

ENHANCING YOUNG LEARNERS' LISTENING SKILLS THROUGH OFFLINE DIGITAL-BASED ENGLISH LEARNING: A COMMUNITY SERVICE PROGRAM AT COURSE E'AZY

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ABSTRAK

This study aims to describe the implementation of offline digital-based English learning for children through the Course E'azy program. The activity was conducted at the Language Center of Muhammadiyah University of Bengkulu, involving 17 participants consisting of lecturers' children and children from the surrounding community. The program was designed to provide an engaging, interactive English learning experience that aligns with the characteristics of Generation Alpha, who are highly familiar with digital technology. Generation Z, represented by student instructors, acted as facilitators responsible for preparing lesson plans, instructional materials, and creative digital-based strategies. The learning process incorporated several methods, including interactive PowerPoint slides, large-screen learning videos, illustrative images, and adapted popular games as learning media. The results show that offline digital-based learning effectively enhanced learners' engagement, enthusiasm, and vocabulary comprehension. Furthermore, the activities improved children's reading, writing, and speaking confidence. This study emphasizes that digital-based learning innovations, even when conducted without full internet access, remain effective in enhancing the quality of English learning for children in the Generation Alpha era.

Keyword: English for Young Learners, Generation Z, Generation Alpha, offline digital learning, educational games.

INTRODUCTION

In today's world, when technology and globalization are important, kids need to learn English from a young age. English is no longer just a topic in school; it's a way for students to talk to people all around the world and learn about new cultures and opportunities. (Novitasari et al., 2025) say that exposing kids to English early on can boost their confidence and give them access to a wider selection of digital and educational content. This is why English for Young Learners (EYL) is an important area of concentration for new ideas in education.

Kids born after 2010, who are part of Generation Alpha, have been around digital technology since they were born. They are naturally drawn to colors, sounds, action, and interactive pictures. (Wachidaturrohmah & Afifi, 2025) say that Generation Alpha students are "digital natives" who learn best when they use technology and a variety of other resources.

These students favor learning that is brief, visual, and game-like better than traditional text-based learning. So, teachers need to come up with ways for students to learn that fit with their digital lives while yet keeping a human connection in the classroom.

It is not easy to use technology in early English education in Indonesia. Internet availability and connectivity are still not the same in all areas. A lot of teachers don't have the right tools or experience with online learning platforms (Wachidaturrohmah & Afifi, 2025). In these kinds of situations, offline digital-based learning can be a useful and creative way to learn. This strategy lets teachers use technology-enhanced training, like movies, multimedia slides, and interactive games, without having to be connected to the internet all the time. (Novitasari et al., 2025) discovered that employing multimedia and offline applications can "establish learning

environments that remain interactive, even in areas with low connectivity," so maintaining inclusivity for all learners.

Digital games and visual media have also been shown to help EYL students learn new words and stay motivated. (Iwan Fauzi, 2022) noted that young learners instructed via songs and games exhibited superior retention and heightened enthusiasm compared to those educated through traditional exercises. (Ningsih, 2023) also said that learning through games is not only fun but also a good way to teach since it makes learning meaningful by having students use English in ways that require them to communicate, compete, and work together. These results emphasize the necessity of incorporating play and creativity in the EYL classroom to maintain children's engagement and emotional investment.

In response to this educational demand, the Language Center of Muhammadiyah University of Bengkulu started the Course E'azy program. The goal of the initiative was to teach kids English using enjoyable, colorful, and interactive offline digital learning activities. There were 17 kids in the study, ages 6 to 12, and they were all either the kids of the teachers or kids from the area. Generation Z student-teachers who were majoring in English Education led the lessons. These teachers were able to use digital media in real life since they were part of a generation that was already comfortable with technology. They also made lessons that were interesting to their students.

There were a number of digital-supported tactics used in the educational process. The teachers used PowerPoint slides with bright visuals, short words, and animations to teach vocabulary. They showed instructive videos on a big screen to help with listening and pronunciation. Drawing and coloring activities were utilized to enhance comprehension and creativity, whilst educational games, influenced by popular culture, promoted collaboration, physical activity, and rapid reactions. (Ningsih, 2023) says that combining play with language input helps young learners "internalize vocabulary

through physical activity and social interaction." These strategies are in line with that idea. The approach also supports Mayer's multimodal learning theory, which says that mixing visuals, sound, and text helps people remember and understand things better.

