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Learning Life Skills through English Materials: Integrating Life Skills in English Pedagogy

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Abstract　　　John Dewey once said that "education is not an affair of 'telling' and being told, but an active and constructive process." Accordingly, pedagogical processes should not simply be conducted by traditional lecturing, but rather, they should be constructive processes that gradually build the meaning-making process of the children through their active participation. Therefore, this paper aims to suggest materials that integrate English learning and LSE that are specifically designed for Indonesian children. As a follow-up project from the previous program, the current community service focuses on the implementation of life skills education (LSE) by integrating LSE with English learning in non-formal educational institutions in Malang, East Indonesia with Taman Bacaan Masyarakat (TBM) Wacan as a partner. In doing so, the community service program conducted three phases of activities: planning, implementation, and evaluation in collaboration with Taman Bacaan Masyarakat Wacan and student volunteers. As a result, the community service has mapped out fourteen English materials units, which were embedded into LSE. The units have four major themes, namely, self-awareness and self-esteem, inter- and intrapersonal skill, problem-solving, and time and conflict management. Each of the major themes was then explored, emphasized in units that focused on different purposes and tried to evaluate whether the material fit the children's context or needed more adjustment. However, due to limited time and resources, only one unit of materials was tried out to identify its usability and its flexibility. Based on the findings, it is recommended that English learning materials can be integrated with LSE to not only improve the children's performance in using the language but also their broader life skills in this competitive era.

Keywords:　　　Life Skills Education; community service; English materials; pedagogy; life skills

1.　Introduction

John Dewey (1997), the father of experiential learning, once said that "education is not an affair of 'telling' and being told, but an active and constructive process." (p. 44). This insight emphasizes that education should not merely be conducted by traditional lecturing, but rather, it should be a constructive process that gradually builds the children's meaning-making process with their active participation. It is about human empowerment and development. However, the disparity between rural and urban areas, as well as the marginal areas, has affected society resulting in high illiteracy across nations (UNESCO, 2015). As a significant issue in education, illiteracy is one of the concerns in Life Skills Education (LSE). Regarding this, good quality modes of education that accommodate life skills learning are essential.

"Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life" (World Health Organization, 1994, p. 1). Similarly, Jain (2017) also defines life skills as the interactive pedagogical process, which equips learners to gain the knowledge, attitudes, and skills required to support their adoption of healthy behavior in life. This definition highlights the importance of preparing young people to deal with life challenges by having the necessary competency to adopt and adapt to the current situation to be able to survive in the future.

In the 2019 community program in Malang, East Java, LSE has been introduced but the program was for a general context (Masyhud et al., 2019). It was intended to broaden the children's horizons about what life skills they have to obtain not only to survive but also to cherish life. Moreover, the program involved various activities which included language games, poster creation, role-play, and even disaster mitigation simulation, in which twenty elementary-school-age children from two different private library communities in Malang took part (Masyhud et al., 2019). One of the implications of the empowerment program is the need to create materials for LSE, which are suitable for the Indonesian context while using English as the global language. By doing so, integrated LSE can be implemented not only to improve the children's skills to the level of confidence in using English as an international language but also to increase their wider capacity as individuals.

As a follow-up, the current community service program focuses on implementing LSE by integrating it with English learning in non-formal educational institutions. According to World Health Organization (2010), non-formal education is defined as an institution that addresses educational issues in a non-school setting. The reason why this program involves non-formal education is that there is a very limited support given for non-formal education in such community service program, even though both forms of education aim at providing an adequate education for the community (Masyhud et al., 2019). It is argued that non-formal education is complex yet offers a more pragmatic educational approach that provides alternative educational institutions (Ishak et al., 2020). Therefore, although LSE has been integrated into the school curriculum in both developed and developing countries (Munsi & Guha, 2014), LSE also needs to be implemented in a non-formal education setting (Erawan, 2010; Yokhebed & Wahyuni, 2016).

The urgency to follow-up on the LSE program lies in five arguments. The first argument refers to the demand mentioned by the partner. The partner of the current community service program is *Taman Bacaan Masyarakat* (TBM) Wacan, a private library that provides books and also develops programs for children. As educators continuously seek innovative learning materials that are believed to improve children's performance (Amalana et al., 2019), TBM Wacan also prioritize how to improve children's interest in learning. Based on the preliminary discussion, the administrator stated that the program in TBM Wacan is currently prioritizing the English learning program as the children currently have low motivation and achievement in this subject. Furthermore, the English learning program has not had an appropriate framework, which restrains its sustainability. As the administrator recalled the LSE in the previous program, the administrator wondered if there are any English learning materials, which also implicitly highlight LSE. There were English learning classes in TBM Wacan as part of the previous community program, which the children were passionate about (Masyhud et al., 2019). The children's enthusiasm can be observed Figure 1.

