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Strengthening Quality Education through Locally Context-Based French Language Introduction in Tanah Putih Village, West Likupang

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Abstract

Quality education in tourism-oriented communities requires learning opportunities that connect linguistic development with local cultural resources and practical communication. This community outreach program aimed to introduce elementary French through locally contextualized instruction at Tanah Putih Adventist High School, West Likupang, North Sulawesi. A participatory empowerment approach involved the implementation team, school stakeholders, and village community members. Activities comprised needs identification through observations and interviews, instructional planning, program socialization, teacher and youth mentoring, practical language instruction, and evaluation. The program developed the French Local Learning Kit, consisting of a basic French module, Indonesian–French bilingual posters, illustrated vocabulary cards, and role-play activities. Learning content addressed greetings, polite expressions, self-introductions, geographical identity, tourism vocabulary, and simulated exchanges between guides and visitors. Printed and PDF materials supported an instructional design that did not depend on digital infrastructure. Simple pre-tests, post-tests, participation observations, and feedback were included in the evaluation procedures, but numerical outcomes were unavailable in the documentation. The available evidence therefore supports conclusions about material development and locally relevant instructional provision, not verified gains in language proficiency. The program offers a framework for connecting introductory foreign-language education, community participation, and tourism-related communication while identifying the need for documented learning outcomes and sustainability assessment.

Keywords: *Community-Based Education, French Language Introduction, Local Culture, Place-Based Learning, Tourism Education.*

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INTRODUCTION

The pursuit of Sustainable Development Goal 4 increasingly requires attention to the relevance, inclusiveness, and substantive quality of learning opportunities rather than educational participation alone (Asadullah et al., 2024). In tourism-oriented regions, educational quality also depends on whether learners can connect formal knowledge with communication needs emerging from their immediate social and economic environments. Tanah Putih Village in West Likupang, North Sulawesi, provides a relevant setting for considering this relationship because the proposed community outreach program links secondary education with the area's cultural and tourism potential. Place-based education offers a pedagogical foundation for such initiatives by treating local environments, community experiences, and cultural practices as substantive learning resources (Yemini et al., 2025). Research on rural language education likewise demonstrates the potential of integrating local cultural content into foreign-language instruction without detaching learners from their own communities (Shi & Ma, 2025). Introducing elementary French through familiar places, cultural descriptions, and visitor-related interactions can consequently be examined as a context-sensitive strategy for broadening educational opportunities rather than as an isolated addition to the school curriculum.

Contemporary scholarship on contextualized language education identifies a convergence between culturally relevant curriculum design, communicative practice, and meaningful engagement with local environments. In Indonesia, the development of English learning materials incorporating Ngada cultural elements illustrates how local knowledge can be transformed into relevant curriculum content (Awe et al., 2024). Evidence from foreign-language textbook evaluation indicates that

instructional materials may inadequately represent cultural and sociopragmatic dimensions when these elements are not deliberately incorporated into curricular design (Banaruee et al., 2023). A systematic review of culture-oriented foreign-language teaching further establishes cultural integration as a significant pedagogical concern involving instructional approaches, educational practices, and intercultural understanding (Ji & bt. Shapii, 2024). Research involving language educators suggests that place-based pedagogy can extend instruction into authentic community settings, although teachers demonstrate varying levels of familiarity with its practical implementation (Lomicka Anderson et al., 2025). These interconnected perspectives establish a foundation for designing language learning experiences in which linguistic knowledge develops through recognizable social situations rather than exclusively through decontextualized vocabulary and grammatical instruction. Their educational settings, learner characteristics, and target languages nevertheless differ, requiring critical adaptation before these approaches can inform introductory French instruction within an Indonesian village-based community outreach program.

The principal research gap concerns the translation of established contextual and community-based pedagogical principles into a feasible introductory French program for secondary-school learners in a tourism-oriented Indonesian village. Investigations of French-language instruction at Indonesian universities have documented repetitive learning routines and substantial reliance on memorization, but their higher-education setting does not directly address initial exposure to French through school-oriented community outreach (Andriani et al., 2022). Comparative research involving French-language learners in Indonesia, Thailand, and Vietnam clarifies the importance of metacognitive strategies, although its university-level participants and emphasis on learner autonomy differ from the instructional needs of secondary-school beginners (Pranowo et al., 2024). Studies of community-based language learning demonstrate the educational value of interpersonal interaction and reflective learning, yet evidence derived from advanced university courses cannot be transferred uncritically to learners encountering French for the first time (Reisinger & Clifford, 2022). A systematic synthesis of place-based education additionally identifies geographical and disciplinary concentrations within existing scholarship, indicating that applications across different educational settings remain unevenly represented (Yemini et al., 2025). Across the selected literature, limited attention is directed toward an integrated outreach design combining elementary French instruction, locally relevant tourism and cultural themes, accessible learning media, and school–community participation in rural Indonesia.

