# ASSISTANCE IN ENTREPRENEURSHIP DEVELOPMENT TUTORING "LESSON-JA" IN SUKAGALIH VILLAGE, MEGAMENDUNG DISTRICT, BOGOR REGENCY, WEST JAVA

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## Abstract

The purpose of this service is to provide assistance in entrepreneurial development to students as LESSON-JA tutoring owners. LESSON-JA tutoring have the potential to be developed so that they can become more well-managed tutoring considering that this tutoring is needed by local residents and residents in other villages in learning assistance for students to learn from home. The method used is Participatory Learning through participatory in partners with discussion, practice and demonstration materials. Results Partner assistance has succeeded in determining good management strategies related to tutoring curriculum, calistung learning materials, good management strategies related to human resources and marketing, and completing LESSON-JA tutoring facilities and infrastructure. In addition, online mentoring is carried out to discuss the initial tasks that have been done by partners. The discussion of LESSON-JA tutoring assignments includes how to arrange a lesson schedule on the template provided, fill in student progress cards, and use Google Drive. Other additions such as assignment files are merged in the LESSON-JA tutoring management document. With the availability of LESSON-JA tutoring management documents and LESSON-JA lessons that have been equipped with learning media (books and teaching aids) and classroom facilities, partners have shown progress from mentoring and achieving entrepreneurial change outcomes in a more managed direction, namely from tutoring to tutoring. Other additions such as task files are merged in the LESSON-JA management document. With the availability of LESSON-JA tutoring management documents and LESSON-JA tutoring that have been equipped with learning media (books and teaching aids) and classroom facilities, partners have shown progress from mentoring and achieving entrepreneurial change outcomes in a more managed direction, namely from tutoring to tutoring.

**Keyword :** LESSON-JA, Learning, Community Service, Entrepreneurship

## INTRODUCTION

The development of an area can be done by data collection (Rusdiyanto et al., 2023), Mainly related to data collection of tutoring learning in improving the intelligence of the

nation's children (Vidieyanti et al., 2022). Based on Indonesian Big Dictionary, tutoring is a lesson or supplementary lesson outside of school hours. The role of tutoring occupies an important position in the progress of children's learning achievement. This can be seen from the process carried out, which is carried out after the child is in their living environment. The material discussed in tutoring tends to repeat the material at school, but tutoring can also learn the material to be taught at school so as to make children better prepared to receive the material that will be taught by teachers in the school environment. In addition to tutoring, additional lessons can be provided through tutoring.

Munandir (2003) as quoted in Adhisa, et al (2020), revealed that tutoring is a process of providing guidance by teachers or other supervisors to students by developing a conducive learning atmosphere and developing learning skills and habits in order to achieve maximum learning outcomes in accordance with the talents and abilities of students. In other words, tutoring is a process of providing assistance in the form of teaching students in solving learning problems faced by students, so that good learning goals will be achieved. A good achievement in launching activities is institutional strengthening (Munawir et al., 2021). Naturally, student learning hours will be more by following tutoring which can have a direct effect on increasing student learning scores (Nurlinggasari, 2017).

A more personalized approach to tutoring can also help students understand lessons faster. In addition to positively affecting students' grades, tutoring can also increase student confidence. According to Noor & Ulfa (2016), students who attend tutoring outside of school will be more confident in participating in learning activities carried out at school, so they can be more active in class.

The 'LESSON-JA' tutoring are managed by Pani Septiani, a 5th semester student in the Mathematics Study Program of FST UT. The tutoring are named 'LESSON-JA' because the beginning of the lessons takes place in the afternoon until evening after students leave school and partners leave work. The 'LESSON-JA' tutoring has been running for 1.5 years, during the Covid-19 period where all students had to study remotely. The learning system results in parents having to be directly involved in accompanying students learning from home. Therefore, parents need the help of others who can accompany students to learn from home.

