

**LAPORAN AKHIR
PENGABDIAN KEPADA MASYARAKAT
MANDIRI**



**WOMEN AND CHILDREN EMPOWERMENT THROUGH
LEARNING ENGLISH: COLLABORATED WITH JAGE KESTARE
FOUNDATION**

Lokasi: Desa Ungga, Kecamatan Praya Barat Daya, Kabupaten Lombok Tengah

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UNIVERSITAS BUMIGORA
MATARAM
2021**

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Identitas Usulan

Judul Pengabdian

: Women and children empowerment through learning English: Collaborated with Jage Kestare Foundation

Tahun Pelaksanaan

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Biaya Pelaksanaan

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Institusi Mitra

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SUMMARY

English as a lingua Franca has a special attention for people or children to learn the skill including for children and young people in Ungga village. It is because the language is one of the tools to communicate with other people such as for education, business, tourism, politics, and other sectors. Ungga has a good potency to be developed in promoting the village to be one of tourism places in central Lombok because it near to the Mandalika spots. Consequently, the human resources are needed to be prepared related to the knowledge and the skills. One of the ways to achieve the goals is providing English training either for the young people or for the children. Teaching English has numerous challenging. However, by designing collaborative learning with some games would encourage them in learning. Children enjoy playing games both online or offline with the peers or friends so that collaborative learning by designing a fun concept is one of the effective ways to teach and learn English. Several games were provided such as guess voices, mix and match and Find Friends. Besides, partnership among universities, village officers and communities are crucial to maintain the sustainability so that the university collaborated with one of the communities in the village “Jage Kestare Foudation” to conduct the activity. Teaching English learning goal is not only for learning English but also incorporating gender equality values in teaching and learning process through materials and activities. The results of the community service activity are that the learners become more active in learning English and more aware of gender equality values. It is expected that by empowering the women and children in the village through learning English by incorporating gender values, it will be able to empower the communities particularly for women and children and to gain revenue generating.

Keywords: English, women empowerment, collaborative learning

TABLE OF CONTENTS

COVER.....	0
RATIFICATION	i
SUMMARY.....	ii
TABLE OF CONTENTS	iii
LIST OF TABLES.....	iv
LIST OF FIGURES	v
LIST OF ATTACHMENTS.....	vi
CHAPTER I INTRODUCTION	1
1.1 Needs Analysis.....	1
1.2 Problems.....	2
CHAPTER II SOLUTIONS AND METHODS	3
2.1 Solutions	3
2.2 Methods	3
CHAPTER III OUTPUT REALIZATION.....	5
CHAPTER IV CONCLUSION AND SUGGESTION	9
4.1 Conclusion	9
4.2 Suggestion	9
REFERENCES	10
ATTACHMENTS.....	11

LIST OF TABLES

Table 1. The needs Analysis	4
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LIST OF FIGURES

Figure 1. Learning Outside (Fun Game)	6
Figure 2. Pictures the results of the activity documentation.....	8

LIST OF ATTACHMENTS

Attachment 1. Surat Tugas	12
Attachment 2. Biodata Tim Pengabdian.....	13
Attachment 3. Daftar Hadir	18
Attachment 4. Tabel Daftar Luaran.....	26
Attachment 5. Bukti Pendukung Luaran Wajib	27

CHAPTER I

INTRODUCTION

1.1 Needs Analysis

Universities become a hope for society to tackle and assist the society to solve numerous problems because colleges are a place that can create generation who can lead the country to be better quality through education. Strengthening link and collaboration among all stakeholders would be a big power to change the better world because conducting partnership and collaboration will affect on more significant alterations including in promoting equality, reducing violence, and improving better quality for communities. Consequently, building partnership among the institutions, communities, organizations, and universities have good power to form better societies.

Empowering human resources through education is one of the keys to empower villages because the better quality of the human resources, the better the villages will be. Therefore, villages need to be facilitated to gain more information, positive feedbacks, suggestions, and trainings. For instance, socializing of technology, teaching English or other foreign languages, socializing the reproductive health and other community service activities are good illustration to contribute to the villages. Teaching English by imbedding technology and gender values is believed that it will be wider the learners comprehension and knowledge.

