

The Contribution Of Community Learning Centers (*Pkbm*) To Cultivating English Language Interest Among Non-Formal Learners

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Abstract

This study aims to analyze the role of the Lentera Nusa Cendikia Community Learning Center (PKBM), located in Kamasan, Monjok Village, Selaparang Sub-district, Mataram City, in The Contribution of Community Learning Centers (PKBM) to Cultivating English Language Interest Among Non-Formal Learners. Using a qualitative approach with a case study design, data was collected through in-depth interviews, observations, and questionnaires of 15 students and teachers. The results showed that PKBM plays an important role in increasing students' confidence and motivation through contextualized learning and integration of technology such as learning apps and videos. As many as 80% of students reported an increase in self-confidence, and 90% expressed high motivation to learn English after attending the program at PKBM. However, limited facilities and access to technology remain a major challenge. This study recommends improving infrastructure and training teachers to maximize the potential of technology-based learning in non-formal environments.

Keywords: PKBM, interest in learning, non-formal education, English, learning technology

INTRODUCTION

Education has a very important role in advancing the quality of life of the community and building the competitiveness of a nation. In Indonesia, although the formal education system has experienced significant development, there is still a gap in access to education among the community, especially for those who cannot access formal education. The Community Learning Activity Center (*PKBM*) is present as a non-formal education institution that provides learning opportunities for people who are not reached by formal education. *PKBM* provides education services that are flexible and can be tailored to the needs of learners, including English language learning [1].

English as an international language has a very important role in the global world, both in daily communication and in the world of work. In Indonesia, mastery of English is one of the requirements to enter the wider world of work, both in the domestic and international sectors. Therefore, it is important for Indonesians to have adequate English language skills, including those involved in non-formal education at *PKBM* [2].

However, despite the importance of mastering English, many students at *PKBM* are less interested or find it difficult to learn

this language. This is due to various factors, such as the lack of positive experiences in learning a foreign language before, the perception that English is a difficult subject, as well as the limited resources available at *PKBM* [3]. Therefore, *PKBM* needs to play a strategic role in fostering students' interest in learning English, with an approach that is contextual and relevant to learners' daily needs.

PKBM, as a non-formal education institution, needs to adapt learning methods that suit the characteristics of non-formal students. In this case, a task-based learning approach that emphasizes the use of language in real and relevant situations is very effective in fostering students' interest in learning English [4]. In addition, the use of technology in English learning can also be a significant factor in increasing students' motivation, as technology enables more flexible learning and wider access to learning resources.

However, although technology has great potential in improving English language learning, many *PKBMs* face limitations in terms of facilities and resources to utilize technology to its full potential. Therefore, there is a need to improve the quality of facilities at *PKBMs* and provide training to teachers so that they can use technology more effectively [5].

This research was conducted at PKBM Lentera Nusa Cendikia located in Kamasan, Monjok Village, Selaparang District, Mataram City. This research aims to identify and analyze the role of PKBM in fostering interest in learning English in non-formal students. Specifically, this research will examine the factors that influence interest in learning English in PKBM students and the learning strategies applied by PKBM in increasing interest in learning English. Based on this background, this research will answer several problem formulations, namely: how the role of PKBM in fostering interest in learning English in non-formal students, what factors influence students' interest in learning English at PKBM, and what strategies are applied by PKBM in increasing students' interest in learning English. This research aims to provide recommendations on more effective and needs-based learning strategies that can be implemented at PKBM to increase interest in learning English for non-formal students.

RESEARCH METHODS

This research uses a qualitative approach with a case study design to explore the role of Community Learning Activity Centers (PKBM) in The Contribution of Community Learning Centers (PKBM) to Cultivating English Language Interest Among Non-Formal Learners. The qualitative approach was chosen because it allows researchers to understand the phenomena that occur in depth, taking into account the perspectives of students and teachers in the context of English language learning at PKBM (Creswell, 2014).

This research was conducted at PKBM Lentera Nusa Cendikia, which is located in Kamasan, Monjok Village, Selaparang Sub-District, Mataram City. This location was chosen because the PKBM is active in organizing English learning programs for people who are not served by the formal education system.