Addressing this contextual and pedagogical gap is significant because introducing an additional foreign language without recognizable practical applications may limit its perceived relevance to learners' immediate educational experiences. A locally anchored instructional approach offers opportunities to associate elementary French expressions with concrete communicative activities, including greeting visitors, introducing local attractions, identifying familiar places, and describing cultural characteristics. Research on rural foreign-language education indicates that local cultural resources can function as active instructional components rather than merely serving as supplementary illustrations within teaching materials (Shi & Ma, 2025). The educational importance of culturally responsive instructional content also corresponds with broader concerns regarding learning quality, particularly the need to examine what learners encounter through educational resources and experiences beyond formal access to schooling (Asadullah et al., 2024). For participating educators and students, contextual modules, visual learning resources, and guided communicative activities may provide practical opportunities to diversify language learning while maintaining connections with existing community knowledge. Community-based language learning research further demonstrates that interpersonal engagement and reflective practices can support educational experiences extending beyond mechanical linguistic exercises (Reisinger & Clifford, 2022). Without systematic consideration of instructional feasibility, learner comprehension, and contextual relevance, foreign-language outreach programs risk remaining isolated educational activities with limited evidence of their contribution to sustained learning development.

The present community outreach initiative positions local environments, cultural resources, and tourism-related communication as central components of introductory French learning at Tanah Putih Adventist High School. This orientation extends place-based language pedagogy toward an Indonesian community-service setting by emphasizing familiar social spaces, everyday experiences, and prospective interactions with international visitors (Lomicka Anderson et al., 2025). Its proposed incorporation of village characteristics into elementary teaching modules, vocabulary cards, and

bilingual visual materials follows the curriculum-development rationale demonstrated through local-culture-based language instruction in Indonesia (Awe et al., 2024). The instructional design also addresses concerns regarding insufficient cultural representation in foreign-language learning resources by connecting basic expressions with culturally situated communication rather than presenting vocabulary as an independent collection of linguistic items (Banaruee et al., 2023). Unlike comparative investigations emphasizing metacognitive strategies among university-level French learners, this initiative prioritizes introductory language exposure, accessible classroom activities, teacher participation, and formative assessment of beginners' comprehension (Pranowo et al., 2024). Its proposed novelty lies in integrating elementary French instruction, local cultural and tourism resources, participatory learning activities, and basic educational evaluation into a context-adapted community outreach design, rather than claiming the development of a universally effective instructional model.

This community outreach initiative aims to strengthen the relevance and accessibility of quality education through an introductory French learning program grounded in the local environment of Tanah Putih Village, West Likupang. The first objective is to develop beginner-oriented learning content connecting greetings, self-introductions, descriptions of local attractions, and elementary visitor interactions with recognizable everyday situations. The second objective is to prepare accessible instructional resources, including contextual learning modules, vocabulary cards, and Indonesian–French visual materials, that can support students and educators during introductory language activities. The third objective is to facilitate participatory learning experiences through guided speaking exercises, interactive activities, and collaborative communication practice appropriate to learners' initial proficiency levels. The initiative also seeks to assess changes in students' elementary French understanding through simple pre- and post-activity evaluations without presupposing particular learning outcomes. Teacher involvement, reusable instructional resources, and school–community collaboration are incorporated to support opportunities for continued educational engagement beyond the initial outreach activities. The anticipated academic and practical contribution is a documented, locally adaptable approach to introductory foreign-language education that connects basic communicative competence, community cultural resources, and participatory educational development with the broader objectives of quality education.

RESEARCH METHODS

This community service activity employed a participatory, education-based community empowerment approach involving the implementation team, Tanah Putih Adventist High School, and the local community in Tanah Putih Village, West Likupang. The implementation followed seven stages: preparation and needs analysis, program design, program socialization, training and mentoring, practical implementation, evaluation and monitoring, and reporting and dissemination. The initial stage involved field observations at the school and within the village environment, interviews with teachers, students, and village officials, and identification of foreign-language learning needs. The program design incorporated a basic French curriculum, locally contextualized learning modules, and instructional materials connecting elementary language competencies with familiar cultural and tourism-related situations, reflecting the educational relevance of local knowledge integration (Awe et al., 2024). The development of these instructional resources was informed by place-based language education principles emphasizing the relationship between linguistic learning, community experiences, and locally meaningful educational content (Shi & Ma, 2025). Program socialization subsequently involved school representatives, teachers, students, and village community members to communicate the objectives, expected benefits, implementation arrangements, and collaborative responsibilities of the educational activities.

Training and mentoring activities comprised basic French instruction for students, creative teaching workshops for teachers and village youth, and practical guidance on using locally developed instructional materials. The instructional process employed interactive lectures, group discussions, simulations, educational games, and structured language practice focusing on everyday vocabulary, elementary conversations, and simulated interactions with tourists. These communicative activities were consistent with community-based language education approaches that emphasize interpersonal interaction and meaningful language use beyond isolated grammatical exercises (Reisinger & Clifford, 2022). Guided speaking activities and contextualized instructional exercises were incorporated to facilitate introductory language practice, acknowledging the relevance of learning strategies to French-

language acquisition (Pranowo et al., 2024). Program evaluation involved simple pre- and post-tests to assess students' understanding of basic French, observations of student participation, and feedback from teachers and participants, although the available methodological documentation does not specify participant numbers, assessment scoring procedures, or statistical analysis techniques. The final stages involved continued mentoring to support program sustainability, preparation of activity reports, dissemination of community service outputs, and submission of instructional materials and program documentation to collaborating partners.

