

SUKA: TEACHING PROGRAM IN FACILITATING CHILDREN'S LEARNING THROUGH THE ROLE OF KKN STUDENTS IN KEDUNJAMBAL VILLAGE

Putri Annafi^{1*}, Syafa'ah Tsabitah², Naufal Asyam Al Faras³

UIN Sunan Kalijaga, Yogyakarta.
*21101050025@student.uin-suka.ac.id

Abstract - *This study aims to evaluate the effectiveness of the "SUKA: Mengajar" program in facilitating children's learning in Kedungjambal Village and to understand the role of KKN students in its implementation. The village faces several challenges that hinder the learning process. The research method used in this study is a case study approach. The learning challenges found in the village include varying levels of comprehension, frequent disruptions in concentration, and age-related discrepancies in understanding material that should have been mastered according to their educational level. As a solution, we have implemented a tutoring program for students in Kedungjambal Village. Through this program, we provide assistance as educators, addressing students' learning problems with specific teaching methods and approaches as strategies to help them overcome learning difficulties.*

Keywords: *Teaching, Tutoring, Education,*

1. INTRODUCTION

Education is essential for everyone because, in essence, it is a necessity. Education becomes vital to human life, shaping individuals into better human beings. It is a deliberate and structured effort designed to foster a learning environment and developmental process that nurtures intelligence, independence, spirituality, skills, and moral values essential for students to develop. Human life is inseparable from education, whether it is education obtained in school or acquired in society.

Education serves as a means to nurture, educate, and advance human thinking so that individuals can grow and develop into knowledgeable, disciplined, and pious beings who are devoted to Allah SWT, and who possess a high level of dedication to continuing the nation's struggle for its ideals (Lazwardi, 2017). This demonstrates that education is placed at the forefront of forming future leaders who will become an excellent generation. Education is capable of providing guidance to children by someone or more mature individuals to teach, build intellect, and improve morals (Sholichah, 2018). Therefore, education is expected to shape an outstanding generation that can enhance the nation's competitiveness and bring positive change to the progress of the nation and the state.

Education is the primary foundation for the development of quality human resources. Education not only encompasses formal school learning but also includes various forms of tutoring that help students develop their potential. The concept of guidance, as defined by experts such as Winkel (2004), describes guidance as an activity of assisting an individual or a group in making wise choices and adapting to the demands of life. Furthermore, Munadir (2003) also stated that tutoring is a process of guiding a tutor, whether a teacher or another instructor, to students by creating a conducive learning environment and developing study skills and habits to achieve the best learning outcomes according to the student's talents and abilities.

Tutoring is thought to be able to support learning while simultaneously raising students' academic achievement and motivation. This is consistent with Zumaroh's (2013) research findings, which demonstrate that providing appropriate group guidance services can raise students' enthusiasm to learn. Additionally, in order to increase pupils' excitement for learning, mental education—more especially, the spread of positive motivation—is required. Incentives can also have a positive impact; they don't always have to take the shape of tangible products; they can also serve as reinforcement or produce positive results (Erlita, in Amelia, 2021).

In practice, education is significantly influenced by various factors, both internal and external. The factors that affect learning outcomes originate from these learning outcomes themselves. Internal factors include physical aspects such as health and physical disabilities, while external factors involve parental teaching styles. The role of parents is quite significant in supporting a child's learning success (Faqih et al., 2022; Juniar et al., 2021). Parental involvement can include both physical and mental support for the child. In addition to parents, family relationships, family conditions, economic status, and the ability to obtain more structured learning experiences also influence a child's learning outcomes.

However, in its process, education is not free from various challenges, ranging from limited access to educational facilities to the lack of adequate tutoring. Internal and external factors in educational practice have a significant impact on how motivated students are to learn. These elements should complement and support each other to help students succeed in their academic efforts (Thahir and Hidriyanti, 2014).

