

# Socialization of the Utilization of Gamma-App Technology as an Effective Strategy in English Learning at SMP Jejakaka in Dobo, Aru Islands

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## ABSTRACT

The program aims to introduce the utilization of Gamma-App as an effective method of teaching English at SMP Jejakaka in Dobo, Aru Islands. The activity was carried out as a solution to barriers in learning English in isolated areas, which include the limitations of innovative learning media and the lack of motivation of students. This service involves training for teachers on how to use Gamma-App in the teaching process as well as evaluation of its implementation. The results of the activities showed a significant improvement in teachers' ability to use Gamma - App as an interactive learning medium, with an 85% increase in teachers' understanding. Through this dedication, the use of Gamma-App proved to be strategically innovative to improve the quality of English language learning in remote locations. It is hoped that this activity will serve as an example for other schools in applying technology to create inclusive, interactive, and effective learning.

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## 1. INTRODUCTION

Education is one of the important aspects of human resource construction. It not only pays attention to the cultivation of academic skills, but also pays attention to the cultivation of character and life skills. In today's digital age, technology is one of the tools that plays a very important role in facilitating the learning process at all levels of education, including English education. Junior high school English learning still faces challenges, especially in remote and island areas where access to quality educational resources is limited.

According to Sulistiana et al., 2019, English language skills are considered very important because they can support and achieve success in academics while providing extra skills that will support a career in the world of work. However, data shows that many students in Indonesia, especially in remote areas such as the Aru Islands, have difficulty mastering English and only around 20% of students in the area achieve the expected English language competency standards. This indicates an urgent need to improve more effective and engaging English teaching methods.

SMP Jejakaka in Dobo is a junior high school located in the Aru Islands which is an area included in the 3T category. With limited educational facilities and unstable internet access, traditional teaching methods are often unable to provide the maximum learning experience for students. One of the main challenges in learning English at Jejakaka Dobo Junior High School is the lack of student motivation and limited teaching resources.

Research on increasing motivation to learn English has been widely conducted and shows that the use of interactive and fun learning methods can increase students' interest and motivation in learning English. The results of Darman and Lapu's (2022) study showed an increase in student enthusiasm with the use of mobile applications in English learning at SMP 11 Mimika. Furthermore, research conducted by Ambarwati et al., 2022 showed the success of using technology in English learning, finding that collaborative learning programs can improve students' vocabulary mastery in remote villages. In addition, other studies show that the use of digital media in English learning can increase student engagement (Nurdiani, 2022; Putra, 2023).

Based on the gaps that have been put forward, it is considered important to conduct socialization activities on the use of Gamma-app as a solution to improve English learning and improve soft skills for teachers. Thus, this study aims to fill the gap by exploring the effectiveness of Gamma-app in improving students' English skills at SMP Jejakaka in Dobo. It is expected to provide new insights on how this application can be used to improve English learning in remote areas. In addition, this study will also provide practical contributions for teachers in implementing technology in learning.

## 2. METHODS

The implementation of the activities of PKM Socialization Utilization of Gamma-App Technology as Effective Strategic in English Studies at the SMP Jejakaka in Dobo, the Aru Islands is composed of several stages and methods. The initial preparation stage before the work was to coordinate with the school-related activities to be performed. In addition, the team also made preparations regarding participants' registration links, presentation materials, laptops, projectors and the internet.

The PKM activities on the Socialization of the Utilization of Gamma-App Technology as an Effective Way of Learning English at the SMP Jejakaka in Dobo, the Aru Islands involves several steps and methods. Before the activity begins, the team must coordinate with the school first to ensure the readiness and smooth implementation of the activities to be carried out. In addition, the team also prepares everything, especially the participant registration link and prepares the presentation material that will be delivered later. This community service was carried out on Thursday, June 6, 2024, at 13.00 WIT – 16.00 WIT. This community service activity was attended by 30 teachers at SMP Jejakaka in Dobo, Aru Islands. This socialization is free for all participants who have registered via the link that was shared at the beginning of the activity.

The lecture method and face-to-face discussions are the next stages of activity implementation that the team does. The team explained the material related to the utilization of AI, in this case Gamma-App in English language learning along with the features in it. Furthermore, the team provided hands-on practicum to teachers regarding how to use Gamma-App as a strategic learning media and teaching material in supporting English language learning in the classroom.