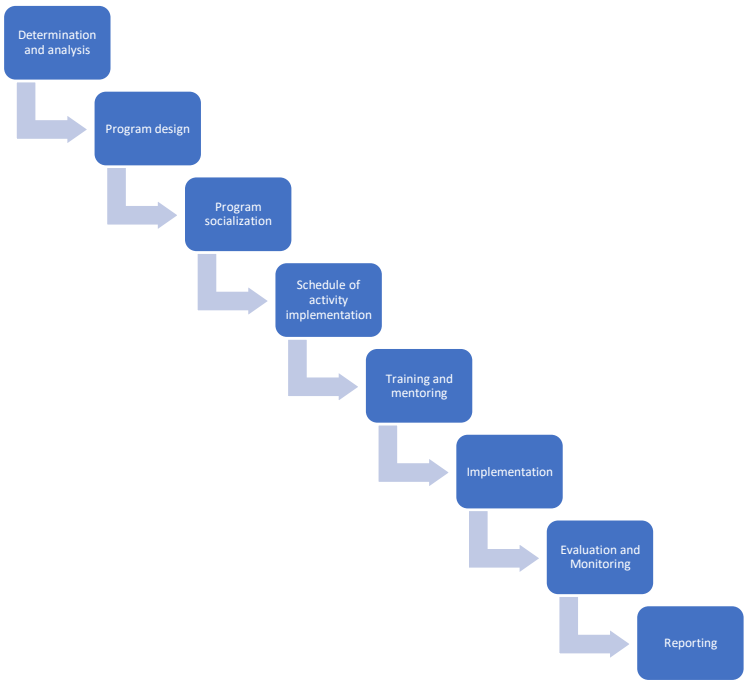

Figure 1. PKM Implementation Method

RESULTS AND DISCUSSION

Development of Locally Contextualized French Language Learning Media

The development of locally contextualized French language learning media constituted a principal educational output of the community outreach program implemented at Tanah Putih Adventist High School, West Likupang. The instructional innovation was organized through the *French Local Learning Kit*, which integrated elementary language content with cultural, environmental, and tourism-related elements familiar to the local community. The documented learning resources comprised a basic French instructional module, Indonesian–French bilingual posters, and communicative activities incorporating role-play simulations of tourist interactions. These components were designed to address the limited connection between conventional foreign-language instruction and practical communication situations encountered within the surrounding environment. The integration of community-specific cultural knowledge into language education is consistent with findings emphasizing the pedagogical relevance of locally grounded curriculum development (Awe et al., 2024). The principal contribution of the developed materials lies in their contextual organization and instructional accessibility, although evidence of measurable improvements in students' language proficiency requires separate evaluation.