Several ways could be taken to empower the society such as encouraging them to learn foreign Language (English), technology, reproductive health and other sectors. In this community service activity, Universitas Bumigora team conducted empowerment through teaching English. English is one of the most fundamental aspect that the society particularly women and children to master the language because Lombok becomes one of the most interesting destinations in Indonesia visited by international travellers. As the result, learning English could support them to reach the local government's target in which numerous villages can be tourism spot and could gain incomes.

Tourism spot has been encouraged since several years ago and nowadays local government created programs to support villages to be tourism spots, moreover Moto GP projects that will be one of the most interesting programs in Mandalika, Central Lombok. Consequently, a team from Universitas Bumigora conducts the community service to teach English for women and children in Ungga collaborated with one of the communities in the village namely Jage Kestare Foundation. This activity embraces a local community "Jake

Kestare Foundation” that concerns on society empowerment and education.

1.2 Problems

Ungga has numerous potential but the human resources in the village need to be empowered more related to the second foreign language skill. Learning English is expected to support the children and young people in Ungga village in enhancing their English speaking skill so that they can promote and able to be tour guides. Furthermore, they can obtain additional income and support their finances. The community service activity is designed not only to transfer the knowledge and assist for the income but also to instil the gender equality values during learning process such as leadership, responsibility, respect, equality, and confidence. Through the training, the learners are expected to utilize the knowledge gained for obtaining revenue generating.

CHAPTER II SOLUTIONS AND METHODS

2.1 Solutions

Teaching and learning English for children and young people have challenging. As a result, collaborative learning is one of the most effective methods used to encourage the students' activation and increase their motivation to learn. The collaborative Learning aim is not only for collaboration activities but also for sharpening the learners' cognitive because CL could develop both skills (Le et al., 2018). It is relevant to Häkkinen et al. (2020) notion that the CL contributes to the academic skill and "soft" personal characteristics, such as beliefs, motivation, perception, behaviours, and attitudes. Interaction between students and teachers has good effect on students' achievements in which Tang et al. (2018) mention that students' and teachers' engagement with theory practice connect to cognitive complexity and personal characters development.

2.2 Methods

The modified ABCD method was used to assist the communities to be more aware on the village and human resource potencies. In addition, the collaborative learning method was applied in this community service activity to encourage the learners to be more excited to learn by providing games. The ABCD method was modified by focusing on one item in which Tamam & Fahimah (2020) note that one of the ABCD method aims is to encourage individuals and communities' development through encouraging the inhabitants by conducting changes for better life. One of the methods used is analysing the potency of the village and encouraging or empowering the society to utilize the potency to be more advantageous socially or economically.

Based on the observation and interview, there are some needs of Ungga village shown in Table 1:

Table 1. The Needs Analysis

Needs Analysis Items	Priority Scale
Silversmith	Promoting the silversmith nationally and internationally
Traditional food	Promoting products
Digital Village	Websites

Based on the need analysis, Ungga has a good potency of silversmith and traditional food that can be promoted to national and international tourists because Ungga is near to the airport in which many tourists probably will visit the village. To broaden the links and the trade of the business, the inhabitants need to master English as one of the international languages. Consequently, English skill is needed to children and women in the village so that they can improve their income and assist the family finance.

CHAPTER III

OUTPUT REALIZATION

The community service was conducted in Ungga village, Central Lombok. Based on the needs analysis, the village has several potencies such as the natural resources involving silversmith and the human resources. The opportunity might be good chance for the community to develop their income and economic sectors. Universitas Bumigora collaborated with Jage Kestare Foundation held the community service by teaching English for women and children in the village to develop their skills so that they could be empowered and encouraged. The activity is concerned on Learning English, especially speaking skill. This program is expected to be able to elicit the children and women to learn English and encourage them to utilize the village potencies so that they can improve their skills and environment.

Collaborative learning was conducted in which the tutor explain and pronounced the vocabularies available and the learners were constructed to follow the tutor. Drilling strategy was implemented to drill the students to speak. Afterwards, the students were divided into some groups and every group has a leader. The leader leads, encourages, and motivates the members. The leaders are not only from men but also women to pursue equality and to empower women. Collaborative Learning Approach (CLA) was used in this community service activity in which the teaching and learning process was designed by groups and collaborations.

