

EMPOWERING ELEMENTARY SCHOOL STUDENTS THROUGH WEBSITE-BASED ENGLISH LEARNING MEDIA

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Abstract. *This community service aims to empower elementary school students through the development and implementation of website-based English learning media using a participatory approach. English learning in elementary schools is still dominated by conventional methods that provide limited interactive learning experiences for students. This study employed Participatory Action Research (PAR) combined with the Asset-Based Community Development (ABCD) approach, conducted at Dungkek 1 Public Elementary School for four weeks. The stages included Discovery (local asset mapping), Dream (shared vision formulation), Design (learning website development), and Delivery (implementation and evaluation). A learning website was successfully developed with three main features: theory menu (eight parts of speech and tenses), learning video menu, and interactive games. Teachers gained a new understanding in utilizing digital media, while students showed high enthusiasm with increased active participation in learning. Pre-test and post-test results showed a 65% improvement in English material comprehension. The PAR-ABCD approach proved effective in empowering elementary school students through digital learning media, creating a sense of ownership of the program and ensuring sustainability of learning technology utilization.*

Keywords: *english learning, student empowerment, website learning media*

Abstrak. Kegiatan pengabdian ini bertujuan memberdayakan siswa sekolah dasar melalui pengembangan dan implementasi media pembelajaran bahasa Inggris berbasis website menggunakan pendekatan partisipatif. Pembelajaran bahasa Inggris di sekolah dasar masih didominasi oleh metode konvensional yang memberikan pengalaman belajar interaktif terbatas kepada siswa. Penelitian ini menggunakan metode Participatory Action Research (PAR) yang dikombinasikan dengan pendekatan Asset-Based Community Development (ABCD), dilaksanakan di SDN Dungkek 1 selama empat minggu. Tahapan meliputi Discovery (pemetaan aset lokal), Dream (perumusan visi bersama), Design (pengembangan website pembelajaran), dan Delivery (implementasi dan evaluasi). Website pembelajaran berhasil dikembangkan dengan tiga fitur utama: menu teori (eight parts of speech dan tenses), menu video pembelajaran, dan game interaktif. Guru memperoleh pemahaman baru dalam pemanfaatan media digital, sementara siswa menunjukkan antusiasme tinggi dengan peningkatan partisipasi aktif dalam pembelajaran. Hasil pre-test dan post-test menunjukkan peningkatan pemahaman materi bahasa Inggris sebesar 65%. Pendekatan PAR-ABCD terbukti efektif dalam pemberdayaan siswa sekolah dasar melalui media pembelajaran digital, menciptakan rasa kepemilikan terhadap program dan memastikan keberlanjutan pemanfaatan teknologi pembelajaran.

Kata Kunci: media pembelajaran website, pembelajaran bahasa Inggris, pemberdayaan siswa

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INTRODUCTION

In the digital era, english language learning necessitates a fundamental methodological transformation, shifting from conventional teacher-centred approaches toward technology-driven, interactive learning environments (Majeed, 2025). This shift is increasingly regarded not merely as a pedagogical preference but as an educational imperative, given the growing demands of global communication competency in the 21st century (Rahimi & Oh, 2024). Nevertheless, empirical observations reveal a persistent gap between this ideal and actual classroom practice. Many elementary schools in rural areas continue to rely predominantly on lecture-based instruction and printed textbooks as their primary instructional resources (Sari & Handayani, 2021). This condition is further compounded by limited access to technological infrastructure, insufficient teacher professional development, and inadequate institutional



support for digital learning integration. Consequently, students are deprived of varied and contextually rich learning experiences, which in turn contributes to diminished motivation and suboptimal academic achievement in English language learning (Katsantonis & McLellan, 2023).

Empirical evidence increasingly supports the effectiveness of website-based learning media as a viable solution to this challenge. Sutrisno et al. (2020), through a quasi-experimental design, demonstrated that students in the experimental group utilizing website-based media achieved significantly higher post-test scores compared to their counterparts in the control group who relied on conventional picture-based materials. These findings are further corroborated by Pitriyah & Sulistyaningrum (2023), who established that internet-based technologies, including educational websites, contribute positively to the development of students' listening and speaking competencies. Collectively, these studies underscore the substantial potential of website-based media in addressing existing pedagogical limitations and enhancing English language learning outcomes at the elementary school level (Ningrum et al., 2024).