These challenges are also present in Kedungjambal Village. Kedungjambal Village is located in Tawang Sari, Sukoharjo Regency, Central Java Province. The children in this village face various issues that hinder their learning process. Some of these include low learning motivation, lack of guidance from parents who are busy at work, and limited access to learning facilities such as books and technology. These conditions result in low academic achievement and hinder the potential of the children in the village.

Based on the above issues, Group 229 of the *Kuliah Kerja Nyata* (KKN) students from Sunan Kalijaga State Islamic University decided to implement a project called "SUKA: Teaching," or free tutoring. The "SUKA: Teaching" program aims to facilitate the learning of children in Kedungjambal Village through the active role of KKN students. This program is expected to be a solution to the educational challenges faced by the children in the village. This study aims to evaluate the effectiveness of the "SUKA: Teaching" program in facilitating the learning of children in Kedungjambal Village and to understand the role of KKN students in its implementation. Thus, this research is expected to make a tangible contribution to the development of a tutoring model that can be applied in other villages with similar conditions.

2. METHOD

This research employs the case study method, it is an in-depth investigation of a specific phenomenon within a particular context. This method involves the exploration of a "bounded system" or one or more cases studied over time through comprehensive data collection from various sources. The study focuses on phenomena related to programs, events, activities, or individuals, conducted within specific time and place constraints (Creswell, 1998). This approach is often favored in qualitative research, as noted by (Michael Quinn Patton, 1991), who stated that qualitative methods derive their depth and detail from a small number of case studies. As a result, case study research generally takes longer than other disciplines.

Cases can be found in almost every field, so aspects related to the case, such as its inherent nature, activities, functions, history, environmental conditions, and various other influencing factors, need to be thoroughly examined to achieve a comprehensive understanding of the case's existence (Syampadzi, 2017). Additionally, case studies serve several other purposes, including:

1. Understanding individuals in-depth, particularly regarding their development in adapting to their environment.
2. Intensively studying the background, current conditions, and interactions.

3. RESULTS AND DISCUSSION

Result

Education offers significant benefits for life, as it provides individuals with a broad knowledge base. Formal education alone is often not sufficient to enhance students' understanding of the learning process, necessitating non-formal education such as tutoring conducted outside of regular school hours. Such educational services not only address the difficulties faced by students but also employ various strategies and approaches. According to Barus Tawaria and Suriani Cicik, tutoring is a place where students can deepen their understanding of the material learned at school, and it has become very popular among students to improve their comprehension and confidence (Suriani & Barus, 2016).

Learning difficulties are generally categorized into two types: internal factors and external factors. Internal factors involve aspects within the student that support the learning process, such as intelligence, talent, motor skills, and senses. External factors include everything outside the student that affects their learning process, such as the social environment, teaching methods, learning strategies, learning facilities, and educators. Therefore, KKN (Community Service) students facilitate learning by acting as educators and conducting tutoring sessions to assist students facing learning difficulties in Kedungjambal village.