The learners were taught several topics namely numbers, colours, animals, days, and nouns around you. The collaborative learning was applied in which the students were in groups and every group must mix and match between the animal pictures and their definitions. The collaborative learning was implemented by making competition of guess what colours and days. While they learn of days, they also learn of colours. In the previous explanation, the tutors explain that Sunday correlate with brown and other days with other colours. Therefore the materials are competed amidst groups by answering quickly the numbers or days mentioned by tutors. The group who answers the questions faster is to be a winner. The indoor class was continued in outdoor class in which the activity is searching the colours around them and touched it based on the days mentioned. Every group discovered quickly and run together to touch the stuffs with their group members.

In the third week, the tutor provides some vocabularies related to nouns around them such as traffic light, bananas, couple, trees, and gazebo. Playing a game is one of the

most interactive methods in learning languages. Playing *find friends* is the game used to learn the vocabularies. All students make a big circle; afterwards, the tutor explains the game. There 10 vocabularies in which the tutor explains each word and the definition. For instance, when a word couple pronounced by the tutor; it means “couple” the pupil need to search a friend, traffic light means “three people must together”, gazebo means a learner need to join with 5 people. In short, the learners can learn fun and learn about collaboration with teams.

In the fourth week, the team and Jage Kestare Foundation provided a short movie about children who have different ability to be watched and elicited the learners to identify the meaning of the movie. It is expected that by watching the movie, the children aware of differences among their friends and prevent for bullying. Beside, the learners gain several new inputs (vocabularies) from the movie. After watching the movie, the children were instructed to reflect the movie and correlated with their daily life. In addition, the learners were instructed to comment the movie.

The tool was designed to attract the students’ enthusiasms and motivation. The tool was designed by one of IT lecturers in Universitas Bumigora based on the Internet of Things (IoT) in which the learners were encouraged to pronounced some words and the lamp will off and on. If the learners pronounced the word correctly, the lamp was on or it is off. However, if the pronunciations were wrong; the lamp did not work. The students are motivated to practice their English because of the tool. Many students were excited to try the tool and check their pronunciation. Learning through ICTs develop students’ critical thinking so that schools are strongly encouraged to combine the cutting-edge technology in their teaching and learning process and for all learning levels (Fu, 2013).



Figure 1. Learning Outside (Fun Game)

Learning English through Information and Technologies (ICTs) by designing a tool based on the Internet of Things (IoT) in the teaching and learning process is remarkably effective for the learners because either children or young people have hand phone and use

frequently the internet in daily life. The learners have different of learning style and preference. Dewi & Muhid (2021) state that learning style are influenced by technology and modernization; it depends on the generation. Gen-Z and millennial prefer to use hand phone plenty of hours to read books so that it is needed to modified the methods, approaches, or strategies in teaching.

Collaborative learning is one of the most effective methods used in learning English or other foreign language because the pupils can ask their friends and motivate their friends when one task is difficult to be accomplished. Arta (2019) states that collaborative learning plays significant role in enhancing and develop learners' speaking skill because collaborative learning reduce learners' anxiety, increase confidence, and motivate the students' participation and collaborative learning helps the learners to acquire learning experiences (Trisanti & Suharta, 2018) such team work, responsibility, and respect. The games applied in the community service are designed based on collaborative learning because CL is believed that can motivate students to engage in classroom activity and to elicit learners' interactions. it is also supported by ai (2011, 2013) mentions that collaborative learning is believed that has a good potential in boosting students learning (Ajayi & Ajayi, 2020). The gist of the collaborative learning is to prevent an instructor-centered classroom so that tutors focus on providing and materials and facilitating the students in learning (Loes et al., 2018).

It is expected that by learning English becomes one of other viable solutions to encourage women and children to obtain incomes and through learning English would be able to change the learners' perspectives to be better by selecting dictions and sentences used during the learning. The instruction and materials plays crucial role because languages and words selection used in shaping students' perception and their behaviours and attitudes (Dewi et al., 2021). Learning language is more flexible to incorporate numerous values. Languages or texts can be deconstructed and constructed in which the children or learners learn about cultural identities (Botelho & Marion, 2020). Gender equality values were imbedded in the teaching and learning process to enhance the learners' awareness and to promote gender equality. Both men and women were given the same opportunity to learn, to speak, and to exposure themselves.

