Abstract
Currently a lecturer has to carry out three duties as a lecturer: research, community service and teaching. For that the authors do research by taking data from 13 participant students who do real work college courses and professional exercise programs in Thailand. As a result there are 11 teaching methods that can be applied for teaching in Thailand. The learning method used there is still very simple and can be used by the teachers there after the real work college program and professional training program has been completed. This research besides producing some learning methods that can be used by teachers in some Islamic schools in Southern Thailand, also in this research found some obstacles faced and how to face the constraints. In the end, this study also found one thing that cannot be released namely the existence of bonds of fraternity between Muslims, especially Muslims in Indonesia and Muslims in Thailand.

Key word: Effective, English Learning, Model, Southern Thailand.

Introduction

a. The Obligations to be done by lecturers

Today, lecturers and students in every campus wherever located in Indonesia must do “tridharma perguruan tinggi” Then, what is that. It is one of the visions of all universities in Indonesia. That vision and mission is one of the achievement goals that should be done by the college (1). In a real sense, Tri Dharma consists of three points, namely: Education and Teaching, Research and Development, and Community Service. These three points cannot be separated from each other and become a liability that must be done by lecturers and students. Of the three casualties at this point could be developed into some subtopics.

The first Tri dharma is about education and teaching. A good and
comprehensive education system in college is certainly not just a transfer of knowledge from lecturers to students only. But the role of educating must still be the responsibility of lecturers as educators in the college. So it is not true, if there is a lecturer who prioritizes his interests than the interests of his students. (2)

The second Tri dharma is about research and development to teachers and students. Today, this section is a lecturer must be able to produce an article research in non-accreditation, accreditation and the international journal repute.

The question now is, how do students and lecturers get it? For a student to get a research can be obtained in completing a final task called thesis.

For a student to get a research can be obtained in completing a final task called thesis. But along with the development of the era, the thesis should be made in the version of an article in the journal.

So what about a lecturer producing research, and how many articles should a lecturer produce in one semester? A lecturer should be able to produce a research in the form of articles that must be published in a journal. For the next question about how much research should be produced by a lecturer in one semester? In a semester a lecturer should produce a research title in an article published in a journal. This is based on the regulations issued by DIKTI which states that each lecturer produces at least one study in each semester.

For the last Tri Dharma Higher Education is community service, what should be done by lecturers and students? Before answering it all, I think this is the most interesting thing to do, because we as lecturers can go directly and find what is needed by the community in a village or region. Here we will learn about empathy to the surrounding community, usually we will find the problems faced by the community. However, there is now a dramatic change and mindset in the village community, for example the change from farming or gardening to industry.

b. Schools in Songkhla Southern Thailand

In Songkhla Province there are 609 primary schools consisting of 542 state schools and 67 private schools, 151 junior, vocational and college and 2 international schools namely Fairview International School and Hatyai International School.

While the colleges in the Province of Songkhla include Thaksin University, Rajamangala University of Technology
Srivijaya Songkhla, Prince of Songkhla University (PSU), Songkhla Rajabhat University, and Hatyai University.

The PSU is the first state university in the southern region established in 1967. The establishment of the PSU is the development of a decentralized education program in Thailand. PSU has 5 main campuses in Hat Yai (Largest), in Pattani, Trang, Surathani and in Phuket. The total number of students is over 10,000 with a staff of more than 1,300 people. His field of study encompasses a wide range of disciplines, prioritizing civil engineering, agriculture, medicine and natural sciences with the priority of increasing economic and social development. The PSU also has a library center with over 130,000 books and 500 journals. Tuition fees on PSU range from 70 - 500 Baht per credit. Introductory lectures are given in Thai The English language is in the department of Epidermiology and faculty of Nursing for the master degree program.

(4)

c. Social Life of the People of Southern Thailand

The relationship between religious people goes well. Tolerance among them is also quite high. In the SBP area there are many Buddhist temples and mosques. The majority of ethnic Chinese descendants, except in areas bordering Malaysia are ethnic Malays.