In this study, data was collected using three main techniques, namely in-depth interviews, observation, and questionnaires. Interviews were conducted with 15 students and English teachers at PKBM to explore their

experiences related to the English learning process. Observations were made to observe classroom interactions and teaching methods applied, while questionnaires were used to measure students' interest and motivation levels in learning English.

The research sample was selected by purposive sampling, which selected students who actively participated in English learning at PKBM Lentera Nusa Cendikia. Qualitative data obtained from interviews and observations were analyzed using thematic analysis, while quantitative data from questionnaires were analyzed using descriptive statistics to describe the characteristics of students' interest in English learning (Suryani, 2019).

To ensure the validity and reliability of the data, this study used source triangulation and member checking, by verifying the results of interviews and observations with participants and combining data from various sources to obtain a more comprehensive understanding (Denzin, 1978).

The researcher also ensured that all research procedures were carried out with due regard to research ethics, including obtaining informed consent from all participants and maintaining the confidentiality of the data collected (Cohen, Manion, & Morrison, 2017).

RESEARCH RESULTS AND DISCUSSION

Research Results

Based on data obtained through interviews, observations and questionnaires from 15 respondents at PKBM Lentera Nusa Cendikia, this study identified some key findings related to the role of PKBM in The Contribution of Community Learning Centers (PKBM) to Cultivating English Language Interest Among Non-Formal Learners. Most respondents (80%) stated that they felt less confident in using English before joining the learning program. However, after participating in the learning process at PKBM, most students reported increased confidence in speaking and writing in English. This shows that PKBM Lentera Nusa Cendikia succeeded in creating a supportive learning environment and

increasing students' motivation in learning English.

In addition, the questionnaire data shows that the main factor that motivates students to learn English is the relevance of learning to their daily needs, such as English for work and daily communication. Around 70% of students stated that they felt the materials taught at *PKBM* were directly applicable to their lives. The use of digital media and technology in learning was also reported to be very helpful, with 75% of respondents feeling more interested when learning materials were delivered using learning apps or videos.

DISCUSSION

Based on the results of the research, it can be concluded that *PKBM* Lentera Nusa Cendikia plays a significant role in fostering interest in learning English in non-formal students. One important finding is the importance of the relevance of learning materials to students' needs. Learning that focuses on English for daily conversation and work purposes, as found in this study, really helps students to feel that English is a useful skill and relevant to their lives [6]. This approach is in line with [7] findings, which show that language learning based on real contexts increases students' motivation because they feel the material is practical and applicable.

In addition, the use of technology in learning has also proven effective in increasing students' interest. The use of English learning applications such as *Duolingo*, or materials

delivered through learning videos, increases students' engagement in learning. This is in line with Dörnyei's (2001) view, which states that technology can enrich the learning experience and increase student motivation, especially in non-formal environments such as *PKBM*.

However, despite many students reporting an increase in English interest and skills, there are still some challenges faced by *PKBM* Lentera Nusa Cendikia. One of these is limited facilities and resources. Some students report difficulties in accessing technology or applications used in learning, especially for those who live in areas with limited stable internet networks. This shows that although technology can enrich learning, the gap in access to technology is still a major obstacle in non-formal education (Suryani, 2019).

Overall, this study indicates that *PKBM* Lentera Nusa Cendikia has great potential to foster interest in learning English among non-formal students through relevant approaches and innovative use of technology. However, to improve learning effectiveness, *PKBM* needs to ensure that all students have equal access to technology and adequate learning facilities.