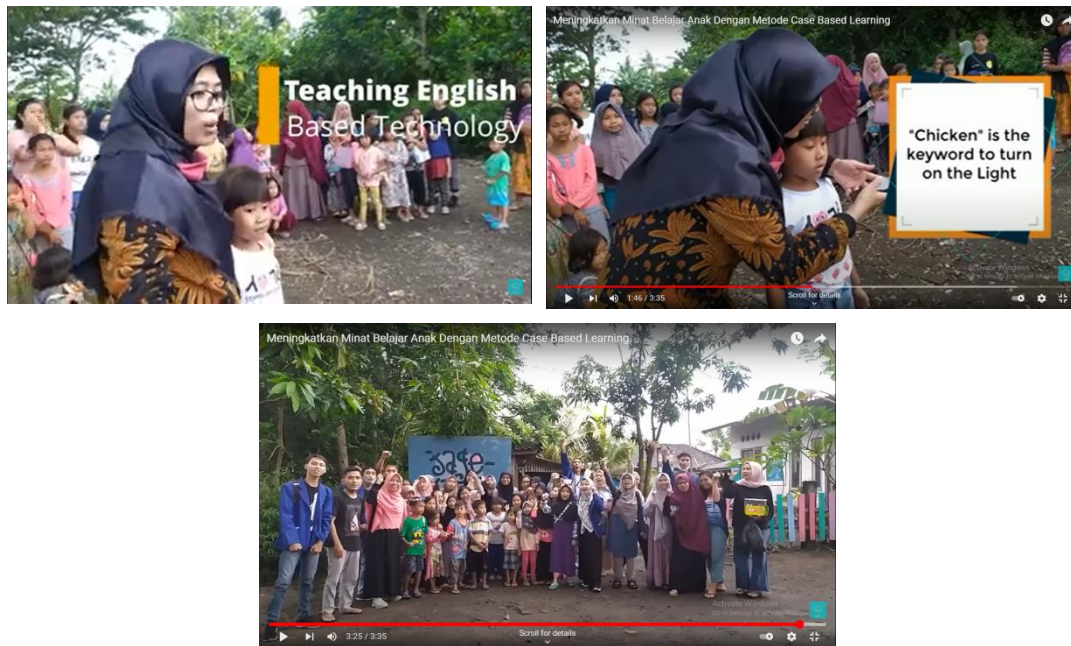


Figure 2: Pictures the Results of the Activity Documentation

Gender inequality becomes one of the most challenging throughout the world in which women live in patriarchy and frequently gain abuse, violence, and other unfair treatments. Imbedding gender values is one of the main goals of this activity because it is crucial for women and children to be more aware of gender equality issues. Women and children frequently to obtain violence, bullying, and other intimidations so that empowering them through education is expected to reduce the matters and strengthen them to reach better future. Many communities and universities do collaboration to conduct the community service to empower the society particularly for women and children because gender inequalities become one of the most challenging throughout the world.

The community service learning plays a pivotal role in developing social skills through empowering the qualities of the human resources and instils good values such as responsibility, honesty, respect, and other values (Afzal & Hussain, 2020). Because, it is believed that he quality of human interaction and communication can be enhanced through inculcating social skill from childhood by imbedding social values and helping each other (Afzal & Hussain, 2020). Afterwards, through collaborative learning pursues learners to learn actively and establish connection among the learners (Maharani et al., 2020).

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

Collaborative learning has good impact on learning English in Ungga village by designing fun concept that providing several games. This community service encourages gender equality concept by providing the same opportunity to both men and women to gain education. In the activity also women are led to be leader to reach one of the SDGs targets. Enhancing links and collaboration with other partners is expected to gain the goals faster and more sustainable. Therefore, Universitas Bumigora invited Jage Kestare Community to strengthen the programs and assist teams in implementing the community service.

4.2 Suggestion

Women and children are two of major issues in Indonesia and in the world. The groups need to be empowered through numerous activities including education. Consequently, it is suggested to many stakeholders to provide facilities or trainings to the society, particularly women and children in order to they can get better life and brighter future.

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Lampiran 1: Surat Tugas



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Yth.