Basically the socio-cultural life of Thai society is closely related to agricultural and religious life. Thai society still hold firm customs / habits such as removing footwear before entering someone else's home during the visit. For the Thai people holding the head of someone else's taboo. To be polite in communicating used the word "Khun" in the name of both men and women and used the word "Khap" for men in asking a question or statement. As for women used the word "kha". In greeting, someone will lift both hands while pressing the palms of hands like Buddhists who are praying, then both hands touch the face. There are two ways: first, to honor people with equal status, the two fingers must touch the forehead and the second way, in returning greetings to the lower social status or younger, the two fingers touch the beard.

The king and his family in addition to having a respectable and highest position in Thailand are also very loved by the people. The king and his family should not be criticized at all. The criticism launched was supposed to attack the King and his family. If this is violated it can have serious
repercussions against the critic, not the exception of a stranger. (4)

d. Language in Southern Thailand

The official Thai language is Thai. The alphabet system was invented in 1280 by King Ramkhamhaeng. The Thai language now consists of 44 consonants, 48 vowels, some diphtong and there are 5 tones. People in the SBP area use two languages (Malay and Thai) in addition to dialect. While people in the south call Malay language with Jawee. "Ramakian" is very influential on Thai culture. Wayang kulit (Nang Thalung) and classical drama called "Lakorn" are still preserved.

e. Islamic School in Southern Thailand

The Islamic schools in Songkhla are quite numerous and are scattered in some areas of the region, but for real work college activities by UIKA Bogor students in Thailand are only done in some schools that have cooperated with UIKA Bogor. The schools are Solihuddin, Rungrote, Nida Suksa, Anshoriyah, Tasdikiyah, Muslim Chana Puksa, Darul Aman and Sulam. The schools are located under Solihuddin School.

f. The curriculum used by Islamic schools in Southern Thailand

The curriculum used in schools in Thailand is not much different from the curriculum in Indonesia. Royal Government of Thailand has provided basic lessons and must be followed by schools in the region of Southern Thailand. However, its application in these schools is coupled with religious material such as murojaah, tahfidz quran, fiqih, tauhid and the introduction of Islamic history in the region.

g. Teach English to students in Islamic Schools

Teaching English to students in schools certainly has different characters, applications, approaches and learning methods. Factors to be considered are the factors of language, culture, and religion that reside and develop in there. When analyzing the teaching of English by students of practicum there, in general in the early learning at the class, to find problems in communication or language. We know that the official language there is Thai, and Malay. The biggest challenge there is to equate perceptions between Indonesian and Malay, as there are several meanings in different Malay interpretations and their meanings.
But as class time goes on, the main problem of language and communication can be reduced, because students and students in the class have started to have attachments and have known each other.

**METHOD**

The research was taken at several schools in Southern Thailand. The schools are Solihuddin, Rungrote, Nida Suksa, Anshoriyah, Tasdikiyah, Muslim Chana Puksa, Darul Aman and Sulam. The school are located under Solihuddin School.

This research employs survey methods. The essence of survey method can be explained as “questioning individuals on a topic or topics and then describing their responses” (Jackson, 2011, p.17).

<table>
<thead>
<tr>
<th>Survey method</th>
<th>Description</th>
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<tbody>
<tr>
<td>Mail survey</td>
<td>A written survey that is self-administered</td>
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<tr>
<td>Telephone survey</td>
<td>A survey conducted by telephone in which the questions are read to the respondents</td>
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<tr>
<td>Personal interview</td>
<td>A face-to-face interview of the respondent</td>
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Source: Jackson (2011)

**RESULT AND DISCUSSION**

For this research, the researcher use survey method that is interview to students who participate in community service program and teaching practice of UIKA Bogor students program and the number of participants is 13 students scattered in schools in the Chana
The district of Songkhla Province of Southern Thailand.