Second, this community service program is important because of the limited human resources that the TBM Wacan has. The administrator of this private library stated that she could accommodate the learning process, but she did not feel that she could play a more significant role in LSE. In light of this, experts in LSE who are also experienced in English pedagogy are needed to bridge English learning and LSE. The third urgency to conduct the community service program is that the LSE program introduced in the previous community service program did not have the right materials for the Indonesian context. The materials of the previous program were adopted by UNICEF (2012). Some previous studies have been conducted to report LSE in different settings. For example, in the Jordanian context, life skills were found at random in English education (Al Masri, et al., 2016). The LSE is also conducted purposively in some other countries, such as Iran (Niaraki, 2013) and Malaysia (Mohammadzadeh, 2019). Examining their work, appropriate life skills materials in the Indonesian context are essential to building a robust Indonesian identity. By doing so, the national identity can be maintained by future Indonesian generations. Accordingly, the LSE program materials need to be developed in conjunction with the local stakeholders to recognize the priorities.

Figure 1. Children's enthusiasm for learning English at TBM Wacan

The fourth reason to urge the importance of the current community service program is to highlight the benefits of LSE. Indeed, LSE is famous around the globe (Munsi & Guha, 2014) and, therefore, advocated for its benefits. The first benefit argued is that LSE gives the learners confidence (Kumari, 2016). Kumari (2016), who investigated teachers' responses to LSE, highlights that children's self-esteem and confidence are improved by acquiring life skills. This occurred because the life skills implementation can shape the children to be more competitive in a positive sense, which can only be done with confidence. The second benefit is that life skills also promote healthy behavior, as they maintain mental well-being and prevent behavioral and health problems (Bardhan, 2016). Moreover, health literacy is also addressed in LSE (Bouzid, 2016). Kumari (2016) identified that life skills also enable individuals to handle real-life situations and challenges effectively and innovatively. Ghombavani (2016) recognized how LSE affects adolescents' attitudes toward the realities they face. One aspect of life skills is problem-solving, which is essential for personal and social life (Nopembri et al., 2018). Therefore, life skill education has been a valuable tool to prepare children to face the real world.

The last argument to indicate the urgency to conduct the present community service program lies in the partner's lack of funding. TBM Wacan is a private library, which is managed privately for children in their neighborhood. The private library was established to give the children access to good reading across various topics. The institution's founder was concerned about the limited reading resources that the children have because they do

not have books based on their interests, such as storybooks in various genres, magazines on different topics, or even comics. TBM Wacan, which is located at Jl. Tirto Taruno IX Malang is managed privately by an individual. At the beginning of the establishment, the administrator tried to initiate a book donation program to ensure that children in the neighborhood had books to read. The administrator then decided to form a private library so that the books could be managed well and the children could visit the place to read or borrow the books. As time went by, TBM Wacan grew not only as a library that provides books and other types of readings but also offers creative classes for the children to participate in. In addition, TBM Wacan also offers various topics such as cooking classes, language classes, art classes, and craft classes in the creative class. This program is usually held at the weekend so that the children can use their free time to learn something fun.

To the best of our knowledge, there is a limited empowerment program intended to create materials for LSE programs in the Indonesian context, so this paper aims to suggest materials that integrate English learning and LSE that is specifically designed for Indonesian children. The available materials in LSE were designed by UNICEF without appropriate awareness of the different values, cultures and traditions that the Indonesian people have. Accordingly, it is expected that the LSE facilitator can employ the research findings as a basis for their LSE program for Indonesian children.

2. Methods

2.1. Participants

The present community service program took place in TBM Wacan, which is located in Malang. The library is privately initiated and funded to provide access to quality reading material for the people in the neighborhood. It serves as the partner institution for this community service program. On the other hand, this empowering program involved twenty children at TBM Wacan and six volunteers. The children, who are studying at elementary school, were involved because they are potential learners targeted by the integrated LSE program. Furthermore, the children were active members of the private library who frequently visited the library and had access to reading materials or to join the creative class offered by the library. Besides, the program volunteers consisted of fifth- and seventh-semester students at the English Language Education Department from the University of Muhammadiyah Malang. They contributed to creating the materials and managing the class.