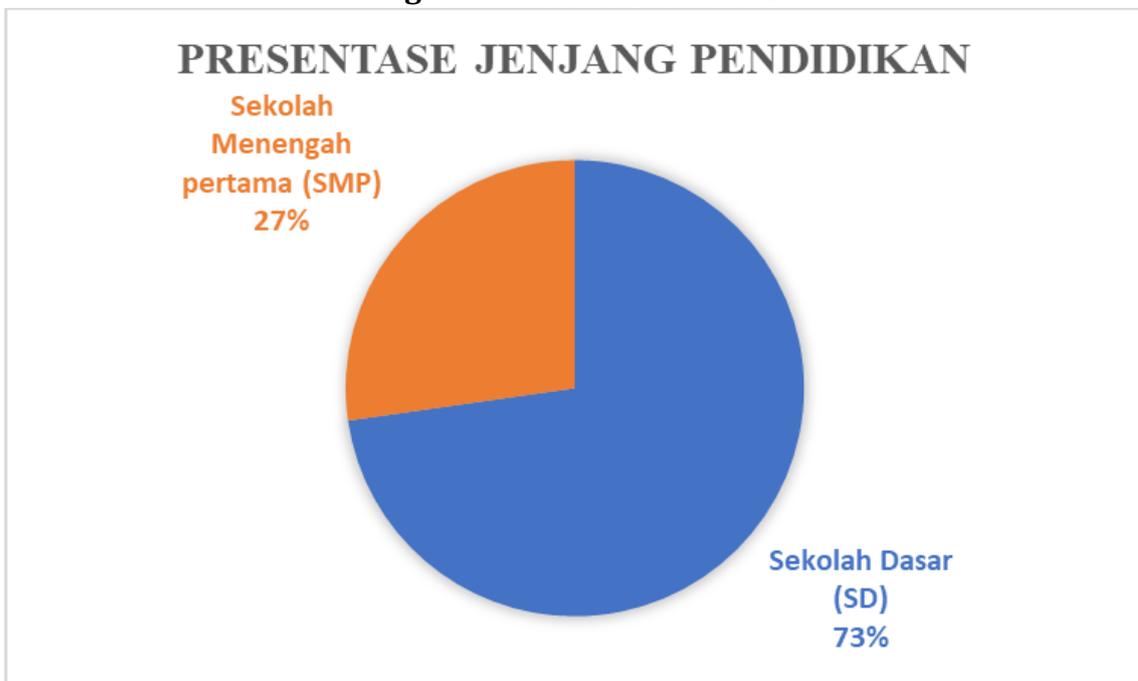
The learning problems observed in students in Kedungjambal include various challenges such as different levels of grasping the material, where some students struggle to understand the material at an appropriate pace, quick distractions affecting concentration, and age-related discrepancies in understanding material that should be mastered according to their educational level. During the tutoring program, it was found that in a math class for grade 6 consisting of 3 students, one student struggled to grasp the understanding provided. This required additional teaching approaches to help the student keep up with the material. Additionally, during the tutoring sessions, frequent loss of concentration due to interactions with peers, such as talking, disrupted the focus on the lesson. Finally, students at certain grade levels are expected to understand basic concepts of addition, subtraction, multiplication, and division. However, in Kedungjambal, there are still situations where some students have not fully mastered these basic concepts. This was evident when a grade 3 student, who should understand basic addition concepts, struggled to do so during the lessons, even when using basic finger-counting techniques that should be grasped in the early stages of math education.

During the implementation of the *Kuliah Kerja Nyata* (KKN) in Kedungjambal Village, students faced various challenges related to the learning process of children in the village. One of the main issues was the need for more access to educational resources and more learning support at home. To address this, the KKN students developed several strategies to facilitate the children's learning process. One of the initiatives was the "SUKA: Teaching" program, which was structured outside of school hours. This program was designed to provide additional academic support, particularly in subjects that the children found difficult.

In addition to academic tutoring, the KKN students also focused on the character development of the children through activities that encouraged cooperation, discipline, and responsibility, tailored to the needs and potential of each child. One dimension to identifying these abilities can be seen from the aspect of age appropriateness and individual appropriateness (Bredekamp, 2000). Age appropriateness refers to the extent to which learning is suitable for a particular age range. In contrast, individual appropriateness evaluates the suitability based on the specific characteristics or needs of each individual. With this approach, it is hoped that the children not only gain knowledge but also develop important social skills that are crucial for their future success.

Through these efforts, the KKN students aimed to create a more supportive and enjoyable learning environment while addressing the challenges faced by the children in Kedungjambal Village. From the observations collected, the researcher found various findings related to the educational levels, ranging from Elementary School or *Sekolah Dasar* (SD) to Junior High School or *Sekolah Menengah Pertama* (SMP) in the "SUKA: Teaching" program in Kedungjambal Village. The average educational level can be seen in Diagram 1.