Despite the promising evidence surrounding digital media in language education, its implementation in elementary school settings remains fraught with considerable challenges. These obstacles include limited internet connectivity, insufficient digital competency among teachers, and a lack of adequate technological guidance and support (Purwanita, 2024). Such constraints are particularly pronounced in rural school environments, where infrastructural deficiencies often render the adoption of digital learning tools practically difficult, regardless of their proven pedagogical value. Predani et al. (2022) affirm that although digital media demonstrates high validity and is generally well-received by students, teachers continue to require intensive mentoring and hands-on assistance to apply these tools effectively within the classroom context. This highlights the critical importance of sustained professional development and institutional support as prerequisite conditions for the successful integration of digital learning media (Theodorio, 2024).

These challenges are directly reflected in the conditions observed at Dungkek 1 Public Elementary School. Preliminary observations indicate that English language instruction at this school remains predominantly characterized by lecture-based methods and heavy reliance on printed textbooks as the primary learning resources (Muchie et al., 2025). Teachers have yet to optimally utilize website-based digital media in their instructional practice, and students are consequently afforded limited opportunities to engage in interactive learning through online platforms (Saputra & Adrian, 2025). This situation is further aggravated by restricted internet access within the school environment, as well as a general lack of digital proficiency among teachers in operating contemporary educational technology (Timotheou et al., 2023). Collectively, these conditions illustrate a significant gap between the potential of digital learning media and its actual application in the classroom, necessitating targeted intervention to bridge this divide.

To address the challenges, a comprehensive empowerment approach is required one that extends beyond mere technology transfer and actively involves the participation of all relevant stakeholders throughout the processes of developing and implementing learning media (Eitzel et al., 2018). A unidirectional approach, in which external parties simply introduce technological tools without regard for the local context, institutional capacity, or community readiness, has repeatedly proven insufficient in sustaining meaningful educational change (O'Brien et al., 2013). What is needed instead is an inclusive, community-grounded framework that recognizes the agency of teachers, students, and school communities as active contributors to the solution.

The Participatory Action Research (PAR) approach (Siswadi & Syaifuddin, 2024), when combined with Asset-Based Community Development (ABCD) (Setyawan et al., 2022), is considered particularly appropriate in this regard, as it fosters a genuine sense of ownership among participants and ensures the long-term sustainability of the program (Rahman, 2025; Widjajanti, 2020; Yuliana & Setyawan, 2019). Rather than positioning teachers and students as passive recipients of externally developed solutions, this combined framework encourages collaborative engagement, capacity building, and the systematic leveraging of existing community assets as the foundation for meaningful and lasting educational change (Maxwell,

2024). By identifying and mobilizing the strengths already present within the school and its surrounding community, this approach ensures that the resulting intervention is both contextually relevant and practically sustainable beyond the duration of the program itself (Dushkova & Ivlieva, 2024).

The objective of this community service activity, therefore, is to empower elementary school students through the development and implementation of website-based English language learning media, utilizing a participatory approach at Dungkek 1 Public Elementary School. Through this initiative, it is anticipated that students will gain access to more engaging and interactive learning experiences, teachers will develop greater digital competency and confidence, and the school community will be better equipped to sustain technology-enhanced English language instruction in the long term.

METHOD

This community service activity uses an Asset-Based Community Development (ABCD) approach combined with a Participatory Action Research (PAR) strategy. The ABCD approach emphasizes exploring and developing the school's local potential as a foundation for sustainable development (Widjajanti, 2020), while the PAR strategy ensures the active involvement of teachers and students throughout the activity process as subjects of change (Setyawan et al, 2022). The activity was carried out at Dungkek 1 Public Elementary School, Dungkek District, Sumenep Regency, for four weeks in August-September 2025. The activity participants consisted of 6 teachers and 45 students of grades IV-VI of Dungkek 1 Public Elementary School. The student selection criteria were based on basic abilities in operating digital devices and motivation to learn English. The implementation followed the four main stages of the ABCD method integrated with the PAR cycle as presented in Table 1.