The Course E'azy program is different because it brings together two digital generations. Generation Z teachers, who are creative, good with technology, and flexible, taught Generation Alpha students, who are inquiring, visual, and full of energy. This collaboration across different generations made the classroom a lively place where both teachers and students learned. The teachers got real teaching experience and learned how to manage a classroom, while the kids were more confident, learned new words, and got better at speaking. (Iwan Fauzi, 2022) said that these kinds of interactive encounters "let young learners express themselves in English naturally, without being afraid of making mistakes."

While many studies examine the incorporation of technology into English language acquisition, the majority concentrate on entirely online frameworks. The Course E'azy experience offers an alternative viewpoint by illustrating how offline digital innovation can provide similar engagement and results. It also shows that you don't always need high-tech tools to learn a language well; creativity and flexibility are just as important. The success of this initiative underscores the significance of context-sensitive pedagogy, which leverages available resources to cultivate meaningful digital learning experiences.

Consequently, the current study seeks to delineate and examine the execution of offline digital-based English learning via the Course E'azy program. The study examines the utilization of digital media and educational games to augment children's motivation, engagement, and understanding. The results are anticipated to enhance the expanding corpus of research on innovative early years language (EYL) methods, including guidance on the effective and ethical utilization of

technology by educators in low-connectivity settings. This study aims to foster a more inclusive and enjoyable approach to English instruction for young learners, guided by innovative Generation Z educators who are influencing the forthcoming generation of global communicators.

METHOD

This study employed a qualitative descriptive approach within a community service context. The activity involved 17 elementary school-aged children participating in the Course E'azy program at the Language Center of Muhammadiyah University of Bengkulu. The participants consisted of lecturers' children and children from the surrounding community. The implementation of the community service program was carried out through three main stages: planning, implementation, and evaluation.

Planning Stage

The planning stage focused on preparing learning materials, media, and classroom arrangements for offline digital-based English instruction. Generation Z pre-service teachers from the English Education Department collaborated with lecturers from the Language Center to design lesson plans aligned with the principles of English for Young Learners (EYL).

Learning themes were selected based on learners' developmental levels and daily contexts, including My Family, Colors, Numbers, Weather, and Transportation. Offline digital learning media were developed in the form of PowerPoint presentations, learning videos, illustrative images, flashcards, worksheets, and drawing activities. Classroom facilities such as projectors, speakers, and visual displays were also prepared to support multimedia-based instruction. Prior to implementation, the teaching team conducted teaching simulations to ensure readiness in classroom management, media use, and lesson delivery.

Implementation Stage

The implementation stage focused on delivering listening-oriented English learning activities through offline digital media. Four main strategies were applied:

- PowerPoint presentations were used to introduce vocabulary and basic expressions through visual and audio support.
 - Learning videos provided authentic listening input, pronunciation models, and contextual language use.
 - Illustrative images such as posters, flashcards, and worksheets supported vocabulary recognition and comprehension.
 - Educational games were integrated to reinforce listening comprehension, encourage active participation, and create an enjoyable learning atmosphere.
- All activities emphasized repeated listening exposure, guided responses, and learner interaction using offline digital resources.

Evaluation Stage

Evaluation was conducted through classroom observation, learners' task performance, and reflective notes. Students were assessed based on three aspects: listening comprehension, active participation, and learning attitude. In addition, reflective practices were conducted by the teaching team to evaluate instructional effectiveness and identify challenges during implementation. The evaluation results served as the basis for analyzing the outcomes of the community service program and were further discussed in the Results and Discussion section.

RESULTS AND DISCUSSION

This part talks about what happened with the Course E'azy program, which took place over five weeks at the Language Center of Universitas Muhammadiyah Bengkulu. The results were gathered from observations in the classroom, student worksheets, teacher responses, and records of activities. Overall, the program helped the students improve their basic English skills and gave pre-service teachers a lot of useful teaching experience.