2.2. Procedure

This community program was carried out in three stages: planning, implementation and evaluation. Detailed information about each stage is presented as follows.

a. Planning stage

The planning stage involved conducting a thorough needs analysis, which was done through interview processes with the administrators of TBM Wacan. The interview was conducted twice, as the first process focused on conducting a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, while the second interview expanded on and confirmed the SWOT analysis results. In addition, observations were also conducted during the planning stage to provide an accurate and comprehensive analysis so that the

program could be best implemented. Both interviews and observations were significant as the first stepping stone before conducting the next stage.

b.   The implementation

The implementation of the present community service program was carried out in three phases. First, the team held a Focus Group Discussion (FGD) to identify the relevant English materials that suit the concept of LSE proposed by UNICEF (2012). The LSE paradigm that was covered can be identified from the following graphic (Figure 2).

Figure 2. 4-H Life Skills Model
Source: UNICEF (2012)

Figure 2 shows that the LSE program designed by UNICEF highlights four significant aspects, namely, *Head*, *Heart*, *Hand*, and *Health*. Each aspect of the program has its objective. *Head* covers managing and thinking, which include critical thinking, service learning, and organizing skill. The *Heart* aspect covers relating and caring, which include social skills, communication and conflict resolution. *Hands* means giving and working, which highlights a contribution to social relationships with others. Lastly, *Health* focuses on the area, which addresses the individual's well-being and healthy living ranging from self-esteem, managing feelings, and maintaining a healthy lifestyle, to stress management and personal safety (UNICEF, 2012).

In the second phase, the team and partner designed the materials that refer to the results of FGD as the initial design. The materials should accommodate both English learning and LSE. In the third phase, the team tried the results of the compiled materials in real English learning classes. The trial needed to be carried out to make sure that the materials were suitable for the level of the children at TBM Wacan.

c.   Evaluation

The evaluation was carried out to identify the impact, strengths, and weaknesses of the program. It was conducted by having a comprehensive discussion with the administrator of TBM Wacan. At this stage, the team evaluated and revised the materials designed based on the previous stage's findings. The evaluation was also conducted to determine the students' progress in terms of their intercultural skills as well as linguistic skills.

3. Results and Discussion

3.1. Planning stage

The planning stage was conducted to secure a need analysis of the program. It was done through an interactive interview with the administrator of TBM Wacan. As a result, the discussion has mapped out the SWOT. In addition, the team also observed the institution to obtain an accurate and comprehensive situational analysis, so that the program could be best implemented. The following table was completed in the planning stage:

Table 1. Results of the SWOT analysis

Internal

Strengths	Weaknesses
• TBM Wacan has 43 members consisting of children and teenagers in the neighborhood • Those children are enthusiastic about creative classes provided by TBM Wacan • TBM Wacan actively participates in social and literacy events in Malang • Children in TBM Wacan wanted to learn English but have no resources for that.	• TBM Wacan has limited human resources • TBM Wacan has limited funding resources • The administrator has limited English proficiency

External

Opportunities	Threats
• TBM Wacan has built cooperation with other parties, including UMM • TBM Wacan has participated in literacy and education programs with some universities in Malang	-

SWOT Analysis Summary

TBM Wacan is a dynamic institution, which provides creative classes to children in the neighborhood. One of the creative class lessons is English learning of which the children what to learn more. However, the institution has limited resources so it cannot provide adequate English learning lessons. As TBM Wacan has built cooperation with the University of Muhamadiyah Malang, East Java, the library can be supported by having a community service program from the university.

3.2. Implementation

The current community service program is a form of intervention program, which focuses on infusing English learning with LSE. Many intervention programs have considered the importance of life skills for their significance, effectiveness, and values (Nasheeda et al., 2019) and those intervention programs may also be in the form of English learning, which can be conducted at various levels. However, due to the lack of interactive learning materials in LSE (Budoya et al., 2019), the community service intended to provide options for the facilitator to highlight life skills as a necessary skill set. The most commonly used framework in conducting

LSE is the UNICEF model, which targets the four aspects of Head, Heart, Hands, and Health. By doing this community service program, we sought a more appropriate model that would be suitable for Indonesian children.