Parents of students in Sukagalih Village, Megamendung District mostly work as laborers. The average income of the population is Rp2,000,000/month. The educational background of the parents of these students is mostly high school graduates. Graduates from universities in Sukagalih village are still relatively few. Today, tutoring is the main work of partners both at home and visits to students' homes. The subjects taught are literacy, calculation, and mathematics. The number of tutoring students is 7 people consisting of 3 grade 5 students, 1 grade 6 student, 1 grade 2 student, 1 grade 1 student, and 1 Early Childhood Education (PAUD) student. Early childhood students and grade 1 elementary students in 'LESSON-JA' tutoring learn to read, write, and count (calistung). Other elementary school students study math and English.

Learning activities at 'LESSON-JA' tutoring include introducing and familiarizing how to pray using English, introducing lett tutoring ers with letter card question and answer method, composing letter puzzles, memorizing letters with singing, counting 1 to 10 using fingers in Indonesian and English, adding and subtracting numbers with drawing method, learning to write by giving points, learning to write letters by sounding each line written from a letter and

numbers, learn to read and write vocabulary and words, match words with pictures, read students' worksheets with the title 'Read', colorize, and introduce colors in Indonesian and English by doing a test of drawing colored pencils on books.

Math learning activities in 'LESSON-JA' tutoring include introducing and familiarizing yourself with how to pray using English, memorizing multiplication and division with target paper, arithmetic in English including adding, subtracting, and multiplying numbers, counting multiplications with jarimatics, playing multiplication checkerboard multiplication to strengthen memory memorization of multiplication and sharpening accuracy, learning elementary math materials according to grade level, learn time with the medium of learning analog watches and digital clocks on the device, study Net-building space with the practice of dissecting webs to build spaces from cardboard products and create webs from origami paper, as well as learning to structure space structures and flat structures with the practice of stacking data structures and building spaces from ice cream sticks. On the other hand, English learning activities are focused so that students can apply English in everyday life related to introductions, colors, food, drinks, work or goals, time, weather, and others, learn to read English words and sentences, and collect vocabulary using the English learning application "Duolingo".

The each tutoring meeting takes place for 1 student. The range of tutoring fees ranges from Rp100,000 – Rp150,000. Lesson time is adjusted to the slice between students and teachers, can last from Monday to Sunday. Currently, partners still have empty time slots to increase student teaching hours.

Based on the existing background, the Community Service Team (PkM) of the Mathematics Study Program of FST UT wants to provide assistance to entrepreneurs owned by students as managers of 'LESSON-JA' tutoring. The 'LESSON-JA' tutoring have the potential to be developed so that they can become more managed tutoring considering that they are needed by local residents and residents in other villages in learning assistance for students to learn from home.

## IMPLEMENTATION METHOD

The participatory Learning (Nursyamsu, 2018) in (Munawir et al, 2022) is participatory to partners with discussion, practice and demonstration materials. This method includes discussion activities with community service partners regarding partner needs regarding the development of 'LESSON-JA' tutoring.

The object of service activities is students of the mathematics study program in Sukagalih Village, Megamendung District, Bogor Regency, West Java. The stages of this service activity consist of stages of preparation and implementation, these stages include:

a. Preparatory Stage

The preparatory stage is the initial stage before the implementation of activities. In this stage, there are several things that are done, namely:

1. Online survey to students of the Mathematics Study Program FST UT registration period from 2020.1 to 2021.2. to capture student entrepreneurial information,
2. Coordination meeting with the PkM Team regarding the identification of student entrepreneurial information results through online surveys,
3. Interviews to confirm student entrepreneurship and identify partner needs.

b. Mentoring Implementation Phase

At the implementation stage, the PkM Team visited the location 3 times to conduct initial, follow-up assistance, as well as monitoring and evaluation. In addition, assistance is also carried out online as needed. The meeting was held in Sukagalih Village, Megamendung District, Bogor Regency, West Java which is the location of 'LESSON-JA' tutoring. The detailed activities planned at the meeting are as follows:

1. Initial mentoring
   - convey PKM implementation strategies
   - Describe good management strategies related to the tutoring curriculum

2. Advanced mentoring
   - Delivery of facilities and infrastructure
   - Describe good management strategies related to human resources and marketing

3. Monitoring and Evaluation

Evaluation through interviews with partners and students. The purpose of the interview to partners is to obtain information on partner satisfaction with the implementation of the PkM Team. While the purpose of the interview to students is to obtain information on student satisfaction with the development of student tutoring.