Diagram 1. Educational Levels

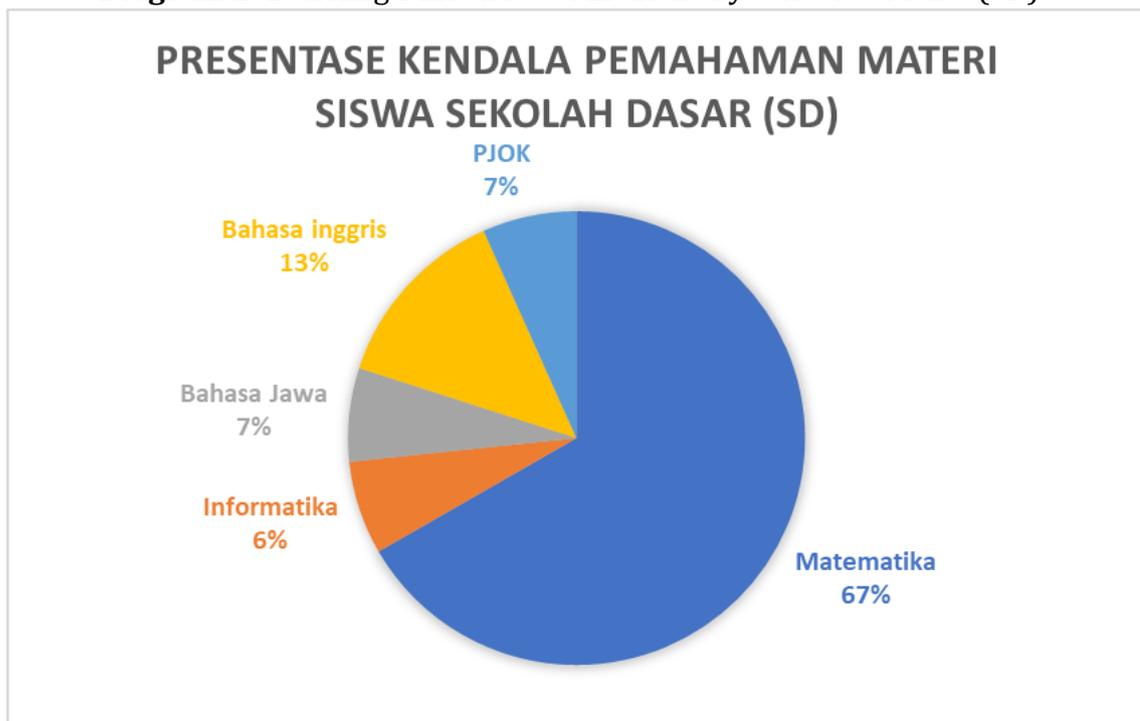


Based on the percentage results, the researcher found that the average educational level was dominated by Elementary School (SD), with a percentage of 73%. According to the 1945 Constitution of Indonesia, the elementary school serves as a means to educate and shape individuals who are faithful, love their country and nation, and take pride in their competence, creativity, noble character, and courtesy, as well as their ability to solve various problems in their environment. Primary education in elementary school covers children aged 7-13 years and is designed as a foundational education that is adapted to the characteristics of the educational unit, regional potential, and local socio-cultural context. The primary goal of basic education is to develop fundamental intelligence,

knowledge, personality, noble character, and skills for independent living, as well as to continue education to higher levels. Additionally, basic education aims to shape individuals who are capable of interacting and living within a group. Reber (1988), in his book *Educational Psychology* (2007:72), defines learning in two ways: first, as the process of acquiring knowledge, and second, as a relatively permanent change in responsibility resulting from the educational process. However, in achieving the goals of primary education, there are various challenges, one of which is the difficulties often encountered in the children's learning process.

From the research results, several challenges were found in the learning process of elementary school students (SD), as presented in Diagram 2 below.