The LSE program is contextual, as different settings require a different focus and objective (Nasheeda et al., 2019). There are two reasons why we needed to create our model in LSE. First, a distinctive model is crucial because of the multiculturality that exists in Indonesia (Nurbatra, 2018), consisting of numerous ethnicities with their own culture, values, and attitudes. The way Indonesians see life might be different from how people in other cultures do. For example, people in Indonesia value how parents use different lexical terms (*Kromo Inggil*) in the way they communicate. Therefore, the skills of communication with elders become essential life skills for Indonesians which might not exist in other contexts. The second reason why an LSE program needs to have a distinctive model is that life problems in the Indonesian context are different from others as we have different life priorities, which also shape our lifestyles (Nurbatra, 2018). For example, most Indonesians think time is an elastic concept, not a fixed one. It affects how Indonesians manage their time. In this case, the Indonesian lifestyle contributes to the current problems in Indonesian society.

This community service program is carried out in three phases. The first stage is FGD, which is conducted to select the children's relevant materials in the framework of LSE and English learning. The FGD was conducted on 16−21 May 2021 with six student volunteers and the TBM Wacan administrator. It is expected that integrated LSE materials can be designed through a comprehensive FGD with all the stakeholders.

As a result of the FGD, the present community service program has identified the fourteen units of English learning materials needed. The units have LSE as the framework combined with interactive English learning materials. Each unit in the materials has a different purpose which highlights a different life skill. Table 2 presents the units of the English learning materials, which are covered in LSE.

The first unit focuses on self-awareness with the title "I am proud to be me," which highlights *personal identity*. According to Yusnitasari, Sarwi and Isnaeni (2020), a foreign culture may influence an individual's character and culture. Indonesian learners need to have a strong identity of their own so that they know themselves well and are not easily negatively affected by a foreign culture. Indeed, identity is a complex thing to consider, as it covers personal details, culture, beliefs, values, and attitudes. Therefore, in this unit, the children are encouraged to know themselves and be proud of themselves. The FGD revealed that it is an important aspect because children need to have a solid foundation for their identity as individuals.

Similarly, the children's *self-esteem* is also addressed in life skills programs for primary and secondary school children in Germany (Nasheeda et al., 2019). Nasheeda et al. (2019) further stated that such a program is conducted to resist bad influences. Similarly, Montessori also pointed out that education's most important objective is to allow children to find themselves and get their freedom (Vatansever & Ahmetoğlu, 2019). By doing so, their mental and physical well-being can be achieved. Therefore, LSE needs to highlight this as the first unit.

Table 2. Units of English learning materials in LSE

No	Unit	Life skill addressed
1	I am proud to be me	Self-awareness and esteem
2	I love Indonesia!	Proud to be Indonesian, but respect other countries
3	I miss my grandmother	Self-esteem, how to deal with emotion (loss, sadness, etc.)
4	I want this	Communication (expressing verbally and nonverbally) Critical thinking
5	We are best friends	Interpersonal relationship
6	It is Sunday, a fun day	Time management
7	I should study harder	Handling disappointment
8	Boys vs. girls	Gender equality
9	May I…(asking for permission)	Interpersonal relationships, etiquette
10	I am not well/I am sad	Assertiveness, health issues
11	Disaster	Problem-solving
12	Bullying	Conflict management
13	Heroes	Expressing and respecting achievement
14	Congratulations, thank you, please	Positive attitude

The second unit of the module is "I love Indonesia," which implies *nationalism*. Local culture is indeed one of the essential considerations in designing life skills programs in a similar context, like Malaysia (Mohammadzadeh, 2019). In this unit, the children are trained to know Indonesia and respect and value the culture so that they have a strong sense of belonging to the country. At the same time, the children are also introduced to diverse cultures across the globe to likewise respect and appreciate. The importance of this unit lies in its values to be proud of our own culture but at the same time, be open-minded to cultural diversity. Indonesia, similar to Malaysia, is also a multicultural country that values the diverse local cultures that form the country. With multicultural exposure, it is expected that Indonesian children are proud of the diversity within the nation, as well as open-minded to the diversity of values across the globe.