## RESULTS AND DISCUSSION

The Tutoring 'LESSON-JA' is a private lesson established by students of the Mathematics study program FST UT during the covid-19 period where all students had to study remotely. The learning system at that time encouraged parents to be directly involved in accompanying students to learn from home. The 'LESSON-JA' tutoring is a solution for parents who need help to assist their children to learn from home. In addition, tutoring can increase understanding, interest in learning, instill confident behavior in school, and prepare students to do assignments or exams in education (Fiah & Purbaya, 2017). Tutoring also serves in improving children's learning achievement so that students gain development and maintenance in learning (Jera, 2020).

Until recently, tutoring became the main work of partners both at home and home visits of students. The tutoring 'LESSON-JA' drew from the online entrepreneurship survey of students of the FST UT Mathematics program and became a partner in the entrepreneurship development service of the Open University. Identification of partner problems in entrepreneurial development has been carried out before the implementation of PKM through online interviews. Based on the results of the interviews, 'LESSON-JA' tutoring are still not managed to the maximum and the availability of facilities and infrastructure is limited. The solution offered through community service is to provide mentoring to partners/students to make 'LESSON-JA' tutoring management planning into more managed learning guidance and the availability of learning media (books and supporting media).

Partner assistance includes determining good management strategies related to tutoring curriculum, calistung learning materials, good management strategies related to human

resources and marketing, and completing 'LESSON-JA' tutoring facilities and infrastructure. The assistance is carried out in several stages as follows:

**Equalizing Perceptions of PKM Implementation with Partners**

The equalization of perceptions of the implementation of PKM for entrepreneurial development with partners will be held online on March 31, 2023. This equalization of perception is the first activity after the PKM proposal is approved. This initial activity is intended for partners to be able to obtain information about the strategy and schedule of the PkM team in carrying out mentoring to the 'LESSON-JA' tutoring location. The online meeting was attended by the Mathematics PkM team of FST UT and 'LESSON-JA' partners. A screenshot of the equalization of the perception of PKM implementation can be found in Figure 1.
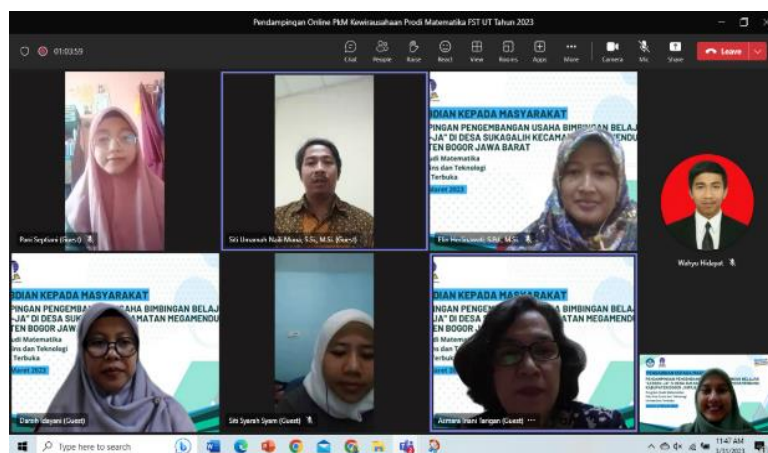


**Figure 1. Equalizing Perceptions of Entrepreneurship Development PKM Implementation with Partners through Zoom Meeting**

Equalization of perception begins with the introduction of PkM team members and partners. Furthermore, technical assistance and monitoring and evaluation were discussed. In the presentation, it was conveyed that the assistance was carried out 2 times online. Offline assistance consists of initial assistance and follow-up assistance. The purpose of the initial mentoring is to accompany partners in determining good management strategies related to the tutoring curriculum and to review locations and survey the needs of tutoring places. While continued mentoring is implemented after there is progress in partners from the initial mentoring. Advanced mentoring is aimed at accompanying partners in determining good management strategies related to human resources and marketing. In addition, at this second offline meeting, the mentoring also answered partners' questions related to material and technical learning of calistung. Then, the handover of facilities and infrastructure facilities was carried out at the advanced mentoring after obtaining information on the results of the site survey at the initial accompaniment.

