CERIA English Learning: A Creative Program to Boost Motivation of SDN Puton Jombang Students

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INFORMASI ARTIKEL	ABSTRAK
	Program pengabdian masyarakat CERIA English Learning di SDN Puton Jombang dilaksanakan untuk menjawab rendahnya motivasi, partisipasi, dan kepercayaan diri siswa sekolah dasar dalam belajar bahasa Inggris di konteks sekolah negeri pedesaan. Program ini bertujuan menciptakan lingkungan belajar yang menyenangkan dan rendah kecemasan melalui kombinasi lagu berbahasa Inggris, aktivitas kelas yang digamifikasikan, serta media interaktif berbiaya rendah, termasuk augmented reality sederhana. Kegiatan dilaksanakan pada 15 dan 16 Mei 2025 dengan melibatkan sekitar 70 siswa kelas IV sampai VI yang mengikuti rangkaian sesi pendahuluan, inti, dan penutup. Dampak program dievaluasi dengan skala motivasi pra–pasca, lembar observasi kelas, dan penilaian kepuasan peserta. Hasil menunjukkan peningkatan skor rata-rata motivasi, kepercayaan diri berbicara, partisipasi aktif, dan penguasaan kosakata bahasa Inggris dasar, dengan kenaikan berkisar antara 25,0% hingga 32,0%. Penilaian kepuasan siswa dan guru terhadap konten, metode, fasilitator, serta media berada pada kategori sangat puas, sedangkan dokumentasi visual menggambarkan suasana kelas yang lebih hidup, kolaboratif, dan berorientasi partisipasi. Temuan ini mengindikasikan bahwa CERIA merupakan model pembelajaran bahasa Inggris kreatif yang efektif dan realistis bagi sekolah dasar berdaya dukung terbatas, serta berpotensi diperkuat melalui pelatihan guru dan direplikasi di sekolah lain di berbagai konteks pendidikan di Indonesia masa kini.
	ABSTRACT
	The CERIA English Learning programme at SDN Puton Jombang was implemented to address low motivation, limited participation, and low self-confidence among primary school pupils in learning English in a rural school context. The programme aimed to create an enjoyable, low-anxiety learning environment through a combination of English songs, gamified classroom activities, and low-cost interactive media, including basic augmented reality. Activities were conducted on 15 and 16 May 2025 with 70 pupils from Years 4 to 6, structured into preliminary, core, and closing sessions. The impact of the programme was evaluated using a pre–post motivation scale, classroom observation sheets, and participant satisfaction ratings. The results showed increases in mean scores for motivation, confidence in speaking, active participation, and mastery of basic English vocabulary, with gains ranging from 25.0% to 32.0%. Satisfaction ratings from pupils and teachers for the content, methods, facilitators, and media were in the "very satisfied" category, while visual documentation indicated a livelier and more collaborative classroom atmosphere. These findings suggest that CERIA is an effective and realistic model of creative English learning for resource-constrained primary schools and has potential to be strengthened through teacher training and replicated in other settings.

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I. INTRODUCTION

English has become a key competence for young learners in Indonesia in the era of global communication and digital technology. It opens access to information, education, and future work opportunities for the next generation. In primary schools, however, English is often treated only as local content or as an extracurricular subject rather than as part of the core curriculum (Rahman et al., 2025). This situation creates differences in learning time, teacher competence, and learning resources between schools in cities and schools in rural areas, with rural pupils receiving less meaningful exposure (Astuti & Kalayo Hasibuan, 2025). Observations in Indonesian primary classrooms also show that English lessons are still frequently teacher centred and textbook driven, which restricts interaction and reduces pupils' opportunities to experiment with simple spoken English (Ratnadimarta, 2025). As a result, many children report feeling bored, confused, or anxious during English lessons and tend to participate only when they are called by name. SDN Puton Jombang is one example of a public primary school that needs a creative and low cost programme to help pupils feel more interested in English and more confident when they learn it.