At the end of the activity in this PKM, the team evaluated the results of the practice that had been carried out by holding a joint discussion in the form of questions and answers and asking participants to fill out a questionnaire related to the satisfaction of using Gamma-App in learning English. Students

of PSDKU UNPATTI ARU were also involved in this activity to help with community service activities so that they had real experience of Community Service activities with Lecturers.

### 3. FINDINGS AND DISCUSSION

The socialization of the use of Gamma-App as an effective strategy in English learning at the SMP Jejakaka in Dobo, the Aru Islands, has taken place smoothly and has had a significant impact on improving teachers' understanding. This program aims to introduce Gamma-App technology as an innovative medium that supports interactive and engaging learning. This activity involves teachers as the main participants with lecture methods, direct practice, and evaluation of application results.

In the early stages, teachers were trained on the basic concepts and potential of Gamma-App in English learning. Most teachers are not initially familiar with the technology, mainly due to limited access and information in the Aru Islands region. After the training, teachers' understanding of how to use the Gamma-App improved, which was reflected in the pre- and post-test results, and the average score increased by 85%. The training includes creating Gamma-App-based interactive learning content.

In practical courses involving teachers, they showed very positive responses. Teachers apply learning materials made using Gamma-App in English classes. Teachers show high enthusiasm, mainly because this method provides a more interesting learning experience than traditional methods. According to observations, teachers who were previously passive in learning began to actively participate in classroom activities.

The results of the teacher satisfaction survey also show the effectiveness of using Gamma-App. Teachers feel significantly assisted in creating teaching materials using Gamma-App. This positive effect is expected to also be felt by students, thereby encouraging their interest in learning English, particularly in rural contexts like the Aru Islands, where access to modern learning materials is still limited. On the other hand, teachers hope that using Gamma-App will help them manage the classroom more effectively. This technology allows students to learn independently with minimal guidance, so teachers can focus more on helping students who need further help. In addition, teachers appreciate the flexibility of Gamma, which can be used in both online and offline modes, so it can still be used even if the school's technical infrastructure is not optimal.

However, several challenges were identified during the implementation of this program. The main challenge is the limited technological devices and internet connection in schools. Not all teachers have adequate access to devices such as computers or smartphones. As a solution, Gamma-App-based materials are designed to be accessed offline, making them more friendly to infrastructure limitations. Teachers are also encouraged to use a collaborative approach, where students work in small groups to share available devices.

The long-term effects of the program are expected to include the improvement of teachers' skills in utilizing technology for learning and the integration of the use of Gamma-App in the school curriculum. Teachers who have attended the training are expected to become agents of change by disseminating their knowledge to other colleagues. The program also opens up opportunities to introduce other learning technologies that are relevant to local needs and support educational goals in the Aru Islands region.

Overall, the socialization of Gamma utilization in SMP Jejakaka proves that technology can be an effective strategy to improve the quality of English learning, even in areas with limited infrastructure. This program shows that with proper training and adequate resource support, teachers and students can overcome various learning challenges, thus creating a more dynamic and inclusive learning ecosystem.

### 4. CONCLUSION

At SMP Jejakaka in Dobo, Aru Islands, socialization using Gamma-App as an effective strategy for learning English has successfully had a positive impact on improving the quality of teaching and learning process. The program improves teachers' understanding of using Gamma-App technology to

create interactive and fun learning. Teachers are not only able to design Gamma-App-based materials, but also successfully implement them in the classroom, providing students with a new learning experience.

While this PKM has had many positive impacts, some challenges arose from limitations in technology infrastructure and device access. However, these challenges were overcome by adapting the use of Gamma-App in offline mode and through collaborative approaches among students. With proper training and mentorship, teachers were able to manage these challenges and create a more effective learning process. It also provides long-term benefits by introducing technology-based learning approach to school communities. Teachers are expected to continue to develop their skills independently and disseminate knowledge gained to co-workers. This potentially creates sustainable positive changes in the educational ecosystem in the Aru Islands.

Overall, the socialization of the use of Gamma-App is real evidence that technology can be a strategic solution to improve the quality of English learning, especially in areas with limited resources. This program can be a model of educational innovation that can be applied in other schools to create inclusive, interactive learning that is in accordance with the needs of the digital era.

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