Table 1. *Stages of community service activities with the PAR-ABCD approach*

Stage	Activity	Duration	Participants	Output
Discovery	Observation and FGD asset mapping	3 days	6 teachers, 15 students, team	Local asset map
Dream	Formulating an ideal learning vision	2 days	6 teachers, 45 students,	Shared vision of the website
Design	Learning website design	10 days	3 teachers, IT team	Website prototype
Delivery	Implementation and evaluation	15 days	6 teachers, 45 students, team	Final website + evaluation

The discovery phase focuses on identifying local assets and potential through direct observation and Focus Group Discussions (FGDs) with teachers and students. The Dream phase involves formulating a shared vision of ideal English language learning through participatory discussions. The Design phase involves designing a learning website with three main features: a theory menu (eight parts of speech and basic tenses), a video menu (audiovisual content for pronunciation practice), and an interactive game menu (quizzes and educational games). The Delivery phase includes implementing the website in participatory learning and evaluation. Data were collected through pre-test and post-tests on English comprehension, observations of student participation in learning, in-depth interviews with teachers, and documentation of activities. Data were analyzed quantitatively for test results and qualitatively for observation and interview data, applying the PAR principle of shared interpretation.

RESULTS AND DISCUSSION

Local Asset Mapping Results (Discovery)

The discovery process identified several important assets at Dungkek 1 Public Elementary School. In terms of human resources, there are 6 teachers with basic English language

competency and 45 students with high learning motivation. Physical assets include 5 school computers, adequate classrooms, and a 10 Mbps internet connection. Social assets include the principal's support for learning innovations and parents' enthusiasm for improving the quality of education. Figure 1 shows a Focus Group Discussion (FGD) activity for mapping local assets that involved teachers and students in identifying the school's potential for technology-based English learning. This process was participatory with open discussions about needs and expectations for digital learning media.



Figure 1. FGD Activity on mapping local assets with teachers and students

Figure 2 shows a session for formulating a shared vision for digital learning that involved all stakeholders in formulating the ideal concept of an English learning website that suits the characteristics and needs of elementary school students.



Figure 2. Participatory discussion on formulating a digital learning vision

Learning Website Development

The English language learning website was successfully developed in accordance with the planned design framework, incorporating both pedagogical considerations and technical requirements suited to the needs of elementary school students at Dungkek 1 Public Elementary School. The development process involved collaborative input from teachers and relevant stakeholders, ensuring that the resulting platform was contextually appropriate, instructionally sound, and practically operable within the school's existing technological conditions. The finalized website encompasses a range of interactive features designed to support multiple dimensions of English language learning, including reading, listening,

vocabulary, and basic communication skills (Procel et al., 2024). The complete technical specifications of the developed website, including details about its structural components, platform, and accessibility features, are presented in Table 2.

Table 2. *Technical specifications of the learning website*

Component	Specification	Information
Web Name	EduTigallmu	1 year hosting
Platform	WordPress + Custom Plugin	Responsive design
Key Features	3 menus (Theory, Video, Game)	User-friendly interface
Capacity	500 MB storage	Supports 100 simultaneous users
Security	SSL Certificate + Backup	Regular system updates
Link	https://safirafauziya.github.io/EduTigallmu/	

The Theory menu presents material on the eight parts of speech and basic tenses, with systematic explanations and contextual sentence examples. The Video menu contains 15 3-5 minute learning videos with Indonesian subtitles. The Interactive Games menu offers 10 types of educational games with a scoring system and leaderboard.