Recent empirical studies highlight how strongly emotions and engaging methods influence language learning outcomes for children. Research on emotional states and English performance shows that pupils who report higher enjoyment and confidence achieve better results, while those with high anxiety and fear of making mistakes show drops in participation and fluency (Jing & Wei, 2023). A systematic review on gamification in English language learning reports that carefully designed game elements can raise motivation scores, and one study even recorded a 93 per cent increase in learner motivation after competitive gamified tasks were introduced in an English course (Al-Khresheh, 2025). In the context of primary education, a classroom study in Indonesia found that vocabulary taught through English songs produced about 20 per cent higher retention than vocabulary taught through traditional explanation, while pupils also became more active in volunteering answers (Rorintulus & Wuntu, 2023). Other interventions that combined songs and interactive games for young learners reported double digit gains in vocabulary tests and noticeable rises in self reported confidence, often in the range of 15 to 30 per cent improvements over baseline scores (Kurniawati, 2023). Technology enhanced approaches such as augmented reality flashcards and digital vocabulary games in primary schools likewise led to higher task completion rates and increased on task behaviour, with some studies noting that more than 70 per cent of pupils preferred interactive media to printed worksheets (Tsai, 2024). Taken together, these empirical findings suggest that creative, song based, and game like approaches have strong potential to boost motivation and learning outcomes for pupils at schools like SDN Puton Jombang.

Despite these promising results, the existing literature on creative English teaching for young learners still shows important theoretical and practical gaps. Many song based or gamified interventions are carried out in better resourced urban schools or in secondary and tertiary contexts, so their findings cannot be applied directly to rural public primary schools where facilities and teacher training are more limited (Rahman et al., 2025). Systematic reviews on songs and music in language learning note that a majority of interventions report positive effects on vocabulary and motivation, yet only a small proportion provide detailed pre and post data or control groups, which makes it difficult to judge the real size of the effect beyond headline figures such as 20 per cent gains (Hamilton et al., 2024). Studies on augmented reality flashcards and digital games often focus on usability and short term engagement, and fewer reports explain how these tools can be simplified and sustained in low resource settings with shared devices and limited internet access (Candra Prastiti et al., 2025; Ma et al., 2025). Community based English programmes in Indonesian primary schools often describe lively activities and enthusiastic responses but rarely use structured motivation scales or standardised tests, so the improvement in motivation or achievement is usually

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presented in narrative terms rather than as clear percentage change (Hamilton et al., 2024). At SDN Puton Jombang, for example, an earlier cycle of CERIA style activities suggested that songs and simple digital media made lessons more enjoyable and helped shy pupils participate more, yet the evaluation relied mainly on informal observation and end of programme reflections by teachers. There is therefore a clear need for a context sensitive programme that combines songs, simple gamified activities, and limited technology in a way that is feasible for a rural primary school and that is accompanied by more systematic measurement of changes in pupils' motivation.

In response to these challenges, this article presents CERIA English Learning as a creative programme designed to boost the motivation of SDN Puton Jombang pupils in learning English. The CERIA programme combines action songs, simple gamified digital activities, and interactive classroom routines that encourage pupils to move, sing, respond, and create while using basic English expressions. Its design is grounded in the idea that young learners will learn more willingly when they feel happy, safe, and confident, so each activity aims to lower anxiety and to offer frequent small experiences of success. The programme is deliberately low cost and uses materials that are easy for teachers to prepare and adapt, such as song lyrics, flashcards, simple games, and, where possible, basic interactive media that can run on shared devices. CERIA also includes brief psychoeducational messages that invite pupils to view mistakes as a natural part of learning and to see effort and practice as more important than instant perfection. To capture its impact, the programme uses a simple pre and post motivation scale alongside classroom observation and pupils' comments, so that changes in motivation and participation can be described in both numerical and descriptive terms. Through this combination of creative methods and accessible evaluation, CERIA English Learning is proposed as a practical innovation that can support SDN Puton Jombang and similar schools in building a more enjoyable and motivating English learning experience for young learners.