The monitoring and Evaluation (Monev) is also presented on the comparison of the perception of PKM implementation with partners. Monev is implemented offline after continued mentoring. Monev discussed the results of the interview to the partners in order to obtain information about the partners' satisfaction with the implementation of the PKM Team. The interview with the students/partner consumers is aimed at obtaining information about the

satisfaction of the partner consumers towards the development of 'LESSON-JA' tutoring. Interview questions to partners and partner consumers are about the usefulness of the program for partners and partner consumers. A snapshot of the presentation material simulating the perception of the implementation of PKM with the partner can be seen in Figure 2.



**Figure 2. Airing Material Equalizing Perceptions of Entrepreneurship PKM Implementation with Partners**

**Provision of Good Management Strategy Material Related to the Curriculum Tutoring.**

Mentoring and providing materials on good management strategies related to the tutoring curriculum was held offline on Wednesday, May 10, 2023 at lesson-ja lessons, Sukagalih Village, Megamendung District, Bogor, West Java. To reach the tutoring site, the PKM UT team traveled ± 55.4 km from the Central Open University for 1.5-2 hours where this trip passed through Ciawi 1 toll road and West Sentul. Although the location where Les LESSON-JA is located is in a mountainous area, it is already accessible to cars and other vehicles (can be seen in figure 3).
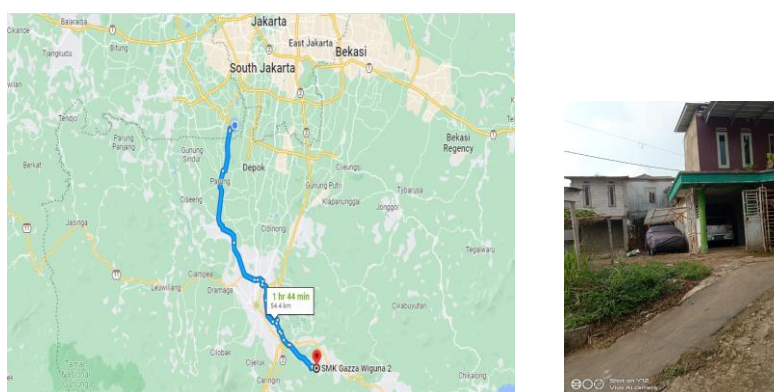


**Figure 3. (A) Location Map of LESSON-JA tutoring with starting point at the Central Open University and (B) location around LESSON-JA tutoring**

The mentoring of good management strategies related to the tutoring curriculum opens with a direct reintroduction and review of the means and infrastructure available in 'LESSON-JA' lessons. The activity is illustrated in Figure 4. Partners tell stories about management strategies that have been implemented in 'LESSON-JA' tutoring. Based on information from partners, the materials provided to elementary students are based on the revision of the curriculum in 2013. The course material for grades 5 and 6 of elementary school is programmed and determined by the teacher. As for the rest of the classes, the tutoring materials still adjust to the demand from the students.

**Figure 4. The PkM team arrived at the location and conducted a review of the facilities and infrastructure that available at LESSON-JA tutoring locations**