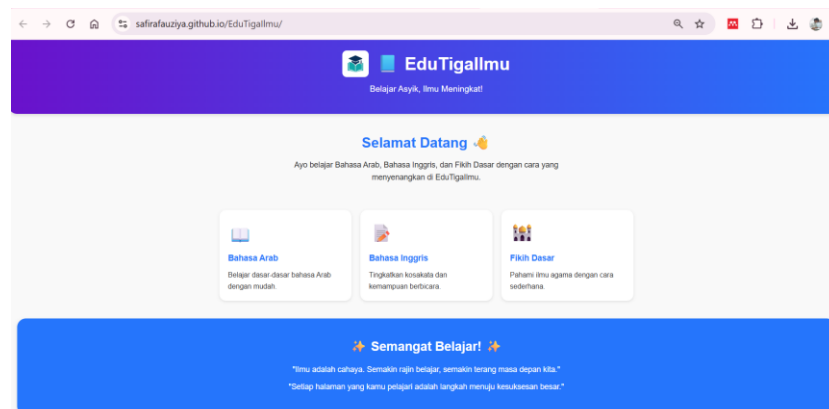


Figure 3. *Home view of the learning website*

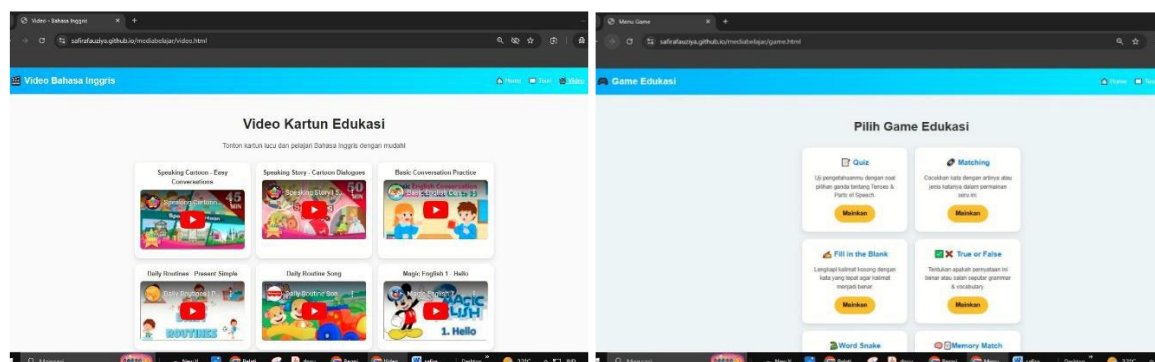


Figure 4. *Video menu display for english pronunciation practice*

Teachers' Responses to Learning Media

In-depth interviews conducted with six teachers revealed an overall positive response toward the website-based learning media. Teachers consistently stated that the website significantly facilitated the delivery of instructional materials, owing to its systematic content structure, user-friendly navigation, and visually engaging design elements that captured students' attention more effectively than conventional materials (Vlasenko et al., 2023; Mohamed & Drajeti, 2025). Several teachers also noted that the website's organized layout

allowed them to present lessons in a more coherent and accessible manner, thereby supporting clearer communication of learning objectives to students (Nugrahani & Widayanti, 2025).

However, teachers also candidly identified several challenges associated with the practical use of the platform. Chief among these was a limited proficiency in the technical operation of the website, including difficulties in navigating certain features and adapting the content to suit specific classroom needs. These findings suggest that while teachers demonstrated a willingness and openness to adopt digital learning media, their effective and independent utilization of the platform remains contingent upon the provision of continuous technical assistance and structured professional development (Dahri et al., 2024). As such, ongoing mentoring and support are considered essential components in ensuring that teachers can maximize the pedagogical potential of the website in their day-to-day instructional practice (Amemasor et al., 2025).

Increasing Student Participation and Understanding

The pre-test and post-test data showed a significant increase in understanding of English material as presented in Table 3.

Table 3. *Results of pre-test and post-test of understanding of english material*

Material Aspect	Pre-test (average)	Post-test (average)	Increase (%)	N
Vocabulary	42.5	75.6	78%	45
Pronunciation	41.8	71.9	72%	45
Grammar	48.2	76.2	58%	45
Overall	45.8	75.6	65%	45

Observations of student participation during learning showed positive changes seen in Table 4.

Table 4. *Level of student participation in website-based learning*

Participation Indicators	Before Website	After Website	Improvement
Active questioning (students/session)	3-5 students	15-20 students	300%
Average access time	-	25 minutes/session	-
Task completion level	60%	85%	42%
Discussion participation	20%	75%	275%

Figure 5 documents an intensive training session conducted for six teachers at SDN Dungkek 1, focused on the operational use of the newly developed English language learning website. The training was designed to equip participating teachers with the foundational and practical competencies necessary to independently navigate and utilize the platform as an integral component of their daily instructional practice (Rahimi & Oh, 2024). Recognizing that the mere availability of digital tools does not automatically translate into effective classroom use, the training program was structured to address both the technical and pedagogical dimensions of website-based learning media implementation (Mohamed & Drajiati, 2025).