II. PROBLEM

English has become an essential competence for young learners in Indonesia in the context of global communication and digital technology. Despite this importance, English in many primary schools is still positioned as additional content rather than as an integral part of the curriculum. This situation limits the time available for meaningful practice and contributes to uneven learning conditions between urban and rural schools. Classroom practice is often teacher centred and heavily reliant on textbooks, with little variation in methods or media. As a result, many pupils experience English lessons as rigid, boring, and difficult to relate to their daily lives.

Figure 1. SDN Puton Jombang

Figure 2. English classroom activities in SDN Puton Jombang

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Figure 3. First meet with CERIA team

At SDN Puton Jombang, these broader issues are reflected in low motivation and limited enthusiasm for English lessons, as suggested by the quiet school atmosphere and simple facilities shown in Figure 1. Teaching tends to follow conventional routines with minimal use of creative or interactive media, which leaves pupils passive and reluctant to express themselves in English, as can be seen in the English classroom activities depicted in Figure 2. Many pupils feel anxious and lack confidence when speaking or listening in English, which further restricts their opportunities to develop communicative skills and often results in silent or one word responses during lessons. The absence of regular training in innovative methods and the limited technological facilities at the school make it difficult for teachers to introduce more engaging approaches, so the class session captured in Figure 3 represents an important first encounter with the CERIA team rather than an established practice. Consequently, the learning environment does not yet support the optimal development of pupils' English abilities and there is a clear need for a more creative and accessible programme that can strengthen motivation, creativity, and self confidence in learning English at SDN Puton Jombang.

III. METHOD

The community service activity entitled CERIA was carried out on 15 and 16 May 2025 at SDN Puton Jombang and involved around 70 pupils from Years 4, 5, and 6. It aimed to increase pupils' enthusiasm and motivation in learning English through a creative approach based on songs and simple interactive technology, within a participatory model where pupils were actively engaged throughout. The programme was organised into three stages, namely a preliminary session, a core learning session, and a closing session, with a total duration of 320 minutes. During the 60 minute preliminary session the team prepared the classroom, organised attendance, introduced the CERIA team to pupils and teachers, and explained the goals and expected benefits of learning English through CERIA. The 240 minute core session focused on song based learning supported by interactive technology, including basic augmented reality, and invited pupils to take part in action songs, games, and brief psychoeducational activities designed to strengthen their motivation and self confidence in using English. The 20 minute closing session was used for initial observation and evaluation of pupils' motivation and English ability, for joint reflection with pupils and teachers on their learning experiences, and for the communication of feedback and concrete plans for follow up.

The implementation of CERIA followed a series of systematic steps that also formed the framework for data collection, analysis, and programme sustainability. An initial study and socialisation phase documented existing English teaching practices, levels of pupil motivation,

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available facilities, and teacher needs, and informed teachers, pupils, and parents about the aims of the programme. This was followed by training in the CERIA method for teachers and pupils, psychoeducation sessions on motivation and self confidence, and ongoing mentoring and monitoring of pupils' engagement and language development during the classroom activities. Throughout the mentoring phase the team used attendance lists, observation notes, and simple checklists to record changes and to respond promptly to any obstacles that arose. To support continuation beyond the formal activity, the team produced a CERIA learning guide and a set of educational media, including motivational leaflets and short video tutorials on song based and technology supported learning, for use by teachers and parents at the school. Data were analysed using descriptive quantitative and qualitative methods, with findings presented in tables, graphs, and narrative form, and a final report was prepared that summarised the activities, documented key results and challenges, and offered recommendations for sustaining and, where appropriate, adapting the CERIA programme at SDN Puton Jombang.

IV. RESULT AND DISCUSSION

The implementation of the CERIA English Learning programme at SDN Puton Jombang resulted in a clear increase in pupils' enthusiasm and active participation in English lessons. During the core sessions pupils sang action songs in English, followed classroom instructions in English, and volunteered to answer questions more frequently than in regular lessons.