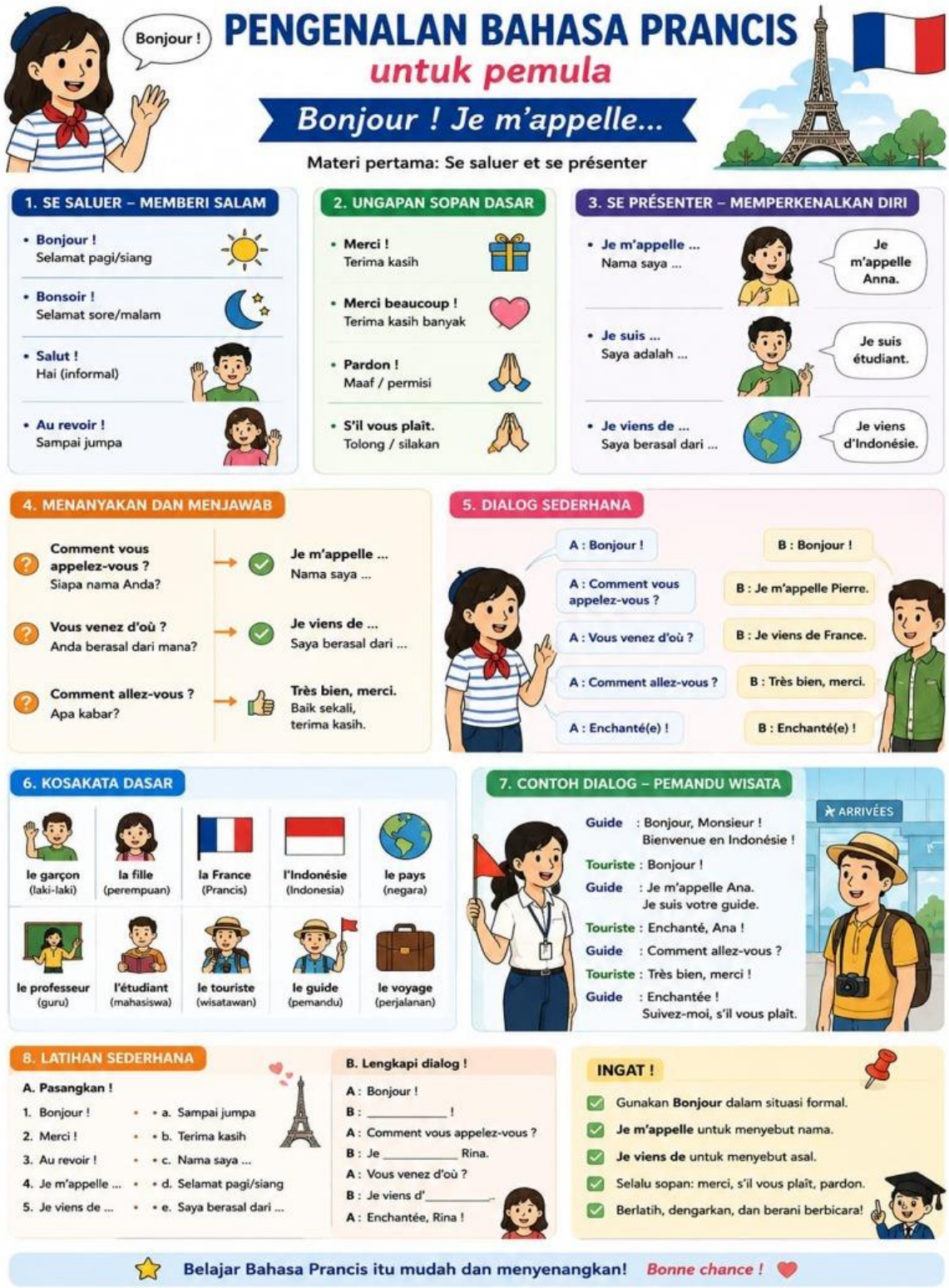

Figure 2. Bilingual Poster

The bilingual poster represented a central visual component of the instructional materials developed for introductory French learning. Its content was organized into several instructional categories, including greetings, polite expressions, self-introductions, simple questions, short dialogues, basic vocabulary, tourist-related conversations, and elementary exercises. The arrangement established a progression from recognizing individual expressions toward understanding their potential use in communicative situations. Indonesian translations accompanied the French expressions to provide linguistic support for learners encountering unfamiliar vocabulary and grammatical structures. Visual

illustrations depicting people, familiar objects, cultural references, and everyday communication activities further connected linguistic forms with recognizable meanings. The pedagogical importance of culturally grounded instructional media has been examined in Indonesian educational settings, particularly concerning their capacity to connect learning resources with students' existing knowledge (Nurhanifah & Muslim, 2024). The poster consequently provided a structured instructional resource combining visual representation, bilingual explanation, and elementary communicative examples without requiring students to depend exclusively on abstract grammatical instruction.

The development of the basic French learning module provided a complementary instructional resource intended to support organized learning activities beyond the vocabulary presented on classroom posters. The documented module specifications included A4 dimensions of 21 × 29.7 cm, approximately 30 pages, HVS printing paper, and availability in printed and PDF formats. Its instructional content addressed greetings, self-introductions, everyday vocabulary, and expressions associated with local tourism, food, cultural activities, and community life. These thematic components provided opportunities to connect French-language forms with familiar situations while maintaining an introductory level of linguistic complexity. A systematic review of place-based education identified the educational significance of connecting learning experiences with geographical settings, community resources, and situated knowledge (Yemini et al., 2025). The available program documentation establishes the intended structure and material specifications of the module but does not provide independent measurements of its instructional effectiveness or the extent of student engagement with individual learning units.

The instructional materials also incorporated illustrated vocabulary cards and simulation-based activities designed to complement the module and bilingual poster. Flashcards were described as visual resources presenting French vocabulary alongside Indonesian equivalents and illustrations associated with local attractions, traditional foods, and community activities. Role-play simulations were organized around elementary interactions between tourists and local guides, allowing instructional materials to be connected with spoken language practice. These resources fulfilled different pedagogical functions, since the module provided organized content, the poster supported repeated visual exposure, and the simulations created opportunities for communicative application. The use of familiar cultural objects in foreign-language instructional materials represents an approach to curriculum localization that has also been examined through the integration of Lombok community knowledge into English-language textbooks (Elmiana et al., 2024). Such instructional differentiation is relevant because beginner learners require access to linguistic input and opportunities to associate expressions with identifiable situations. Table 1 summarizes the documented specifications, learning content, and intended instructional functions of the principal program components.

Table 1. Specifications and Pedagogical Functions of Locally Contextualized French Learning Materials

Instructional Component	Documented Specifications	Main Learning Content	Pedagogical Function
Basic French learning module	A4 (21 × 29.7 cm); approximately 30 pages; HVS paper; printed and PDF formats	Greetings, self-introductions, local culture, tourism vocabulary	Structured introductory learning and independent review
Indonesian–French bilingual poster	A2 (43 × 59.4 cm); poster or banner paper; colorful visual design	Polite expressions, basic vocabulary, short dialogues, tourist interactions	Visual reinforcement and bilingual meaning recognition
Illustrated vocabulary cards	Illustrated cards with French vocabulary and Indonesian equivalents; dimensions not specified	Local attractions, traditional foods, community activities	Vocabulary recognition and contextual association
Role-play simulations	Interactive speaking activities; no physical specifications	Greetings, introductions, basic	Communicative practice and situational application

	tourist–guide interactions

The instructional resources presented in Table 1 demonstrate that the program combined relatively simple physical materials with activities requiring direct learner participation. The module and poster provided complementary formats for presenting and reviewing linguistic information, while vocabulary cards and role-play activities were intended to support recognition and active use of elementary expressions. The availability of printed and PDF module formats offered alternative means of distributing learning content, although actual patterns of access and utilization were not quantified. Research on digital illustrated materials for introductory French reading indicates the relevance of organizing beginner-level language content through accessible and visually supported instructional representations (Andika et al., 2026). The program adopted a predominantly low-technology configuration, prioritizing materials that could be used in ordinary classroom settings without specialized digital infrastructure. Its practical accessibility and suitability for repeated classroom use are supported by the documented material design, whereas claims concerning improved comprehension, retention, or learning motivation require empirical evidence beyond the product descriptions.