The third module is "I miss my grandmother," which aims at valuing *family* as significant life support for individuals. In this module, the family concept is extended to include the role of grandmother or grandfather, different from the family concept in other countries or cultures that usually focuses only on the nuclear family. It is a relatively common situation in Indonesia, where children are raised by their grandfather or grandmother, not by their mother or father in a nuclear family. Regarding this, Paul and Babu (2018) stated that the family environment affects an individual's mental and physical health significantly. As a result, it is suggested that parents or other family members interact with their children at home and promote the children's self-esteem. Interestingly, this unit also offers an opportunity for children to express their emotions related to families. Coping with emotion is also highlighted in LSE programs in Malaysia (Mohammadzadeh, 2019) and Iran (Niaraki, 2013) and it means that this unit needs to allow the children to convey their ideas and emotions in the right manner.

The fourth unit is "I want this," which highlights *communication skills*. Communication on an everyday basis is regarded as an essential skill for them to state their thoughts, feelings and intentions (Nasheeda et al., 2019). Based on the FGD, the team was concerned that not many Indonesian learners could communicate their intention. Most of them preferred to say "it is up to you" or "I do not know" when they are asked what they want. They may say what they want, but they cannot explain good reasons or justify the decision. Accordingly, LSE needs to become a tool for training Indonesian learners to express their thoughts responsibly. From this argument, communication skills are essential for children because they need to be able to state what they want to do, what they are feeling, and what they are thinking about. Without these skills, children may face difficulties in the future.

Unit five in the module highlights *interpersonal relationships* which occur in friendship. Friendship is a form of interpersonal relationship involving two or more people. From the perspective of Amalana et al. (2019), building a friendship is regarded as a social life skill, which is significantly required for any individual to develop their self-concept. Making connections and building friendships can be challenging for some children, and therefore, the unit will address the issue. The LSE in this unit focused on individual skills in making and maintaining friendships and the associated complexities. In doing this, the unit will cover not only the linguistic but also the cultural aspects in the Indonesian context, particularly how to make friends, how to communicate with others, and lastly, how to resolve conflict with friends. By doing this, they can be independent persons who can adapt to their social environment. Moreover, given that the interconnectedness of the world provides children with the freedom to interact through online and offline platforms, children tend to have wider opportunities to build friendships with people across the globe without borders.

Unit six of this module is entitled "It is Sunday fun day." It focuses on time management, which trains the children to value *time* better. The materials on time management also occurred in the Iranian context, which focuses on obtaining commitment and proposing delay (Niaraki, 2013). It is possible to train children to set *priorities* in their lives responsibly. As mentioned previously, time management is an essential issue in Indonesia due to its flexibility. Therefore, based on the results of the FGD, the unit introduced how children manage their time. Of course, the time management discussed here is the one appropriate to their level such as the time for learning, doing chores, playing outside, and procrastinating. Given that procrastinating is not a recommended activity for learners, the children also need to think about managing these undesired habits as they do exist in everyone's life. Besides, unit six also provides an opportunity for the children to have a break from their routine by having recreational activities such as playing or travelling. Having a break indeed gives the children a sense of reward for themselves to feel good about what they have done.

Unit seven in the module focuses on learning skills with the title "I should study harder." The unit explores the children's *learning habits and attitudes*, particularly in facing challenges in learning. In real situations, there are times when children have studied hard, but they did not achieve what they deserved. Therefore, the children might be disappointed with the result, which may put them in a difficult situation. This scenario is depicted in unit seven, to encourage the children to keep studying hard, although the results may not meet their expectations. This supports the view of Niaraki (2013) who stated that giving

training on children's problem-solving skills improves their achievement significantly because they shift from their deficiencies or weaknesses toward building strong skills. More specifically, the unit is intended to address Indonesian children who easily get moody or distracted by their feelings. It tries to convey the message that being distracted is normal, but the most important thing to do is to get back to real life and do better.

Unit eight, entitled "Boys vs. girls," focuses on exposing children to *gender* issues. This unit aims at introducing the ideas of gender equality and equity, which sometimes can be problematic in the real-life context. In this regard, gender awareness is also highlighted in the life skills program in Turkey (Ceylan & Çolak, 2019). The gender awareness issue in this unit tries to spread the message that although boys and girls are born different, both require the same respect. In Indonesia, we might see that girls often face discriminative actions that they may not even realize. Therefore, children can exercise to understand their gender roles through this unit.