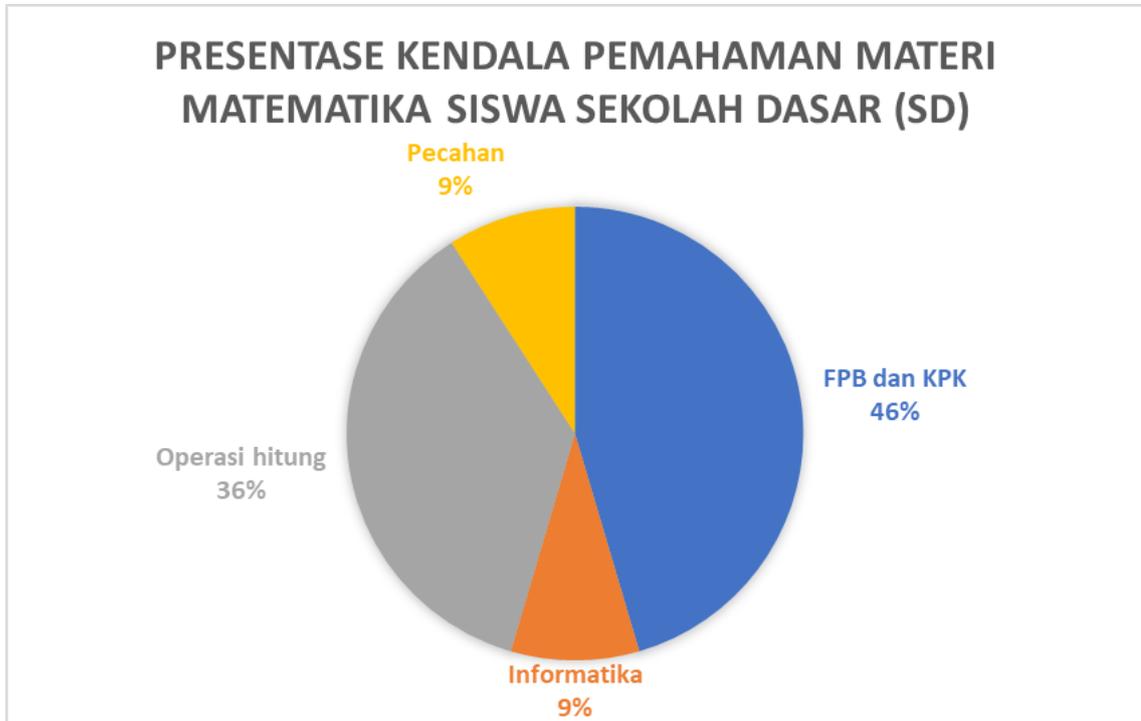
Diagram 2. Learning Difficulties of Elementary School Students (SD)



Based on the percentage results, it was found that there are challenges in understanding the material among Elementary School (SD) students, with the highest average result of 67% in mathematics. According to Sri Subariah (2006:1), the term "mathematics" originates from the Greek word "mathein" or "manthenien", which means "to learn." This word is thought to be related to the Sanskrit term "medha" or "vidya", which means intelligence, knowledge, or wisdom. According to the Indonesian Dictionary, *Kamus Besar Bahasa Indonesia* (KBBI), mathematics is defined as the science that studies numbers, the relationships between numbers, and operational procedures used to solve problems related to numbers. Generally, mathematics is a discipline that can enhance logical thinking and reasoning abilities, contribute to solving everyday problems, and support the development of science and technology (Rohmah, 2021). From field observations, the researcher found challenges faced by children in understanding mathematics material at school.

Based on Diagram 2, the challenges in understanding mathematics material among Elementary School (SD) students were further categorized. The percentage results of the model used can be seen in Diagram 3.

Diagram 3. Challenges in Understanding Mathematics Material Among Elementary School (SD) Students



Based on the results in Diagram 3, it was found that four subjects pose challenges in understanding mathematics for Elementary School (SD) students. Among these are Fractions and Informatics with a percentage of 9%, Arithmetic Operations with 36%, and FPB (Greatest Common Divisor) and KPK (Least Common Multiple) with the highest percentage at 46%.

