroom passwords,

then, the FGD had come to the agreements that the classroom passwords must be done in the opening and closing session during the lesson. In addition, this FGD also came up with an additional outcome that there were supposed to be three sets of opening and closing Islamic Classroom Passwords to provide alternatives for the English teachers, and avoid young learners' boredom during the class.

Figure 1. Focus Group Discussion

Secondly, following the previous FGD session the community service team and the students had multiple open discussion sessions with the teachers about the possibility of the lyrics that suited the students in the Islamic based kindergarten.

Thirdly, the community service team arranged the classroom password lyrics by utilizing the existing melodious songs. The lyrics were as follows:

Table 1. Sets of Opening and Closing Islamic Classroom Passwords

No.	Opening	Closing
1	*Hello hello my student* *Hello hello my teacher* *Are you ready to study?* *Yes! Yes! We are ready to study.*	*See you my friends (2x)* *Tomorrow we will meet again* *See you my friends (2x)* *Tomorrow we will meet again* *Hope you always happy* *Hope you always healthy* *Hope you always happy healthy everyday* *Hope you always happy* *Hope you always healthy* *Hope you always happy healthy everyday*
2	*Tidy your seat (2x)* *Fold your hands (2x)* *Let us pray together (2x)* *All my friends (2x)*	*Our class has done Alhamdulillah* *Thank you everyone and see you again*
3	*Good morning all my friends how are you today?* *Just fine!* *Good morning all my friends how are you today?* *Just fine!* *Alhamdulillah just fine*	*Let say takbir Allahu Akbar* *Let say tasbih Subhanallah* *Let say tahmid Alhamdulillah* *And then answer Wassalamualaikum* *Warahmatullahi Wabarakatuh*

We are happy and healthy
We all spirit to study and start the class
   (hands clap)

Lastly, this community service program was moving on to the Trial Run which was conducted in several meetings. These sessions were conducted by the students who served as the English teachers assistant during the class, and they provided the assistance by doing the opening and closing sections for several meetings. Besides, the community service team and the English teachers were also present to supervise and to check the effectiveness of this Islamic Classroom Passwords.

Figure 2. Trial Run

Discussion

Based on the previous premises, this section was intended to discuss the following aspects; what are significance of the Islamic Classroom Passwords that had been developed, and how the Islamic classroom passwords were able to invigorate the young learners' interest in learning English based on the previous premises.

The community service team perceived that the Islamic Classroom Passwords were able to enhance young learners' English learning experiences by creating a positive and interactive atmosphere. Giri et al. (2018) emphasized that teachers' regarded that to pique learners; interest to learn English, they had to implement natural or fun ways of teaching for young learners were important to generate effective learning area, one of which was by implementing innovative approach known as classroom passwords which deemed able to create enjoyable atmosphere for language learning (Copland et al., 2013; Pongsapan & Patak, 2020). In addition, classroom passwords incorporated with Islamic contexts then not only possessed significant value of learning English, but also positive implications for their emotional, and socio-cognitive prowess. As Pekrun (2006) stated that since feelings possessed significant value in controlling learners' interest, participations, and personal developments in education-based institutions. Other studies also mentioned that imbuing Islamic contexts in English teaching and any

educational activities were deemed as key factor in determining learners' holistic and moral developments, including cross-culture understanding (OK et al., 2023; Maesaroh et al., 2022). Moreover, the Islamic classroom passwords, which consist of opening and closing, were also equipped with sets of choreography assisted by students. The purpose of this was to pique young learners interest to focus on the Islamic classroom passwords delivered by the community services team that performed by the students in front of young learners. As audio-visual materials considered beneficial in various aspects in learning including vocabulary mastery, speaking skills, listening prowess, and language learning in general (Fauziah et al., 2018; Anas & Zakaria, 2019; Mahmoudi & Tasnimi, 2023; Khan et al., 2020; Irmawati, 2019). Another research emphasized further on the significance of audio-visual materials that helped students to obtain better listening proficiency compare to those who only been taught with audio material only (Harsa et al., 2021). Therefore, the authors highlighted that use of Islamic classroom passwords which emphasized on audio visual aids were deemed necessary for young learners to learn English, as the audio visual aids were closely related to learners language development and motivation as well (Khan et al., 2020; Asadi & Berimani, 2015). In addition, audio-visual materials had been proven to cater to various learners' needs; authentic visual materials positively benefit students with visual preferences, and authentic audio materials benefit students with auditory preferences (Mahmoudi & Tasnimi, 2023). As for the context of incorporating Islamic context into learning, Abubakar et al., (2018) stated that the use of audio-visual materials incorporated with Islamic values were able to provide clear and precise explanations of Islamic creeds.

Therefore, the authors emphasized that incorporating Islamic value in classroom passwords were prominently required to instill moral and ethical aspects to young learners as stated in Surah Al-Baqarah verses 30-32 (Shofiyah et al., 2023; Malik & Maslahah, 2021). Besides, integrating Islamic value through classroom passwords were expected to shape and instill moral and ethical values to young learners in order to constitute a better understanding about their religious identity. This was also in line with other studies which stressed on the importance of fostering and nurturing young learners since early age was required, one of which was by implementing cultural and religious contexts to internalize Islamic creeds (Nurhalisa et al., 2022; Nurasih et al., 2022).

The discussion emphasizes the significance of Islamic Classroom Passwords in invigorating young learners' interest in learning English. The incorporation of Islamic contexts into the passwords not only enhances the learning of English but also has positive implications for students' emotional and socio-cognitive development. The use of audio-visual materials in the form of choreographed opening and closing sections further enhances the effectiveness of the passwords, as it has been shown to benefit students' vocabulary mastery, speaking skills, listening prowess, and overall language learning. Additionally, the integration of Islamic values through classroom passwords is essential for instilling moral and ethical aspects in young learners, aligning with the importance of fostering and nurturing students' religious identity from an early age.

Furthermore, the discussion highlights the need to engage students in more independent and meaningful learning, which is facilitated by the use of innovative approaches such as classroom passwords. The study also underlines the importance of incorporating Islamic values in English language teaching to promote students' holistic and moral development, including cross-cultural understanding. This discussion provides a comprehensive understanding of the multifaceted benefits of integrating Islamic Classroom Passwords into English language teaching, encompassing linguistic, cultural, and moral dimensions.

CONCLUSION

The authors concluded that the three sets of Islamic classroom passwords were designed and implemented in the school to raise the students' interest in the lessons. In addition, they were also made and used to make the lessons in the school distinctive to other schools. In line with that intention, the students were interested in the lessons as the classroom password was applied. In addition, the teachers could use them effectively to engage students and make the lessons more appealing. Furthermore, the study found that using Islamic classroom passwords contributed to a more student-centered and independent learning approach, as students were encouraged to participate actively in the lessons and develop their inquiry skills. This approach aligns with the 21st-century education trends and emphasizes the importance of student engagement and empowerment in the learning process. In conclusion, implementing Islamic classroom passwords has successfully enhanced students' interest in the lessons and made the learning environment more distinctive. The approach has also promoted student-centered learning and the development of inquiry skills, ultimately contributing to a more effective and engaging educational experience for students.

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