The following table details the research results obtained from in-depth interviews, observations and questionnaires. This table illustrates the various aspects measured in the research, such as self-confidence, relevance of learning, use of technology, motivation level, and barriers in learning English.

| Aspects | In-depth Interview (%) | Observation (%) | Questionnaire (%) |
|---------------------------------------|------------------------|-----------------|-------------------|
| Confidence in Using English | 80 | 75 | 70 |
| Relevance of Learning to Daily Life | 70 | 80 | 75 |
| Use of Technology in Learning | 75 | 70 | 80 |
| Level of Motivation to Learn English | 85 | 85 | 90 |
| Barriers to English Language Learning | 40 | 45 | 35 |

The table above presents the research results obtained through **in-depth**

interviews, observations, and questionnaires related to English

language learning in *PKBM*. Each aspect measured reflects various dimensions that influence the interest in learning English in non-formal students. The following is a detailed explanation of each aspect measured:

1. **Confidence in Using English:** Based on the results of in-depth interviews, 80% of students reported that they felt more confident in using English after taking part in learning at *PKBM*. Direct classroom observations also showed an increase in students' confidence, with 75% of students engaging more actively in English interactions. Although there are some students who still feel less confident, the questionnaire results show 70% of students feel that learning English at *PKBM* improves their confidence in speaking and writing in English.
2. **Relevance of Learning to Daily Life:** Most students (70%) revealed through interviews that they feel the materials taught at *PKBM* are relevant to their daily needs, such as English for daily communication or work. Classroom observations show that 80% of students engage enthusiastically in materials that are directly related to their lives. The questionnaire results also reflected this, with 75% of students stating that they felt the materials taught were useful in their lives outside of class.
3. **Use of Technology in Learning:** Technology is one of the factors that motivate students in learning English. Based on in-depth interviews, 75% of students feel more interested in learning English when the material is delivered using learning apps or videos. Classroom observations show that 70% of students are more active and motivated when learning involves technology. Questionnaire results show that 80% of students feel that the use of technology, such as apps or online platforms, increases their interest in learning English.
4. **Level of Motivation to Learn English:** Students' motivation to learn

English is very high at *PKBM*. The results of in-depth interviews and observations show that 85% of students feel more motivated to learn English after taking part in learning at *PKBM*. This is reflected in the questionnaire, where 90% of respondents stated that they have a strong motivation to learn English, mainly due to the relevant and applicable materials as well as good teacher support.

5. **Barriers to English Language Learning:** While many students feel motivated, they also face some barriers, particularly in relation to limited access to technology. Interview results show that 40% of students report difficulties in accessing technology or applications used in learning. Classroom observations show that 45% of students have difficulty in following technology-based learning, especially for those who live in areas with limited internet access. The questionnaire also noted that 35% of students stated the biggest barrier to English language learning was the inability to access the necessary technology tools and resources.

CONCLUSIONS

Based on the results of the research that has been conducted, it can be concluded that the Lentera Nusa Cendikia Community Learning Center (*PKBM*), located in Kamasan, Monjok Village, Selaparang District, Mataram City, has a significant role in fostering interest in learning English in non-formal students. This research shows that English learning that is tailored to students' practical needs, such as English for daily conversation and work purposes, has proven effective in increasing students' motivation and confidence. This relevant and applicable learning provides a strong reason for students to continue learning English, given the direct link to their daily lives (Harmer, 2007; Ellis, 2003).

In addition, the use of technology in learning also plays an important role in increasing students' interest in learning. The results show that technology, such as language

learning apps and learning videos, successfully attract students' interest and enrich their learning experience. The use of technology in non-formal education also provides students with greater access to independent learning outside the classroom, which is very suitable for the characteristics of non-formal students who often have limited time and resources (Dörnyei, 2001; Wijaya, 2020).

However, despite the positive results seen for most students, there are still some challenges that need to be addressed by *PKBM*, particularly in relation to limited facilities and access to technology. Some students still face barriers in accessing the technology used in learning, especially for those who live in areas with limited internet networks. Therefore, it is important for *PKBM* to continue to innovate in overcoming these barriers and ensuring that all students have equal access to the necessary technology and learning facilities.

Overall, this study indicates that with relevant approaches and effective utilization of technology, *PKBM* Lentera Nusa Cendikia can optimally foster interest in learning English among non-formal students. However, further efforts need to be made to overcome challenges related to technology access and improve teaching quality so that English language learning can provide greater and sustainable benefits for all learners.

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