Problems Identified

Based on this data, it is clear that the biggest challenge in understanding mathematics for SD students lies in the FPB (Greatest Common Divisor) and KPK (Least Common Multiple) material, with a percentage of 46%. This indicates that many students struggle to understand the basic concepts of number operations related to factors and multiples. According to Haruman (2008:3), understanding mathematical concepts is crucial for students, as these concepts will later be used in problem-solving. This conceptual understanding is the next stage after the basic concepts have been instilled in students. From the observations made by the researcher, this difficulty is caused by a lack of understanding of the concepts of division and multiplication, which are fundamental for solving FPB and KPK problems. In addition, the lack of varied problem-solving exercises and the absence of contextual approaches related to everyday life may also serve as obstacles. Aside

from FPB and KPK, the researcher also identified difficulties in basic arithmetic operations, with a percentage of 36%. These challenges are often related to students' insufficient ability to perform addition, subtraction, multiplication, and division accurately and efficiently. Mistakes in performing

Basic arithmetic operations have the potential to affect their understanding of more complex material, such as fractions and algebra at the next level. In line with expert opinions, difficulties or mistakes in calculations are often caused by students' inability to comprehend the meaning of the questions and a lack of mastery of basic mathematical concepts. Students with learning difficulties in mathematics tend to make mistakes during the learning process (Heruman, 2008:3).

Proposed Solutions

Based on field observations, several solutions have been identified to address students' understanding issues in FPB, KPK, and basic arithmetic operations. These solutions were implemented with the hope of improving the quality of learning and students' comprehension of fundamental mathematical concepts. The following are the steps taken during the research:

1. Strengthening Basic Concept Understanding

During the learning process, the researcher observed that many students struggled to grasp the basic concepts of multiplication and division. Therefore, the researcher implemented a visual-based learning approach using concrete aids such as multiplication cards. These aids proved effective as students could directly observe the relationships between numbers. For example, when explaining the concept of FPB, students were guided to break numbers into their factors using visual aids, making it easier for them to understand the calculation process. The documentation of the implementation can be seen in Image 1 below.



Figure 1. Strengthening Basic Concept Understanding

2. Contextual Approach

Based on the observations, the researcher concluded that students find it easier to understand mathematical concepts when the material is delivered through approaches related to everyday life. The researcher provided contextual problems, such as dividing items fairly in daily life, which directly

taught the concepts of FPB and KPK. The students appeared more enthusiastic as they could relate the lessons to their experiences, like calculating time in their daily routines or dividing objects evenly.

3. Varied Problem-Solving Exercises

The research findings indicated that the exercises given to the students tended to be monotonous and lacked variety. Therefore, the researcher introduced problems with different levels of difficulty, ranging from basic questions to more complex word problems. The researcher also employed a tiered evaluation method, where students worked through problems from the simplest to the most challenging.

4. Use of Technology in Learning

During the study, the researcher also experimented with using technology as a learning aid. Educational math apps and animated videos were utilized to clarify difficult material. The use of interactive apps proved to engage students, especially in practicing FPB and KPK problems. Additionally, instructional videos featuring animations of multiplication and division concepts helped students grasp the material more visually and comprehensively. Documentation of the use of technology in learning can be seen in Figure 2 below.