The integration of linguistic and cultural elements represents a distinguishing characteristic of the instructional design developed for Tanah Putih Village. French expressions were associated with communicative functions such as greeting others, introducing personal identity, identifying places of origin, and describing features of the surrounding environment. The inclusion of the expression *Je viens de ...* provided a grammatical pattern through which learners could introduce their geographical origin, including Indonesia, North Sulawesi, Likupang, and Tanah Putih Village. This association established a relationship between elementary foreign-language instruction and the representation of local identity rather than treating French exclusively as a language associated with distant cultural settings. Research addressing cultural conceptions among French-language teachers emphasizes the significance of how cultural knowledge is understood and represented within foreign-language instruction (Chin et al., 2026). Intercultural and co-cultural approaches to French-language education likewise provide a conceptual basis for relating language use to interaction between speakers with different cultural experiences (Schmitt, 2023). The documented materials incorporated these concerns at an introductory instructional level, although the available evidence does not establish whether students subsequently developed measurable intercultural communicative competence.

The visual configuration of the bilingual poster further illustrates the relationship between instructional simplicity and contextual relevance. Illustrations involving the sun and moon, national flags, the Eiffel Tower, teachers, students, tourists, and tour guides were incorporated to accompany French expressions and provide situational cues. These visual components were intended to associate vocabulary with recognizable objects, social roles, and communication circumstances while reducing learners' exclusive reliance on written translation. The combination of local content and accessible learning materials corresponds with research on local-wisdom-based English instructional resources developed for junior secondary education in Timor Tengah Selatan Regency (Ottu et al., 2024). The use of printed posters and vocabulary cards also reflects an instructional arrangement that does not depend on continuous access to electronic devices or online learning platforms. Such material characteristics may facilitate repeated classroom exposure and teacher-guided practice, although the program documentation does not report direct observational measurements of vocabulary retention or comparative performance against alternative instructional media.

The development of the *French Local Learning Kit* provides a documented foundation for organizing elementary French instruction around locally identifiable educational resources and communicative situations. Its combination of printed modules, bilingual visual materials, illustrated vocabulary, and simulation-based activities establishes connections between instructional content, classroom practice, and the surrounding community environment. The approach is compatible with place- and community-based educational principles that recognize local environments and community participation as potential resources for learning development (Smith & Sobel, 2010). Research on place-based professional learning similarly highlights the relevance of local educational settings and collaborative learning environments in shaping opportunities for teacher development (Greany et al., 2025). The involvement of teachers and village youth in instructional workshops and mentoring provides a program mechanism through which developed materials may be incorporated into

subsequent learning activities. The available documentation nevertheless does not establish long-term adoption rates, teacher implementation fidelity, or the durability of learning outcomes after completion of the initial outreach activities. The contribution of this development phase is consequently identified in the creation and contextual organization of instructional resources, providing a basis for examining elementary French communication activities and the program's implications for community-based educational development.

Development of Basic French Communicative Competence

The introduction of basic French communicative competence at Tanah Putih Adventist High School was organized around elementary expressions applicable to everyday social interactions and tourism-related communication. The instructional materials emphasized functional language use through greetings, polite expressions, self-introductions, familiar vocabulary, short dialogues, and simulated conversations between tourists and local guides. This instructional orientation reflected the program's objective of making foreign-language learning accessible to students with limited prior exposure to French. The learning sequence connected linguistic recognition with practical communication by introducing frequently used expressions before proceeding toward more structured interpersonal exchanges. Research concerning French-language learning in Indonesian educational institutions has identified instructional barriers associated with repetitive learning practices and limited opportunities for meaningful language application (Andriani et al., 2022). The documented materials consequently established a communicative framework for introductory French instruction, although the available evidence does not provide individual proficiency scores demonstrating the extent of students' learning achievement.

The introduction of French greetings represented an initial component of the communicative learning materials because these expressions provide recognizable entry points for interpersonal exchanges. The bilingual poster presented expressions such as *Bonjour*, *Bonsoir*, *Salut*, and *Au revoir*, accompanied by Indonesian equivalents to support the recognition of meaning and appropriate usage. These expressions were organized according to their communicative functions, allowing learners to distinguish between initiating conversations, acknowledging another person, and closing an interaction. The presentation of greetings within familiar social situations established opportunities to associate language forms with practical communication rather than isolated memorization. Intercultural communicative competence incorporates the relationship between linguistic expressions and culturally appropriate interaction, including the ability to recognize differences in communicative conventions (Byram, 1997). Research on intercultural dimensions of French-language education likewise emphasizes the importance of connecting language instruction with the social conventions governing communication (Daoudi & El Adlouni, 2024). The learning materials incorporated these principles through elementary expressions, although their use in instructional resources should not be interpreted as direct evidence that students had acquired intercultural communicative competence.

Polite expressions constituted another instructional component intended to extend students' understanding of elementary French beyond greetings and routine introductions. The bilingual poster included expressions such as *Merci*, *Merci beaucoup*, *Pardon*, and *S'il vous plaît*, connecting vocabulary acquisition with the communication of gratitude, apology, and requests. These expressions represented functional linguistic units that could be incorporated into classroom interactions and simulated encounters with visitors. Their instructional significance was associated with the relationship between language choice, interpersonal relationships, and the appropriateness of expressions in particular communicative situations. Schmitt (2023) emphasized intercultural and co-cultural considerations in French as a foreign language, providing a conceptual basis for interpreting language learning as a process involving social interaction and cultural understanding. The presentation of polite expressions within the instructional materials established opportunities for guided practice, while evidence of students' independent and appropriate use of these expressions was not separately documented.