Unit nine in the module tries to introduce and expose children to the *etiquette and manners* they need to have to live with others. With the title "May I leave?", this unit emphasizes an important courtesy in the children's lives that they need to ask permission from their parents anytime they want to leave the house. The children need to know that regardless of the language they use, either Bahasa Indonesia or English, Indonesian values need to be maintained in their behavior, not least in asking for permission from parents. Life skills are the interactive process of teaching and learning, which equip children to not only acquire knowledge and skills but also develop a positive attitude (Jain, 2017). The positive manner highlighted in the unit is driven by Indonesian culture, which is internalized in language and practices.

Unit ten of the module, entitled "I am not well," covers *health* issues. It highlights the personal coping strategies to state our health condition in the English language and train the children to express sympathy toward someone else's health problems. Moreover, this unit also addresses a healthy lifestyle for children so that they will be in good physical condition. The encouragement to have a healthy, peaceful, and supportive lifestyle is the development in the biopsychosocial sense of an individual (Chan & Briceño, 2019). Interestingly, a specific health issue is also addressed in the Malaysian LSE program with the Dengue Control Program (Mohammadzadeh, 2019). It is appreciated that the particular program is addressed because the disease has spread in Malaysia and become the concern of the program manager. In this context, however, the module did not particularly address specific diseases in Indonesia; rather, it focuses on building awareness of a healthy lifestyle from basic actions such as washing hands, brushing teeth, and eating vegetables.

Disaster is the topic for unit eleven with the consideration that Indonesia is regarded as a disaster-prone area. The notion is uttered by Tohani et al. (2019) who believed that an LSE program, particularly one that addresses disasters and disaster-prone areas, needs to be enacted not only to build social readiness and awareness but also to anticipate disasters. It means that everyone who lives in the country needs to be aware of the risk they might experience. In addition, there is only limited training addressing disaster issues, which may affect people's preparedness for such events. Therefore, our children must be aware of the possible disasters they may experience and what they should do when a disaster happens.

Unit twelve of the module highlights issues of *bullying*. It is preferred to expose children to real-life issues that they may have, particularly in their social lives. This unit focuses on how children should respond to bullying that they or their peers experience. In the Tanzanian context, LSE is also conducted to prevent children's bad behavior such as truancy, early pregnancy and stress (Budoya et al., 2019). Interactive LSE content is, therefore, designed to address the issue. For the issue of bullying, it is expected that by equipping children with adequate measures to address bullying, they will know what to do when they are bullied or when their friends are bullied. Additionally, this unit also highlights *conflict management*, which equips children with skills to cope with conflict that they will experience in the future. The conflict can be simply a debate on a different perspective or a conflict of interest. The skill to handle conflict is vital so that the student can address the issues that they will face in their future life.

Unit thirteen of the module is concerned with the idea that today children are not aware of national *heroes*. When we asked children who their heroes are, they mentioned Spiderman, Ironman, or other Marvel heroes. Hence, the community service program highlights Indonesian national heroes so that they can use that awareness when using English. By doing so, the children use not only their understanding of national heroes but also heroes in their personal life. The purpose of this is to improve their awareness that heroes can be anyone, so anyone can be a hero. In this regard, Paul and Babu (2018), who investigated the role of parents of children with disabilities, indicated that parents are their children's heroes who need to shape a positive family environment, provide challenges, experiences, and expectations, and serve as role models.

The last unit in the module focuses on *positive attitudes* such as expressing congratulations and gratitude and making polite requests. More specifically, this unit emphasizes the use of "congratulations," "please," and "thank you." Expressing congratulations is highlighted because it provides opportunities for the children to show their support or *appreciation* for someone's achievement. In addition, by giving such support, the children may also be inspired to strive for a similar or different kind of achievement. Next, this unit also provides tasks to express *gratitude* by saying thank you. It is essential since a positive attitude will also shape their personalities wherein, they recognize someone else's role. Lastly, the positive attitude in this unit also focuses on the word 'please,' which indicates a *polite* request. Indeed, LSE gives a sense of empowerment to the children to take those positive actions for meaningful social relationships (Budoya et al., 2019).