The training covered several core areas, including website navigation and interface familiarization, content management procedures, and strategies for integrating the platform meaningfully into various stages of classroom learning activities (Vlasenko et al., 2023). Teachers were guided through hands-on exercises that simulated real classroom scenarios, allowing them to explore the website's features in a practical and contextually relevant manner. Attention was given to addressing individual difficulties and building each teacher's confidence in operating the platform independently. By the conclusion of the session, teachers demonstrated a measurably improved understanding of the website's functionalities and expressed greater readiness to incorporate the media into their upcoming lessons (Siregar & Siregar, 2024). This training session thus represents a critical step in bridging the gap between digital tool availability and its effective pedagogical application within the school environment (Barca & Carruba, 2024).



Figure 5. *Training in using the learning website*

Analysis of the Effectiveness of the PAR-ABCD Approach

The implementation of the PAR-ABCD approach has demonstrated positive results in empowering elementary school students. The principle of active participation has successfully built a sense of ownership of the learning website, demonstrated by students' initiatives to access the website outside of class hours and share knowledge with peers (Farley & Burbules, 2022). The ABCD approach, which utilizes local assets, has proven effective in ensuring the program's sustainability. Trained teachers have become local facilitators who can provide ongoing support to students. The principal is committed to providing infrastructure support and integrating the learning website into the school curriculum (Liu et al., 2024).

The reflection-action cycle in PAR enables continuous improvement of the learning website based on user feedback. Some improvements made include the addition of a bookmarking feature for favourite materials, adjustments to game difficulty levels, and the development of additional learning modules (Zhao et al., 2022). The website's implementation in learning is carried out systematically, as presented in Table 5.

Table 5. *Website implementation schedule in learning*

Sunday	Activity	Target Class	Website Material	Duration
1	Website introduction	IV, V, VI	Tour basic features	2 x 40 minutes
2	Practice theory menu	IV, V	Parts of speech	3 x 40 minutes
3	Video menu practice	V, VI	Pronunciation	3 x 40 minutes
4	Interactive game evaluation	IV, V, VI	Comprehensive quiz	2 x 40 minutes

Contribution to Learning Transformation

This activity contributed significantly to the transformation of English learning at Dungkek 1 Public Elementary School. The shift from a teacher-centred to a student-centred approach has increased student engagement in the learning process. The integration of technology into learning also prepares students for the demands of 21st-century digital literacy (Huang et al., 2024). The positive impact is felt not only in English learning but also in other subjects. Teachers reported an increase in students' overall motivation to learn and began exploring the use of technology in other subjects (Wei, 2022).

CONCLUSION

A learning website with three main features (theory, videos, and interactive games) has been proven effective in increasing students' understanding of English material by 65% and increasing active participation in learning. The PAR-ABCD approach successfully builds a sense of ownership of the program and ensures the sustainability of the use of learning technology. Teachers acquire new skills in operating digital media, while students develop digital literacy

essential for facing the challenges of 21st-century education. This activity also contributes to the transformation of learning from a teacher-centred to a student-centred approach, creating a more interactive and enjoyable learning environment.

Recommendations for similar future initiatives include providing more adequate and reliable internet infrastructure as a foundational prerequisite for the effective implementation of digital learning media, particularly in rural school settings where connectivity remains a persistent constraint. In addition, the development of more comprehensive and structured teacher training modules is strongly advised, with particular emphasis on building long-term digital competency rather than one-time technical instruction. Expanding the program beyond English language learning to encompass other subjects would further maximize the broader benefits of educational technology and reinforce a school-wide culture of digital literacy. Furthermore, establishing stronger and more consistent collaboration among schools, local government, and relevant educational institutions is essential to ensure that program implementation receives adequate institutional backing and resource support. Finally, long-term and systematic evaluation mechanisms are equally necessary to rigorously measure the program's sustainable impact on student learning achievement, teacher effectiveness, and overall school readiness for technology-enhanced instruction.

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