Kepala LPPM Universitas Bumigora

Di tempat

Dengan hormat,

Sehubungan dengan kegiatan Pengabdian yang dilakukan oleh dosen di prodi/fakultas dalam skim Pengabdian Mandiri pada:

Hari/Tgl : 13 Maret, 27 Februari, 10 Juli, 24 Juli 2021

Lokasi : Desa Ungga

Kegiatan : Women and Children Empowerment Through Learning English : Collaborating With Jage Kestare Foundation

Kami bermaksud mengajukan permohonan surat tugas kepada Kepala LPPM

Universitas Bumigora untuk tim pengabdian sebagaimana terlampir.

Demikian surat permohonan ini kami buat, atas perhatian bapak kami ucapkan terimakasih.

Mataram, 25 Februari 2021

Ketua Program Studi Ilmu Komputer



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No	Tahun	Judul	Peran
1	2019	Training Leadership dalam pembelajaran Bahasa Inggris menggunakan metode <i>Communicative Language Teaching</i> di desa wisata adat Sengkoah	Ketua
2	2020	Pemberdayaan anak-anak dan remaja perempuan melalui pembelajaran Bahasa Inggris di desa Golong, Kec. Narmada menggunakan pendekatan <i>Collaborative Learning</i>	Ketua

- h. Publikasi (2) yang paling relevan (dalam bentuk makalah atau buku)

No	Tahun	Judul	Jenis Publikasi
1	2019	Training Leadership dalam pembelajaran Bahasa Inggris menggunakan metode <i>Communicative Language Teaching</i> di desa wisata adat Sengkoah	Ketua
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Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima sanksi.

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No	Tahun	Judul	Peran
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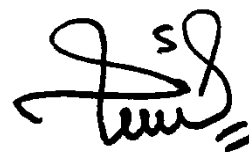
- h. Publikasi (2) yang paling relevan (dalam bentuk makalah atau buku)

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No	Tahun	Judul	Peran
1	2020	The importance of improving a nutritional status for children with disabilities	Anggota
2	2020	Pemberdayaan anak-anak dan remaja perempuan melalui pembelajaran Bahasa Inggris di desa Golong, Kec. Narmada menggunakan pendekatan <i>Collaborative Learning</i>	Anggota

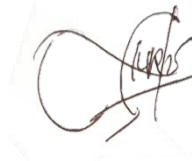
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Mataram, 28 Desember 2021

Anggota Pengabdian



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NIK. 19.6.373

4. Anggota

- a. Nama Lengkap : Raden Bagus Faizal Irary Sidharta, S.E., MM.
- b. NIK/NIDN : 0811069302
- c. Jabatan Fungsional : Tenaga Pengajar
- d. Bidang Keahlian : Manajemen
- e. Prodi/Fakultas : Manajemen
- f. Alamat Rumah dan No. Telp. : Jalan Skip Brimob No.18, Ampenan Selatan, Mataram/087865813939
- g. Riwayat penelitian/pengabdian (2) yang paling relevan dengan penelitian/pengabdian yang diusulkan/dilaporkan (sebutkan sebagai Ketua atau Anggota)

No	Tahun	Judul	Peran
1	2020	Pelatihan kepemimpinan dan kewirausahaan menghadapi efek “sepi orderan” mitra ojek online GOJEK pada masa pandemi Korona demi tetap survive	Anggota
2	2020	Pelatihan manajemen pembukuan dan motivasi kerja pada pemilik dan karyawan di rumah makan Taliwang 1 Cakranegara kota Mataram	Anggota

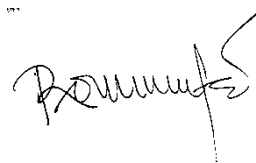
- h. Publikasi (2) yang paling relevan (dalam bentuk makalah atau buku)

No	Tahun	Judul	Jenis Publikasi
1	2020	Pelatihan kepemimpinan dan kewirausahaan menghadapi efek “sepi orderan” mitra ojek online GOJEK pada masa pandemi Korona demi tetap survive	Anggota
2	2020	Pelatihan manajemen pembukuan dan motivasi kerja pada pemilik dan karyawan di rumah makan Taliwang 1 Cakranegara kota Mataram	Anggota

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima sanksi.