The above module plan is the basis of the next step, which is material development. In this stage, the team and partner composed materials that were intended to accommodate English learning and LSE which indeed open children's opportunities to know themselves, work with others, and adjust to the world (Jain, 2017). There are four major aspects, namely, self-esteem and awareness, intra- and interpersonal skills, problem-solving skills and lastly, time and conflict management. Self-esteem is addressed first since it is reported to significantly affect children's intrinsic motivation (Niaraki, 2013). Intrinsic motivation amplifies the students' actions, behavior, and even perspectives. Second, communication is listed as part of the functional skill set and one of the priorities in LSE (deRecat, 2019). The third theme is problem-solving, which highlights how individuals cope with challenges in a real-life context. This skill is essential as children will face various problems that need to be adequately addressed (Masyhud et al., 2019). Lastly,

the designed materials of LSE focus on time and conflict management. Time has indeed shaped how people live their lives (Boam & Pulford, 2017) and their attitude toward conflict also plays an important role in the quality of life people can experience.

The process of designing LSE materials was time-consuming, as the team needed to revise the content of the developed materials, due to suitability and practicality. Besides, the team also struggled to integrate LSE into English learning materials. The materials accordingly need to be adequately sequenced as they have different levels of difficulty (Vatansever & Ahmetoğlu, 2019). At this stage, the major difficulty is with the listening skills, as the team needs to prepare the listening materials themselves. As a result, not all units were provided with listening skills and, accordingly, each unit required a different revision process for an average of seven rounds of the editing process.

In the third phase, the team tried out the results of the compiled materials in real English learning classes. This stage aimed to make sure that the materials were suitable for the level of the children at TBM Wacan. The team chose unit two, which was about "I love Indonesia." In this phase, the team was assisted by Roman, an overseas student who was an intern at the University of Muhammadiyah Malang. He shared information about Ukrainian culture, which was very interesting for the children at TBM Wacan. As he used English, the children also practiced their listening and speaking skills. Interestingly, children were motivated to know more and ask some questions. What happened in the tryout confirmed the findings of Budoya et al. (2019) who stated that LSE requires various learning and teaching strategies such as role-playing, brainstorming, discussion, and storytelling, which provoke more participation by the children. On the tryout, the children also sang Gundul-Gundul Pacul and other Indonesian songs using traditional musical instruments to demonstrate Indonesian culture to the Romans. In this lesson, the children expressed their pride in being Indonesian while at the same time, respecting other cultures. Based on this activity, the children were motivated to learn English more, as they know that learning English is not difficult and they can relate to the real life that they are experiencing. The process can be observed in the following pictures (Figure 3).

Figure 3. Trying out the materials with the children at TBM Wacan with cultural discussion and language exposure

3.3. Evaluation

At the final stage, the team evaluated the program to identify its impact, strengths, and weaknesses. At this stage, the team evaluated and revised the materials designed based on the previous stage's findings. The evaluation revealed that English learning material development, which integrated LSE with English learning, faces two difficulties. First, the

team needs to provide authentic learning materials such as pictures or videos to support the lesson. This can be challenging as the team has limited time to finish the materials. The second difficulty is the listening materials, which need more resources and skills. Despite both difficulties, the integration of LSE and English learning materials has improved the children's individual and social skills, as well as their linguistic skills.

Referring to the results of the interview with the TBM Wacan administrator at the evaluation stage, it was revealed that the program has provided adequate opportunities for the children to explore their social and linguistic skills. The administrator stated that, through language exposure, the children are more confident in using English, although not in an accurate manner. In the beginning, the children were too silent and shy to be involved in the activities as they were worried about the use of English that they are not familiar with. But in the next phase, the children were more enthusiastic to get involved and use their (broken) English. Therefore, significant progress in children's learning can be identified, in particular from the way the children participated in this community empowerment program.

4.   Conclusion

This community empowerment program highlights LSE and English learning, which are integrated into materials that consist of fourteen units for fourteen lessons. Conducted in three different stages, the present community service program involved three stakeholders—the TBM Wacan administrator, TBM Wacan members (children), and a volunteer. From the collaboration, the community service program has suggested a module plan for English teachers who want to expand their materials for millennial children. For that reason, it is expected that the results of this present community empowerment program will contribute to teaching English in non-formal education settings. The finding suggests that such a program is beneficial for young and early-stage learners. It can be further developed, in which the integration of LSE and English programs and the modules can be introduced to broader local communities, not only to introduce and strengthen life skills to the children but also other foreign linguistic skills.

Declaration of Conflicts of Interest
There are no conflicts of interest in this manuscript.

Author Contributions
The conceptualization of this article was conducted by Laela Hikmah Nurbatra, Masyhud and Hartono. The validation was done by Hartono, while the review article was processed by Laela Hikmah Nurbatra and Masyhud.

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