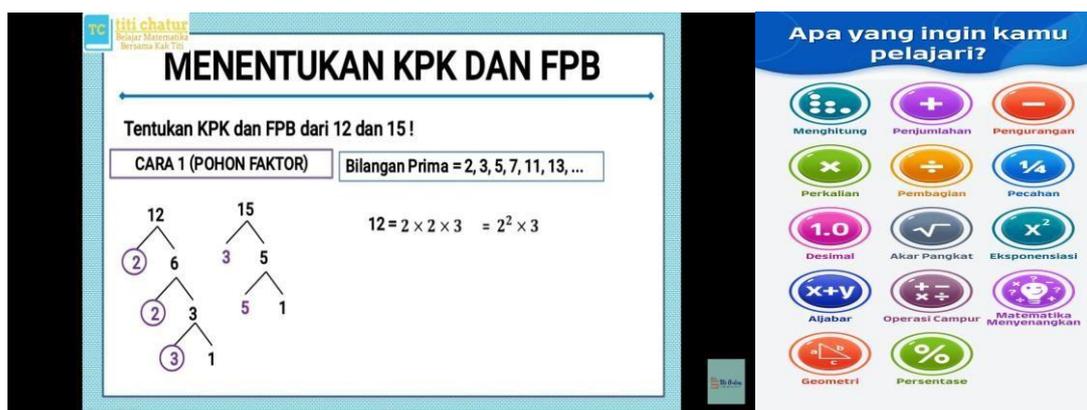


Figure 2. Use of Technology in Learning

Final Results

From the implementation of these solutions, a significant improvement in student understanding is evident. This is reflected in the results of the tests given to students after the new teaching methods were applied. The test results show a significant increase in scores compared to previous results. Most students were able to solve FPB and KPK problems more effectively and perform basic arithmetic operations with greater accuracy. The results of the trials can be seen in Figure 3 below.

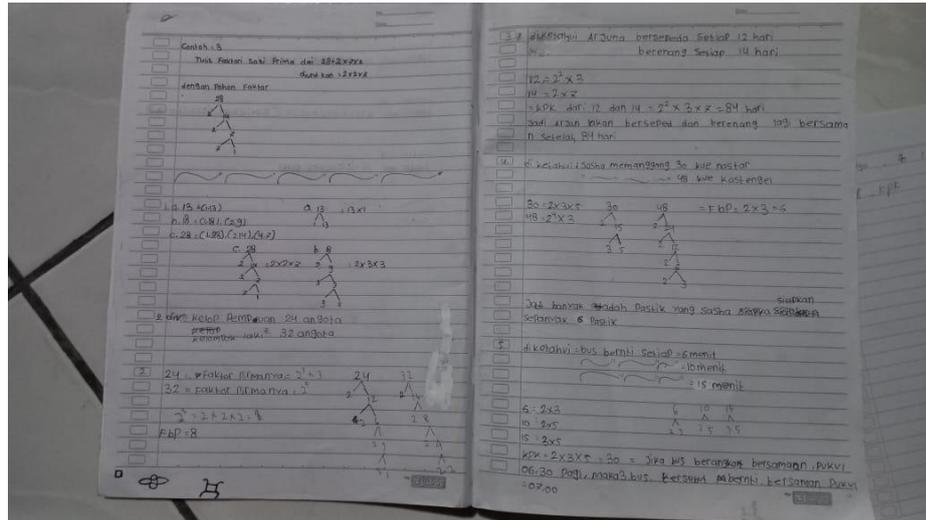


Figure 3. Final Test Results

This improvement indicates that the implemented solutions successfully enhanced the students' understanding of previously challenging material. Students were not only able to solve problems correctly but also demonstrated improved critical thinking skills when facing more complex mathematical issues. The contextual learning strategies and more varied exercises proved effective in helping students gain a deeper understanding of mathematical concepts.

4. CONCLUSION

Tutorial support is designed to help individuals overcome academic challenges by facilitating a conducive learning environment and developing effective learning strategies to achieve academic goals. The tutoring program conducted by the KKN UIN Sunan Kalijaga Group 229 is specifically designed to assist children in facing learning challenges. In its implementation, the tutoring employs various solutions to address students' learning problems, including using tools to understand basic concepts, applying approaches as teaching strategies, increasing the number of practice problems, and utilizing technology as an aid during the learning process. The results of implementing these solutions show significant improvement, indicating that the methods used are effective in helping students understand the learning material.

REFERENCE

Apriadi, D., Nurul Hidayat, Nizhamuddin Ab, Ahmatang, & Sudarto. (2022). KULIAH KERJA NYATA: PENGABDIAN KEPADA MASYARAKAT MELALUI KEGIATAN PENDAMPINGAN PENDIDIKAN. *Jurnal Pengabdian Masyarakat Paguntaka*, 1(1), 25–30. <https://doi.org/10.61457/jumpa.v1i1.2>

Bredenkamp S. (2000). *Developmentally Appropriate Practice in Early Childhood Program*. Washington D.C.: NAEYC.