**The following interviews research steps are:**

1. Listening to their life experiences in Chana, Southern Thailand.

   This is very necessary because it can listen directly experience and how to teach in the schools that they occupy. The question for this section is: "how do you experience your life and teach you over there?" Here are their answers

<table>
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<tr>
<th>Participant 1</th>
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<tbody>
<tr>
<td>The atmosphere there is not much different from in Indonesia, where we can find the same foods and culture almost the same as in Indonesia. For me the first obstacle is the language, because what we know with the language here is Thai and Malay language. But over time I can adapt in here.</td>
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<th>Participant 2</th>
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<td>A pleasant living experience lived here because of meeting brothers and sisters in faith. We can be met by Allah SWT. It turns out that Islam is so vast and our brothers are many and not limited to Indonesia.</td>
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<th>Participant 3</th>
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<td>To be honest the first time I came here I really miss home in Indonesia. Every day of the week I always cry in my room. But, over time I can adapt to the environment around here.</td>
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<th>Participant 4</th>
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<td>The first time I came here to see me was the many mosques here, and more impressive of the many Buddhist temples side by side, I thought that here the tolerance was really high.</td>
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<th>Participant 5</th>
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<td>My experience that has never been forgotten is the time of Fajr Prayer in the mosque. When after the call to prayer I rushed to the mosque, but after the call to prayer, the mosque was empty until 30 minutes later, the new people came to the mosque to perform the dawn prayers in congregation. I think this culture is giving people time to go to the mosque.</td>
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<th>Participant 6</th>
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<tr>
<td>I have experienced there and I never forget is chased dogs in the market when wanting to spend purposes. When we are chased by dogs we cannot do anything because there is no rule to hit or throw dogs with stones because if we do it will be in a fine of 10,000 bath. So all we have to do is give up on the situation.</td>
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| Participant 7 |
One of the habits here is that we have to spend the food provided by the host, the food is very much there. There was once a joke from Ustadz there that essentially no one knows, tempe, or oncom.

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<th>Participant 8</th>
<th>The most unforgettable experience here is my weight gain of seven pounds. Indeed there are many activities but I am supplied with food provided by the responsible person here.</th>
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<tr>
<td>Participant 9</td>
<td>My unforgettable experience here is invited to eat by the Consulate of the Republic of Indonesia in Songkhla during the New Year. There are many special foods from Indonesia, especially baso, rendang, and original food from Indonesia.</td>
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<tr>
<td>Participant 10</td>
<td>When invited to the Consulate of the Republic of Indonesia in Songkhla of Southern Thailand, and asked by the Chief of Consulates, &quot;Do you miss Indonesian noodles?&quot; He asked. Then we answer &quot;want Indomie!&quot; Finally we were given two boxes of Indomie flavored chicken curry.</td>
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<tr>
<td>Participant 11</td>
<td>Unforgettable memories are the crying coming from the students at the time of the breakup at our school teaching. Hopefully we can be reunited in the future.</td>
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| Participant 12         | I applaud the Thai government of work which is very concerned about education for all its citizens not familiar with religion. Each Thai citizen gets a subsidy of 15,000 baht per year / child. If converted to rupiah is Rp. 5,250,000. |
| Participant 13         | Staying here for four months in Chana is like living in my hometown, the difference here is no traffic jams on the streets. |

The conclusion to the 13 participant answers is that they find new experiences during their teaching practice there. In addition they also get new experiences about the language, food, culture, way of learning, and what they definitely get that is where Islam exists where and the fraternity cannot be limited by land and sea.

2. Interviews about teaching methods used in the classroom to students.
For this section, the researcher interviewed 13 participants, the interview was just a question of what teaching method was used in the classroom.

Here are their answers to the learning methods used in the classroom:

**Participant 1**
I use cooperative skill method, this method in essence students learn in groups and alternately orally explain the parts that have been studied. I usually use learning materials from youtube, such as how to create a good paragraph.

The learning steps are:
1. The students watch the video about the paragraph.
2. Students take turns to explain the paragraph.
3. Students make paragraphs.

**Participant 2**
When I taught at one of the schools in Thailand I used the method of discussion, the reason I use this method is because the students' ability in the classroom is very different. In the classroom there are 30 children, only 10 students have above average but the rest is still below average, therefore I use the method of discussion.

**Participant 3**
The learning method I used while implementing the teaching practice program in Thailand was to use the problem-solving method. As for the reason I use this method because I think it fits with the conditions here. Let's say one day, students are given a case of religious tolerance in the region there. Students are divided into groups, then each group explains about religious tolerance there.