Self-introduction activities were developed as a further stage of elementary French instruction because they provided learners with sentence patterns applicable to personal identity and geographical origin. The learning materials introduced expressions such as *Je m'appelle ...*, *Je suis ...*, and *Je viens de ...*, accompanied by Indonesian explanations and examples of conversational application. These sentence structures enabled the instructional content to address the communication of names, personal

information, and places of origin through relatively simple grammatical patterns. The geographical introduction pattern was particularly relevant to the program's local orientation because it could be used to describe students' connections with Tanah Putih Village, Likupang, North Sulawesi, and Indonesia. Research involving French-language learners in Indonesia, Thailand, and Vietnam has examined the significance of learning strategies in supporting language development, indicating the relevance of structured learning activities that encourage meaningful engagement with linguistic content (Pranowo et al., 2024). The instructional progression from model expressions to guided communication also corresponds with communicative approaches to language teaching that emphasize the practical functions of language in interaction (Richards & Rodgers, 2014). Table 2 presents the documented introductory French expressions and their communicative functions, illustrating the relationship between language content and the practical situations addressed by the learning materials.

Table 2. Basic French Expressions and Their Communicative Functions in Locally Contextualized Learning

Learning Component	French Expressions	English Meanings	Communicative Function
Greetings	*Bonjour; Bonsoir; Salut*	Hello/Good morning; Good evening; Hi	Initiating social interactions
Farewells	*Au revoir*	Goodbye	Closing conversations
Polite expressions	*Merci; Merci beaucoup; Pardon; S'il vous plaît*	Thank you; Thank you very much; Sorry/Excuse me; Please	Expressing courtesy in interpersonal communication
Self-introduction	*Je m'appelle ...; Je suis ...*	My name is ...; I am ...	Introducing personal identity
Geographical origin	*Je viens de ...*	I come from ...	Introducing geographical and local identity
Tourism vocabulary	*Le touriste; Le guide; Le voyage*	Tourist; Guide; Travel/Journey	Recognizing tourism-related terms
Personal and social vocabulary	*Le professeur; L'étudiant; Le pays*	Teacher; Student; Country	Identifying social roles and geographical concepts

The expressions summarized in Table 2 demonstrate that the elementary French content was organized around communicative functions rather than an extensive grammatical syllabus. Tourism-related vocabulary, including *le touriste*, *le guide*, and *le voyage*, provided a linguistic connection between basic classroom instruction and the anticipated communication needs of a tourism-oriented community. The inclusion of social vocabulary and geographical expressions also allowed the instructional content to address familiar people, occupations, locations, and community identities. These categories supplied a foundation for associating vocabulary recognition with the construction of simple sentences and short conversations. A systematic review of cultural integration in foreign-language education emphasizes the pedagogical relevance of connecting language learning with cultural knowledge and situated educational practices (Ji & bt. Shapii, 2024). The table represents a descriptive synthesis of the instructional materials rather than an assessment of vocabulary mastery, since the available program documentation does not report item-level test results or measured rates of vocabulary retention.

The use of short dialogues and role-play simulations extended introductory language instruction from the recognition of individual expressions toward guided interpersonal communication. The bilingual poster incorporated conversational examples involving greetings, personal introductions, questions about geographical origin, and responses to elementary social inquiries. The training design also included simulations of interactions between tourists and local guides, enabling instructional activities to represent communication situations associated with the surrounding tourism environment. Interactive lectures, group discussions, educational games, and guided simulations were incorporated as teaching procedures intended to encourage active participation and repeated exposure to the selected language expressions. Community-based language learning research has examined how interpersonal

communication and participation in meaningful activities can support language development beyond conventional classroom exercises (Reisinger & Clifford, 2022). Research on hybrid French speaking instruction also provides a relevant pedagogical comparison concerning the organization of learning activities directed toward communicative language skills (Rahmawati & Pranowo, 2022). The available evidence documents the inclusion of communicative activities in the program design but does not provide systematic observational results demonstrating changes in fluency, pronunciation accuracy, or conversational independence.

The integration of Indonesian translations and visual illustrations provided additional instructional support for students encountering French-language expressions for the first time. The bilingual poster associated French vocabulary with familiar meanings, illustrated characters, and recognizable social situations to facilitate the presentation of elementary linguistic information. This arrangement allowed the instructional materials to present language through complementary representations rather than relying exclusively on verbal explanations or extended grammatical descriptions. The relationship between instructional materials and beginner-level learning requirements is relevant to research examining the alignment of French listening resources with curricular expectations and language proficiency levels (Hendrayani et al., 2023). Research on illustrated digital storybooks for introductory French reading similarly highlights the educational role of visually organized materials in supporting the development of beginner-oriented language resources (Andika et al., 2026). The documented poster and module designs indicate the provision of bilingual and visual learning support, although the program records do not establish how students individually used these resources during independent learning or subsequent classroom activities.

The evaluation component of the community outreach program included simple pre- and post-tests, observations of student participation, and feedback collected from teachers and participants. These procedures were intended to examine students' understanding of introductory French expressions and provide information concerning the implementation of the communicative learning activities. The available documentation does not specify the number of participants, the content and scoring criteria of the assessment instruments, or the numerical results obtained from the evaluations. Claims of statistically significant improvement, increased proficiency percentages, or demonstrated instructional effectiveness therefore cannot be established from the reported evidence. Research concerning the implementation of global Englishes and Frenches in language classrooms underscores the relevance of teachers' pedagogical decisions and instructional practices when examining the application of language education approaches (Chavoshan et al., 2024). The documented learning materials and instructional procedures provide a basis for interpreting how basic communicative competencies were addressed, but they do not establish the magnitude or durability of students' learning outcomes. The practical significance of the introductory French activities lies in connecting elementary language functions with locally relevant social interactions, providing a foundation for examining their relationship with tourism-oriented education and community participation.