Mataram, 28 Desember 2021

Anggota Pengabdian



(Raden Bagus Faizal Irary Sidharta, S.E., MM.)
NIDN. 0811069302

5. Anggota

- a. Nama Lengkap : Ni Gusti Ayu Dasriani, M.Kom.
- b. NIK/NIDN : 0803027603
- c. Jabatan Fungsional : Asisten Ahli
- d. Bidang Keahlian : Teknologi Informasi
- e. Prodi/Fakultas : Ilmu Komputer
- f. Alamat Rumah dan No. Telp. : /081916977686
- g. Riwayat penelitian/pengabdian (2) yang paling relevan dengan penelitian/pengabdian yang diusulkan/dilaporkan (sebutkan sebagai Ketua atau Anggota)

No	Tahun	Judul	Peran
1	2021	Pengenalan pemikiran Computational Thinking untuk guru MI dan MTs Pesantren Nurul Islam Sekarbela	Anggota
2	2021	Pemberdayaan pengrajin perak melalui <i>market place</i> sebagai media penjualan online di desa Ungga. Kabupaten Lombok Tengah	Anggota

- h. Publikasi (2) yang paling relevan (dalam bentuk makalah atau buku)

No	Tahun	Judul	Jenis Publikasi
1	2021	Pengenalan pemikiran Computational Thinking untuk guru MI dan MTs Pesantren Nurul Islam Sekarbela	Anggota
2	2021	Pemberdayaan pengrajin perak melalui <i>market place</i> sebagai media penjualan online di desa Ungga. Kabupaten Lombok Tengah	Anggota

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima sanksi.

Mataram, 28 Desember 2021

Anggota Pengabdian



(Ni Gusti Ayu Dasriani, M.Kom.)
NIDN. 0803027603

Lampiran 3: Daftar Hadir**DAFTAR HADIR KEGIATAN****WOMEN AND CHILDREN EMPOWERMENT THROUGH LEARNING
ENGLISH: COLLABORATED WITH JAGE KESTARE FOUNDATION**

Hari/Tanggal/Bulan/Tahun : Sabtu, 27 Februari 2021

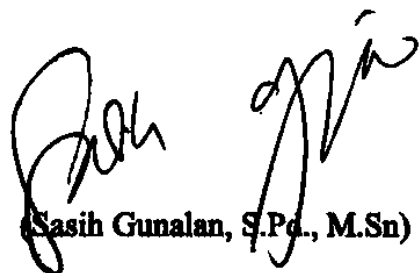
Waktu : 16.00-18.00

Tempat : Jage Kestare Foundation (JKF), Desa Ungga, Lombok Tengah

No	Nama	Pekerjaan/Alamat	Tanda Tangan	
1.	Haziqa Az-Zahra	Sekolah Dasar (SD)	1	2.
2.	Nazwa Qwinesya	Sekolah Dasar (SD)		
3.	Cahaya Zahriah	Sekolah Dasar (SD)	3.	4.
4.	Qayla Ayu Sujani	Sekolah Dasar (SD)		
5.	Titin Septiana	Sekolah Dasar (SD)	5.	6.
6.	Nazwa	Sekolah Dasar (SD)		
7.	Nova	Sekolah Dasar (SD)	7.	8.
8.	Yulihartasih	Sekolah Dasar (SD)		
9.	Hikmatul Aini	Sekolah Dasar (SD)	9.	10.
10.	Rindu Nirbuah Q.	Sekolah Dasar (SD)		
11.	Elya Arbi Ramadani	Sekolah Dasar (SD)	11.	12.
12.	Kayla	Sekolah Dasar (SD)		
13.	Widya Darih A.	Sekolah Dasar (SD)	13.	14.
14.	Bq. Linda A.S.	Sekolah Dasar (SD)		
15.	Ahmad Inda M.	Sekolah Dasar (SD)	15.	16.
16.	Zidyah Ayas	Sekolah Dasar (SD)		

17.	Sabda	Sekolah Dasar (SD)	17.	18.
18.	Iqram Haramain	Sekolah Dasar (SD)		
19.	Tasya Latifa Nurmaya	Sekolah Dasar (SD)	19.	20.
20	Dinda Putri	Sekolah Dasar (SD)		

Diketahui oleh:
 Founder Jage Kestara Foundation



(Sasih Gunalan, S.Pd., M.Sn)

Disetujui oleh,
 Kepala LPPM Universitas Bumigora

(Lalu Ganda Rady Putra, S.Kom., M.Eng)