Improved Students' English Proficiency

The program's most important result was that students' English skills got better, especially their listening, speaking, and vocabulary skills. Before the program started, most of the students didn't know many words and weren't sure how to speak English. But after five weeks of lessons, they had made a lot of improvement.

Based on what the teachers saw and the kids' worksheet scores, about 85% of the pupils could recognize and say simple vocabulary words properly, such as family members, colors, numbers, and weather phrases. They also started to make short, meaningful statements like "This is my father" or "I like blue." This result shows that learning through pictures and activities helped young learners remember things better and speak more clearly.

These findings are consistent with (Kaharuddin & Sapriadi, 2023), who elucidated that visual media facilitate vocabulary acquisition by associating words with tangible representations. (Ningsih, 2023) also said that learning through games helps kids feel more emotionally involved and less anxious about learning, so they can utilize English with confidence in a casual setting.

Building Self-Confidence and Motivation

Along with helping students learn new languages, the Course E'azy program had a huge effect on their drive and self-esteem. Students who were bashful and didn't want to talk at first slowly became more involved in class. They started to avidly answer questions, sing along in class, and offer to perform in front of their classmates during games or role-playing sessions.

The professors made the classroom bright and supportive, which made the pupils feel safe enough to try out English. This finding is similar to what (Gna et al., 2025) say, which is that a pleasant and collaborative classroom environment encourages emotional involvement and long-term motivation in learning a foreign language. Also, using simple digital tools like PowerPoint and short films helps keep students' attention and stop them from getting bored during sessions.

It's interesting that some children started using English phrases outside of class, such as saying "Good morning!" or describing colors when they were playing with friends. This shows that learning became a part of their daily lives, which is one of the best evidence that they learned a language in a way that will last.

Teaching Experience for New Teachers

For the pre-service teachers who took it, Course E'azy was a real-life teaching experience that connected theory and practice. They learnt how to handle young students, change their teaching methods, and use teaching theories in real-life situations by being in the classroom with them.

Their reflective journals showed that the curriculum taught them how important it is to be creative, patient, and flexible when teaching language. They also learned how to use basic digital tools to help them reach their learning goals without having to use more complicated technologies. (Wachidaturrohmah & Afifi, 2025) say that digital literacy in teaching isn't only about learning how to use technology; it's also about using it in a way that makes sense in the classroom.

Moreover, this teaching experience fostered empathy and social consciousness among the pre-service teachers. They understood that teaching involves more than just imparting knowledge; it also entails fostering emotional connections and crafting enjoyable learning experiences for youngsters.

General analysis and implications

In general, the results of the Course E'azy program suggest that offline digital-based learning can be a good way to teach English in places where internet connection is limited. The use of PowerPoint slides, learning films, graphics, and educational games made the learning environment both interactive and focused on the child.

This method helped kids remember words, stay motivated, and feel good about themselves. It helped pre-service teachers improve their teaching abilities and basic digital literacy, which are important

qualities for teachers in the 21st century.

These findings imply that educational service programs like Course E'azy can be extended to wider contexts, potentially through partnerships with local elementary schools or other educational institutions. This way, the program's advantages can go beyond the people who are directly involved and serve as a paradigm for new, long-lasting ways to teach English



Picture 1. Classroom activity showing students holding their illustrated learning outputs related to alphabet-based English vocabulary.



Picture 2. The use of television-based instructional media to support listening and vocabulary development in offline English learning sessions.



Picture 3. Classroom practice of guided reading and speaking activities supported by screen-based digital media in offline English instruction.

CONCLUSION

The results of this study indicate that offline digital-based learning can effectively enhance young learners' English skills. Through the use of interactive slides, videos, images, and educational games, students showed increased motivation, participation, and vocabulary understanding. The program also provided meaningful teaching experience for Generation Z pre-service teachers, allowing them to apply digital tools and child-friendly strategies in real classroom settings. Overall, the Course E'azy program demonstrates that well-planned offline digital media can create an engaging and supportive learning environment, offering a practical and accessible solution for early English education in contexts with limited internet connectivity.

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