Tourism-Oriented Language Learning, Community Empowerment, and Program Sustainability

The tourism-oriented dimension of the French-language introduction program established a direct relationship between elementary language education and the socio-cultural characteristics of Tanah Putih Village, West Likupang. The program was designed to respond to the educational opportunities associated with the development of Likupang as a tourism destination by introducing linguistic competencies relevant to communication with international visitors. Instructional materials incorporated tourism-related vocabulary, descriptions of local attractions, cultural information, and simulated conversations between tourists and local guides. These components demonstrated how foreign-language instruction could be organized around familiar environments rather than relying exclusively on generalized textbook situations. Research on local wisdom-based education emphasizes the significance of incorporating community cultural resources into educational practices to maintain the relationship between formal learning and local identity (Aulia et al., 2024). The documented instructional design consequently positioned French as a potential medium for communicating local knowledge, although evidence of students' actual interactions with international tourists was not available.

The integration of local cultural identity into elementary French instruction constituted an important component of the program's intercultural orientation. Self-introduction expressions,

particularly *Je viens de …*, provided a linguistic structure through which students could identify their geographical origins and introduce Tanah Putih Village to individuals from different cultural backgrounds. The incorporation of familiar places, local food, tourism activities, and community characteristics extended language instruction beyond the acquisition of isolated vocabulary. Culturally responsive teaching emphasizes the educational significance of connecting instructional content with learners' cultural experiences and existing knowledge structures (Gay, 2018). Intercultural communicative competence also requires attention to the relationship between linguistic expressions, cultural awareness, and the interpretation of social interaction (Byram, 1997). Critical discussions of French-language education further emphasize the importance of representing diverse cultural experiences rather than restricting classroom content to conventional metropolitan Francophone perspectives (Pégram, 2024). The program reflected these pedagogical considerations through its locally contextualized materials, but the available documentation did not provide direct measurements of changes in students' cultural awareness or intercultural competence.

Community empowerment was incorporated into the program through the involvement of teachers, students, village youth, and educational partners in the preparation and implementation of introductory French-language activities. The documented training components included workshops on creative instructional methods, guidance in using bilingual learning materials, and mentoring intended to support continued educational activities. These arrangements were designed to distribute instructional responsibilities beyond the implementation team and provide local participants with resources for subsequent classroom practice. Research on place-based professional learning identifies collaboration, institutional relationships, and local educational environments as relevant considerations in developing context-sensitive teacher learning opportunities (Greany et al., 2025). Community-oriented English training based on local wisdom has also been examined as an approach to connecting language competencies with educational and community development objectives (Surayanah et al., 2025). The available documentation establishes the intended participatory structure of the training activities, although changes in teachers' instructional competencies and the extent of independent implementation after mentoring were not quantitatively reported.

The collaboration between the implementation team, Tanah Putih Adventist High School, and village stakeholders provided an organizational framework for linking language instruction with community participation. Program socialization was directed toward communicating educational objectives, identifying implementation responsibilities, and encouraging local involvement in the planned activities. The documented implementation procedures subsequently incorporated classroom instruction, interactive exercises, mentoring, monitoring, and dissemination of educational materials to collaborating partners. These activities reflected a community-oriented approach in which educational resources were designed for use within an existing local institution rather than delivered exclusively through external instructional facilities. Research concerning culturally situated educational practices highlights the relevance of aligning formal instructional activities with community knowledge and locally meaningful approaches to learning (Quilaqueo & Torres, 2024). Community-based language education also provides a conceptual basis for connecting communication practice with interactions involving institutions and communities beyond the conventional classroom (Reisinger & Clifford, 2022). Table 3 synthesizes the documented program components, their intended contributions to community empowerment, and the limits of the available implementation evidence.

Table 3. Community Empowerment Components and Documented Educational Contributions of the French Language Introduction Program

Program Component	Documented Activities and Resources	Intended Educational Contribution	Evidence and Limitations
Tourism-oriented language instruction	Basic French greetings, tourism vocabulary, and tourist–guide dialogue simulations	Introduce communication relevant to tourism-related situations	Learning content documented; authentic tourist interactions not assessed
Local cultural integration	References to local attractions, food,	Connect foreign-language learning with local knowledge	Cultural themes identified; changes in

	geographical identity, and community activities		cultural awareness not measured
Teacher and village youth development	Creative teaching workshops, instructional mentoring, and visual media guidance	Support local instructional capacity	Training procedures described; competency gains not quantified
School–community collaboration	Program socialization, partner participation, and instructional material dissemination	Facilitate educational cooperation and community involvement	Collaboration described; participation rates not reported
Learning evaluation	Simple pre-tests, post-tests, participation observations, and participant feedback	Provide information on students' introductory understanding and program implementation	Assessment procedures identified; numerical outcomes unavailable
Program sustainability	Printed modules, bilingual posters, vocabulary cards, and continued mentoring	Support reuse of learning materials beyond initial activities	Sustainability measures described; long-term continuation not established

The components summarized in Table 3 indicate that the program's contribution to educational development was structured around instructional resources, communicative learning activities, and institutional participation. These components address different dimensions of educational quality because language content alone cannot establish whether learners have access to meaningful instruction, appropriate resources, and opportunities for practical engagement. The relationship between educational quality and broader development objectives remains a central concern within Sustainable Development Goal 4, particularly regarding the substantive conditions through which educational opportunities become effective (Asadullah et al., 2024). The use of familiar cultural themes also corresponds with research emphasizing that locally relevant content can provide a meaningful foundation for foreign-language instruction in rural educational environments (Shi & Ma, 2025). Educational approaches that affirm cultural identity further underscore the importance of recognizing learners' backgrounds within language-learning experiences rather than treating linguistic development as culturally neutral (Lucido et al., 2024). The documented program components therefore demonstrate an integrated educational design, while their contribution to improved learning outcomes cannot be established without the corresponding evaluation results.