DAFTAR HADIR KEGIATAN

WOMEN AND CHILDREN EMPOWERMENT THROUGH LEARNING ENGLISH: COLLABORATED WITH JAGE KESTARE FOUNDATION

Hari/Tanggal/Bulan/Tahun : Sabtu, 13 Maret 2021

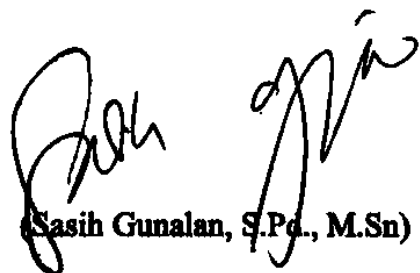
Waktu : 16.00-18.00

Tempat : Jage Kestare Foundation (JKF), Desa Ungga, Lombok Tengah

No	Nama	Pekerjaan/Alamat	Tanda Tangan	
1.	Haziqa Az-Zahra	Sekolah Dasar (SD)	1	2.
2.	Nazwa Qwinesya	Sekolah Dasar (SD)		
3.	Cahaya Zahriah	Sekolah Dasar (SD)	3.	4.
4.	Qayla Ayu Sujani	Sekolah Dasar (SD)		
5.	Titin Septiana	Sekolah Dasar (SD)	5.	6.
6.	Nazwa	Sekolah Dasar (SD)		
7.	Nova	Sekolah Dasar (SD)	7.	8.
8.	Yulihartasih	Sekolah Dasar (SD)		
9.	Hikmatul Aini	Sekolah Dasar (SD)	9.	10.
10.	Rindu Nirbuah Q.	Sekolah Dasar (SD)		
11.	Elya Arbi Ramadani	Sekolah Dasar (SD)	11.	12.
12.	Kayla	Sekolah Dasar (SD)		
13.	Widya Darih A.	Sekolah Dasar (SD)	13.	14.
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15.	Ahmad Inda M.	Sekolah Dasar (SD)	15.	16.
16.	Zidyah Ayas	Sekolah Dasar (SD)		

17.	Sabda	Sekolah Dasar (SD)	17.	18.
18.	Iqram Haramain	Sekolah Dasar (SD)		
19.	Tasya Latifa Nurmaya	Sekolah Dasar (SD)	19.	20.
20	Dinda Putri	Sekolah Dasar (SD)		

Diketahui oleh:
 Founder Jage Kestara Foundation



(Sasih Gunalan, S.Pd., M.Sn)

Disetujui oleh,
 Kepala LPPM Universitas Bumigora

(Lalu Ganda Rady Putra, S.Kom., M.Eng)

DAFTAR HADIR KEGIATAN
WOMEN AND CHILDREN EMPOWERMENT THROUGH LEARNING
ENGLISH: COLLABORATED WITH JAGE KESTARE FOUNDATION

Hari/Tanggal/Bulan/Tahun : Sabtu, 10 Juli 2021

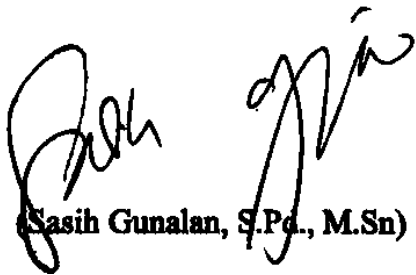
Waktu : 16.00-18.00

Tempat : Jage Kestare Foundation (JKF), Desa Ungga, Lombok Tengah

No	Nama	Pekerjaan/Alamat	Tanda Tangan	
1.	Haziqa Az-Zahra	Sekolah Dasar (SD)	1	2.
2.	Nazwa Qwinesya	Sekolah Dasar (SD)		
3.	Cahaya Zahriah	Sekolah Dasar (SD)	3.	4.
4.	Qayla Ayu Sujani	Sekolah Dasar (SD)		
5.	Titin Septiana	Sekolah Dasar (SD)	5.	6.
6.	Nazwa	Sekolah Dasar (SD)		
7.	Nova	Sekolah Dasar (SD)	7.	8.
8.	Yulihartasih	Sekolah Dasar (SD)		
9.	Hikmatul Aini	Sekolah Dasar (SD)	9.	10.
10.	Rindu Nirbuah Q.	Sekolah Dasar (SD)		
11.	Elya Arbi Ramadani	Sekolah Dasar (SD)	11.	12.
12.	Kayla	Sekolah Dasar (SD)		
13.	Widya Darih A.	Sekolah Dasar (SD)	13.	14.
14.	Bq. Linda A.S.	Sekolah Dasar (SD)		
15.	Ahmad Inda M.	Sekolah Dasar (SD)	15.	16.
16.	Zidyah Ayas	Sekolah Dasar (SD)		
17.	Sabda	Sekolah Dasar (SD)	17.	18.
18.	Iqram Haramain	Sekolah Dasar (SD)		