Table 1. Mean Scores of Participants' Understanding

Assessment Aspect	Before the programme	After the programme	Improvement (%)
Motivation to learn English	2.5	3.3	32.0
Confidence in speaking in class	2.6	3.4	30.8
Active participation in CERIA activities	2.4	3.1	29.2
Mastery of basic English vocabulary	2.8	3.5	25.0

This pattern is supported by the quantitative data in Table 1, which show that the mean score for motivation to learn English increased from 2.5 before the programme to 3.3 after the programme, representing an improvement of 32.0%. Confidence in speaking in class also rose from a mean score of 2.6 to 3.4, an increase of 30.8%, indicating that more pupils were willing to speak and respond in English rather than remaining silent. The aspect of active participation in CERIA activities improved from 2.4 to 3.1 (29.2%), suggesting that pupils were more engaged in games, songs, and interactive tasks. Mastery of basic English vocabulary increased from 2.8 to 3.5 (25.0%), which reflects better recall and use of target words and expressions introduced through songs, visual media, and simple augmented reality.

Figure 4. Implementation of the CERIA programme

Figure 5. Comprehensive documentation of the implementation of the CERIA programme

These quantitative findings are visually supported by Figure 4, which illustrates pupils' attentiveness and involvement during the classroom implementation of CERIA, and by Figure 5, which documents the collective participation of pupils, teachers, and facilitators in the overall programme.

Table 2. Participants' Satisfaction Ratings

Assessment Aspect	Mean Score	Category
Training content	2.5	Very satisfied
Training methods	2.6	Very satisfied
Facilitators	2.4	Very satisfied
Media and teaching materials	2.8	Very satisfied

The results also show that the CERIA programme was positively received by the school stakeholders. As presented in Table 2, the mean satisfaction scores for all four aspects assessed were in the "very satisfied" category. Training content received a mean score of 2.5, training methods 2.6, facilitators 2.4, and media and teaching materials 2.8 on the scale used, all interpreted as high levels of satisfaction. These scores indicate that pupils and teachers perceived the content to be relevant, the methods to be engaging, and the facilitators to be competent and supportive. The relatively high score for media and teaching materials suggests that the combination of songs, visual aids, simple animations, and introductory augmented reality was considered effective and appealing. Observation notes from the classroom further confirm that pupils appeared more relaxed and willing to participate when songs and interactive media were used, and that the atmosphere became livelier compared to usual English lessons. Teachers and the headteacher expressed appreciation for the CERIA approach and indicated an interest in adapting similar strategies for other subjects, reinforcing the potential of the programme for wider application within the school.

The findings of this community service programme reinforce a growing body of empirical evidence that creative, multi-modal approaches can significantly enhance young learners' engagement and motivation in English language learning. The increases in motivation, confidence, participation, and vocabulary shown in Table 1 are consistent with song-based interventions in Indonesian primary schools, where pupils taught through English songs demonstrated around 20% higher vocabulary retention and greater willingness to participate orally than those taught through traditional explanation (Rorintulus & Wuntu, 2023; Sadad et al., 2024). They also echo systematic

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reviews which conclude that songs and music tend to have positive effects on vocabulary growth, pronunciation, and learner motivation across preschool, primary, and secondary levels (Hamilton & Murphy, 2024; Pérez-Jorge et al., 2025). The rise in classroom participation and self-confidence observed in CERIA aligns with studies on emotional states in English learning, which show that enjoyment and reduced anxiety are associated with improved performance and more frequent use of the target language in class (Jing & Wei, 2023; Syawaluddin & Aeni, 2025). In addition, the improvement in vocabulary mastery and pupils' preference for interactive media mirror findings from research on augmented reality flashcards, digital traditional games, and CLIL-based AR applications, where interactive visual tools were found to increase focus, task completion, and vocabulary scores for primary learners (Candra Prastiti et al., 2025; Ma et al., 2025; Sahgal, 2024).