**Participant 4**
The students there come from different family backgrounds, but mostly from disadvantaged families and incomplete parents as there are no fathers and mothers. From this background, researchers conclude the need to use methods that are easily absorbed by them. Therefore I use the picture to picture method in the class. And Alhamdulillah proved to be understood by the students in the classroom.

**Participant 5**
For the first time I came to teach in the class I was confused to teach to use what method, because in terms of language is very different, to anticipate it I need some time to know what methods are needed in the classroom. I tried a few methods, but I think the best fit to apply is the recitation method or the students are required to
make a resume about the material the teacher has delivered, by writing it on paper and using his own language. One of the hallmarks of this method is that the student becomes more recalled by the material, having written it with a resume. Evidently the students remember what material has been learned.

Participant 6
The learning method I use when teaching practice at school in Thailand is by using problem solving method. The stages in using this method is quite simple, each student writes a problem faced in the home environment, one by one alternately writing what problems encountered in the home environment, then one by one students write on the whiteboard about a problem in the home environment, and after that a friend -the friend gives the solution.

Participant 7
When I was a real work lecture participant in Thailand, I was first confused when I was studying students with different backgrounds from cultures and languages. Moreover, I get the task of teaching English in class 1. But finally after a few meetings I get a suitable learning method applied in the class, that is with the story-telling method of short stories, such as the work of Hans Christian Andersen. Alhamdulillah they are very happy, and every end of learning often scramble to deliver moral message.

Participant 8
During a real working college there I used a learning model called TGT (Teams Games Tournament) the purpose of this method is the application of this model by grouping heterogeneous students, the task of each group can be the same can be different. After obtaining the assignment, each group works together in the form of individual work and discussion. The reason I chose this method was the background of different students, for example family and the environment.

Participant 9
A fun and acceptable method of learning as I practice teaching programs in Thailand using Islamic songs, these songs can be well received by the students. After hearing them three times they wrote the lyrics on the paper that had been provided.

Participant 10
The Learning Model I used during my Thai teaching practice using STAD method (Student Teams Achievement Division). This technique emphasizes the discussion of a student worksheet or
module prepared by the teacher, after which there will be a discussion among them, but in the end they will write their respective answers or opinions. From here I can write a score rather than their answer.

**Participant 11**
I use the GI (Group Investigation) type cooperative model with the syntax: Briefing, creating heterogeneous groups with task orientation, planning investigation, each group investigating a particular project (can be outside the class, eg measuring tree height, listing lots and vehicle type in school, benefits in the school canteen, many teachers and school staff), data processing, data presentation of results of investigations, presentations, individual quizzes, develop student progress scores, announce quiz results and give rewards.

**Participant 12**
When I teach there, I often use pictures to learn English, especially explaining about simple things like cars, motorcycles and so on. I wear pictures because I teach in first grade in elementary school.

**Participant 13**
When I became a teacher practitioner there, the first thing I had to look for was how to interact with students in the classroom. The language factor is the most decisive factor in whether or not it is close to the students in the classroom. Therefore I use teaching method with storytelling, after finished the students make moral message from the story.

**CONCLUSION**
The conclusions of this study are:
1. From the answers of 13 participants who are participants in real working class and professional practice in Thailand are very happy with the activities there.

2. There are some problems encountered, especially the language problem which is different from Indonesia.

3. The learning methods that are suitable to be applied in schools in Songhkla Thailand are:
   a. cooperative skill method
   b. method of discussion
   c. the problem-solving method
   d. the picture to picture method
   e. the recitation method
   f. problem solving method
   g. the story-telling method of short stories
   h. TGT (Teams Games Tournament)
   i. Islamic songs
j. STAD method (Student Teams Achievement Division).

k. GI (Group Investigation) type cooperative model with the syntax.


(2) Beni Napitu, (2017), Tri Dharma Perguruan Tinggi: Definisi, Isi, Penerapan dan Contohnya. www.masukuniversitas.com

(3) http://simlitabmas.ristekdikti.go.id/panduanEdisiX.aspx

(4) https://www.kemlu.go.id.songkhla/en/Pages/Thailand1.aspx