19.	Tasya Latifa Nurmaya	Sekolah Dasar (SD)	19.	20.
20	Dinda Putri	Sekolah Dasar (SD)		

Diketahui oleh:
Founder Jage Kestara Foundation



(Sasih Gunalan, S.Pd., M.Sn)

Disetujui oleh,
Kepala LPPM Universitas Bumigora

(Lalu Ganda Rady Putra, S.Kom., M.Eng)

DAFTAR HADIR KEGIATAN
WOMEN AND CHILDREN EMPOWERMENT THROUGH LEARNING
ENGLISH: COLLABORATED WITH JAGE KESTARE FOUNDATION

Hari/Tanggal/Bulan/Tahun : Sabtu, 24 Juli 2021

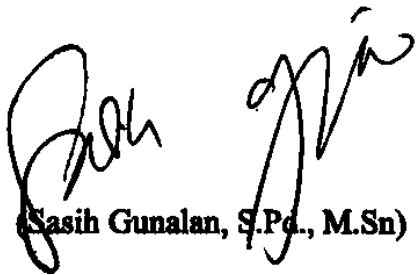
Waktu : 16.00-18.00

Tempat : Jage Kestare Foundation (JKF), Desa Ungga, Lombok Tengah

No	Nama	Pekerjaan/Alamat	Tanda Tangan	
1.	Haziqa Az-Zahra	Sekolah Dasar (SD)	1	2.
2.	Nazwa Qwinesya	Sekolah Dasar (SD)		
3.	Cahaya Zahriah	Sekolah Dasar (SD)	3.	4.
4.	Qayla Ayu Sujani	Sekolah Dasar (SD)		
5.	Titin Septiana	Sekolah Dasar (SD)	5.	6.
6.	Nazwa	Sekolah Dasar (SD)		
7.	Nova	Sekolah Dasar (SD)	7.	8.
8.	Yulihartasih	Sekolah Dasar (SD)		
9.	Hikmatul Aini	Sekolah Dasar (SD)	9.	10.
10.	Rindu Nirbuah Q.	Sekolah Dasar (SD)		
11.	Elya Arbi Ramadani	Sekolah Dasar (SD)	11.	12.
12.	Kayla	Sekolah Dasar (SD)		
13.	Widya Darih A.	Sekolah Dasar (SD)	13.	14.
14.	Bq. Linda A.S.	Sekolah Dasar (SD)		
15.	Ahmad Inda M.	Sekolah Dasar (SD)	15.	16.
16.	Zidyah Ayas	Sekolah Dasar (SD)		
17.	Sabda	Sekolah Dasar (SD)	17.	18.
18.	Iqram Haramain	Sekolah Dasar (SD)		

19.	Tasya Latifa Nurmaya	Sekolah Dasar (SD)	19.	20.
20	Dinda Putri	Sekolah Dasar (SD)		

Diketahui oleh:
Founder Jage Kestara Foundation



(Sasih Gunalan, S.Pd., M.Sn)

Disetujui oleh,
Kepala LPPM Universitas Bumigora

(Lalu Ganda Rady Putra, S.Kom., M.Eng)

Lampiran 4: Tabel Daftar Luaran

Nama Ketua Tim : Puspita Dewi, M.Pd

Judul : Women and children empowerment through learning English:
Collaborated with Jage Kestare Foundation

1. Artikel Jurnal

No	Judul Artikel	Nama Jurnal	URL	Status Kemajuan*)
1	Women and children empowerment through learning English: Collaborating with Jage Kestare Foundation	Mitra Mahajana: Jurnal Pengabdian Masyarakat	http://e-journal.uniflor.ac.id/index.php/mahajana/article/view/1228	published

*) Status Kemajuan: Persiapan, *submitted*, *under review*, *accepted*, *published*

Lampiran 5: Bukti Pendukung Luaran Wajib