Creswell mencontohkan penelitian Hamel (1993) yang mencoba melacak asal mula studi kasus ilmu sosial modern melalui antropologi dan sosiologi. Hamel mengutip studi Pulau Trobriand dari ahli antropologi Malinowski, studi

tentang keluarga dari sosiolog asal Perancis LePlay dan studi kasus di Universitas Chicago Jurusan Sosiologi pada tahun 1920-an dan 1930-an, yaitu studi yang dilakukan oleh Thomas & Znaniecki tahun 1958 dengan judul *The Polish in Europe and America* sebuah sejarah dalam penelitian studi kasus kualitatif.

- Febriani, A. A., Stiawan, D., Primandoni, A. B., Muslim, R. I., & Sugiharto, P. A. (2023). Efforts to Improve Children's Learning Skills Through Learning Guidance Activities. *Journal of Community Services and Engagement: Voice of Community (VOC)*, 3(1), 1–6. <https://doi.org/10.23917/voc.v3i1.2234>
- Fitralisma, G., Sumanti, N. A., Trimayanti, I., Budiastuti, E., & Novianti, S. (n.d.). *The Role Of Real Work College (KKN) Students In The Field Of Education As A Form Of Service In Kedungjaya Village*. 3(1).
- Fitriyani, N., Sidiq, Y., Aji, G. T., Nizar, M., & Samsuri, M. (2023). *Improving Children's Education through the Tutoring Program at Sentul Malaysia Kuala Lumpur Tutoring Studio*.
- Heruman. 2008. Model Pembelajaran Matematika di Sekolah Dasar. Bandung: PT Remaja Rosdakarya.
- Janati, H. F., & Tohani, E. (2023). Pendampingan bimbingan belajar untuk meningkatkan motivasi belajar anak pada masa pandemi Covid-19. *INOTEKS: Jurnal Inovasi Ilmu Pengetahuan, Teknologi, dan Seni*, 1(2). <https://doi.org/10.21831/ino.v1i2.47346>
- Lazwardi, D. (2017). Manajemen Kurikulum Sebagai Pengembangan Tujuan Pendidikan. *Idarah: Jurnal Pendidikan Islam*, 1(7), 99–112.
- Michael Quinn Patton, *How to Use Qualitative Methods in Evaluation* (London: SAGE Publications, 1991), hlm. 23
- Rohmah, Siti. (2021). Strategi Pembelajaran Matematika. Yogyakarta: UAD PRESS.
- Sholichah, A. S. (2018). Teori-Teori Pendidikan Dalam Al-Qur'an. *Edukasi Islami: Jurnal Pendidikan Islam*, 7, 23. <https://doi.org/10.30868/ei.v7i01.209>.
- Sri Subarinah. (2006). Inovasi Pembelajaran Matematika SD. Jakarta: Depdiknas.
- Suriani, C., & Barus, T. A. B. (2016). Perbandingan Hasil Belajar Biologi Siswa Yang Mengikuti Bimbingan Belajar Dengan Siswa Yang Tidak Mengikuti Bimbingan Belajar. *Jurnal Pelita Pendidikan*, 4(2), 135–141
- Tambunan, M. A. M., & Lubis, Y. (n.d.). *Meningkatkan Minat Belajar Anak Melalui Kegiatan Bimbingan Belajar Gratis di Desa Ulumahuam*.
- Triyani, B., & Salmalina, F. H. (n.d.). PERAN MAHASISWA KULIAH KERJA NYATA (KKN) UNTUK MENINGKATKAN KUALITAS PENDIDIKAN SEBAGAI WUJUD PENGABDIAN DI KAMPUNG NIRBITAN TIPES. https://www.academia.edu/31397156/Filsafat_Ilmu_Point_of_Review