Program sustainability was addressed primarily through the development of reusable instructional resources and the inclusion of teachers and village youth in training and mentoring activities. The printed French-language module, Indonesian–French bilingual posters, and illustrated vocabulary cards were designed to remain accessible without continuous dependence on sophisticated digital equipment. Such resources provide a practical basis for repeated classroom use and offer an alternative to instructional arrangements requiring continuous internet access or specialized technological facilities. Place- and community-based education recognizes the importance of local institutions and available community resources in establishing educational practices connected to specific geographical and social environments (Smith & Sobel, 2010). Research on local-wisdom-based instructional materials in Indonesian schools similarly demonstrates the relevance of developing learning resources that reflect surrounding cultural conditions and classroom needs (Ottu et al., 2024). Continued mentoring and the distribution of educational materials were incorporated into the implementation framework to support the possible continuation of introductory French activities after the initial outreach period. The documentation does not establish whether additional classes were subsequently organized, how frequently the materials were reused, or whether local educators maintained independent instructional activities after program completion.

The program's evaluation framework incorporated simple pre- and post-tests, observations of student participation, and feedback from teachers and participants to examine the implementation of introductory French-language instruction. These procedures provided potential sources of information concerning learners' initial understanding, participation during instructional activities, and responses to the learning resources. The available documentation, however, does not include participant numbers,

individual assessment scores, summary statistics, observation records, or systematic analyses of participant feedback. Research investigating local-wisdom-based English learning models in Indonesian elementary education illustrates the importance of examining educational interventions through evidence related to learners' language development rather than relying exclusively on descriptions of instructional design (Siumarlata et al., 2026). Similarly, studies examining place-based language pedagogy emphasize that instructional implementation should be understood in relation to educators' practices and the educational conditions under which learning activities occur (Lomicka Anderson et al., 2025). The reported program information consequently supports a descriptive interpretation of its instructional structure and intended educational contribution, but it does not substantiate claims of statistically significant learning improvement, measurable tourism readiness, or sustained competency development.

The French-language introduction program in Tanah Putih Village offers an educational framework that connects introductory foreign-language learning with local cultural resources, tourism-related communication, and participatory community development. Its principal contribution lies in the contextual organization of elementary French instruction through reusable teaching materials, familiar communication scenarios, and collaboration between educational institutions and community stakeholders. The program extends the application of place-based educational principles toward an introductory French-language setting in which local identity serves as instructional content rather than merely as geographical background (Yemini et al., 2025). Research on Francophone cultural materials in language education illustrates additional possibilities for developing intercultural instruction through culturally situated learning resources, although such approaches were not part of the documented program activities (Mardalena & Tjahjani, 2026). The available evidence establishes the program's instructional components and implementation procedures but remains insufficient to determine the magnitude of learning improvement or its long-term educational effects. Further evaluation would require documented assessment results, systematic analysis of learner participation, and follow-up evidence concerning the continued use of instructional resources by teachers and students. The educational significance of the initiative is consequently grounded in its documented contribution to locally contextualized learning design and community-oriented instructional provision, providing a basis for subsequent assessment of learning quality, communicative competence, and program sustainability.

CONCLUSION

The community outreach program at Tanah Putih Adventist High School developed and implemented the *French Local Learning Kit* as a locally contextualized resource for introductory French instruction. Its documented components included a basic learning module, Indonesian–French bilingual posters, illustrated vocabulary cards, and role-play simulations involving tourist–guide interactions. The instructional content connected greetings, polite expressions, self-introductions, and elementary tourism vocabulary with familiar cultural and geographical references from Tanah Putih and Likupang. These materials provided an accessible structure for presenting beginner-level French through visual explanations and communication-oriented activities. The combination of printed and PDF resources also reduced dependence on specialized digital equipment and created opportunities for continued classroom use. The available program documentation establishes the development and instructional application of these resources but does not provide numerical learning outcomes sufficient to confirm improvements in language proficiency. The principal documented achievement is therefore the establishment of a context-sensitive introductory French learning model that links language education with local identity and tourism-related communication.

The program also incorporated school–community collaboration through needs identification, socialization, teacher and village youth workshops, practical instruction, mentoring, and evaluation activities. Its participatory structure positioned local educators and community members as potential users and custodians of the instructional resources beyond the initial activities. Simple pre-tests, post-tests, participation observations, and participant feedback were included in the evaluation procedures, but the available records do not report their results or the number of participants. Claims of demonstrated learning gains, independent teacher implementation, or sustained tourism readiness consequently remain unsupported by the documented evidence. The program's contribution to quality education lies in expanding the range of locally relevant learning materials and creating opportunities

for elementary cross-cultural communication practice. Continued instructional use would depend on partner engagement, teacher capacity, and access to the reusable learning resources. Future documentation should report assessment outcomes, participant experiences, and follow-up implementation to evaluate educational effectiveness and program sustainability more rigorously.

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