From a broader TEYL perspective, the CERIA programme illustrates how a context-sensitive innovation can operationalise recommendations from recent literature on creative English teaching and technology-enhanced learning in Indonesia. Studies on TEYL policies and classroom practice emphasise the need for learner-centred, interactive methods that address gaps in exposure, teacher training, and resources, particularly in rural schools (Astuti & Kalayo Hasibuan, 2025; Rahman et al., 2025). The participatory design of CERIA, in which pupils sing, move, play, and reflect rather than passively listen, responds directly to this call and supports the shift from teacher-centred lecturing to active learning. The programme's emphasis on enjoyment, positive emotion, and low-stakes practice is in line with gamification research which reports increases in motivation of up to 93% when game elements are carefully integrated into language tasks (Al-Khresheh, 2025; Ndruru et al., 2025). At the same time, the modest yet meaningful percentage gains in Table 1 demonstrate that even low-cost, small-scale interventions can produce measurable improvements, complementing more technologically intensive AR and VR studies conducted in better-resourced settings (Pérez-Jorge et al., 2025).

The satisfaction data in Table 2 further suggest that CERIA not only benefits pupils but is also acceptable and attractive to teachers and school leaders. This is important, because sustainability of innovations in TEYL often depends on teachers' perceptions of feasibility and usefulness (Alteshehr et al., 2023; Embogama, 2023). The high ratings for training content, methods, facilitators, and media indicate that the programme resonated with the practical needs of the school and that the materials were perceived as adaptable for continued use. This finding resonates with community-based English projects where teacher involvement, co-facilitation, and the provision of simple guides and media are key to long-term adoption (Astuti & Kalayo Hasibuan, 2025; Hamilton et al., 2024). By providing a CERIA learning guide, motivational leaflets, and video tutorials, the programme followed recommendations from previous community engagement work that stress the value of transferable resources and clear models for replication (Hamilton & Murphy, 2024).

Overall, the CERIA English Learning programme demonstrates that a carefully designed combination of songs, simple gamified activities, and low-cost interactive media can effectively enhance motivation, participation, and basic vocabulary mastery among pupils in a rural Indonesian primary school. The empirical improvements recorded in the motivation and satisfaction tables, together with the qualitative evidence captured in Figures 4 and 5, show that such an approach can transform a previously monotonous and anxiety-provoking English classroom into a more joyful, participatory learning space. At the same time, the programme illustrates how collaboration between higher education and schools through community service can translate theoretical insights on TEYL, affect, and technology into concrete classroom practice. This opens up opportunities for future work to expand CERIA into longer-term programmes, to integrate more structured assessment of language outcomes, and to develop teacher training modules that embed creative, technology-supported English learning more permanently within the primary curriculum.

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V. CONCLUSION

The CERIA English Learning programme has shown that a carefully planned combination of songs, simple gamified activities, and low-cost interactive media can effectively address low motivation, limited participation, and anxiety in English lessons at SDN Puton Jombang. Evidence from motivation scores, participation data, and vocabulary gains indicates that pupils became more willing to speak, respond, and experiment with basic English expressions in a classroom atmosphere that was noticeably more lively and supportive. High satisfaction ratings from pupils, teachers, and school leaders further suggest that the content, methods, facilitators, and media used in CERIA were perceived as relevant, engaging, and feasible for continued use in a rural primary school context. At the same time, the programme demonstrates how collaboration between universities and schools through community service can translate theoretical insights on TEYL, affect, and educational technology into practical classroom innovations. These positive outcomes, however, are tempered by limitations related to the short duration of the intervention, the focus on a single school, and the use of relatively simple descriptive measures. Future work should therefore extend CERIA to a larger number of schools, employ more comprehensive assessments of language proficiency and long-term motivation, and develop structured teacher training modules to embed creative, technology-supported English learning more firmly in the primary curriculum. Overall, CERIA English Learning can be viewed as a promising and adaptable model for enhancing young learners' motivation and participation in English, particularly in resource-constrained primary school settings.

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