Sources of student learning materials in 'LESSON-JA' tutoring come from student textbooks at school and the Internet. Whereas the media props are made by the partners themselves. The workshop is aimed at learning materials for PAUD and learning geometry in elementary school mathematics. Partners have prepared some of the materials and practice questions given before the lesson. In addition, study summaries are available for students. Practice questions are written according to the grade level. Final practice questions are also given at the end of the material chapter being discussed so that students have an overview of the questions that are predicted to be tested at school. In addition to tutoring materials, partners have also determined student tutoring schedules that are posted in the classroom. The student's tutoring schedule can be seen in Figure 5. On the other hand, the current program in 'LESSON-JA' tutoring is one meeting for one student with a tuition fee of Rp10,000/hour. At the end of each lesson, the partner sends the student's learning progress to the student's parents.
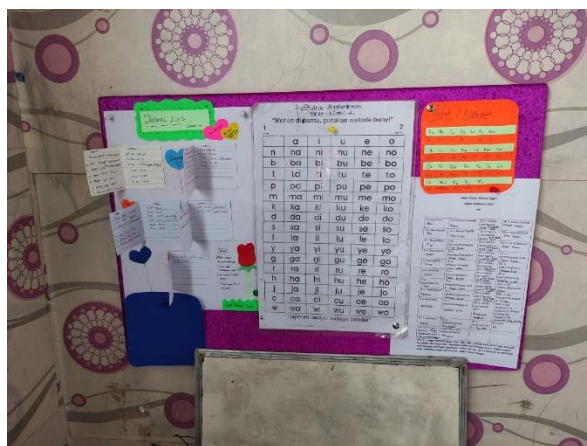


**Figure 5. LESSON-JA tutoring schedule**

Next, the PKM team provided strategy-related exposure for partners in the management of the tutoring curriculum illustrated in Figure 6. Syllabus, materials, and practice questions can be combined into a lesson management document so that they are not scattered and can be re-accessed when needed. Materials and exercises can be provided at the beginning of the learning semester according to the syllabus used so that the collection can be a module for students. However, this can be implemented in a process-based manner. In addition, partners

are expected to determine a more programmed lesson schedule and scheduling is made evenly every day so that there is no schedule buildup on one day. This is beneficial to the health of the teaching partners. Partners can also provide schedule recommendations to students such as two meetings per week. Furthermore, the lesson schedules of all students can be saved in Google Drive in Excel format so that they can be accessed by fellow tutors. On the advice of the team, partners can open classes in groups, so that the fees that students have to pay are cheaper but the partner's income increases. This is directly proportional to the profit optimization and efficiency of the time used. Student progress cards are advised to always be archived in order to be able to see the psychological development of students.



(A)                                    (B)

**Figure 6. (A) and (B) The PkM team provided management strategy materials related to the tutoring curriculum and tutoring management documents in the LESSON-JA tutoring room**

To increase the skills of partners, the PkM team provided additional materials on using Google Drive, sharing access on Google Drive, and shortening url links. The PkM team has prepared an initial task to motivate partners in developing 'LESSON-JA' tutoring entrepreneurship into managed tutoring. Guidance on materials and tasks as well as mentoring activities can be seen in Figure 7 and Appendix.
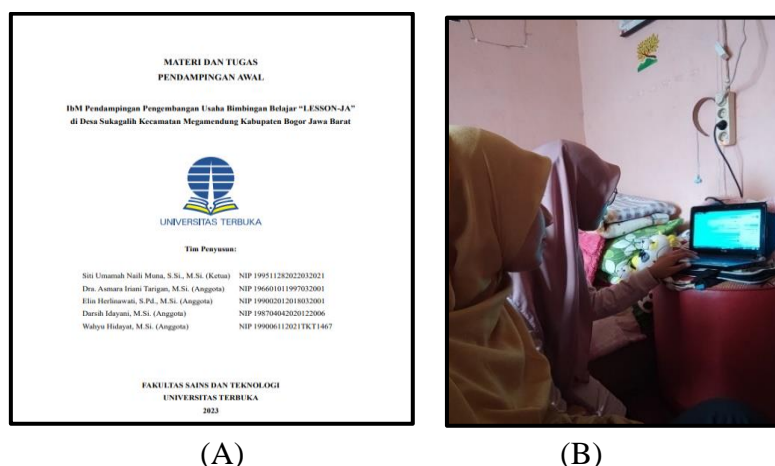


(A)                                    (B)

**Figure 7. (A) Material guidance and initial mentoring tasks and (B) PkM team assists partners in collecting management files into Google Drive**

In addition to providing mentoring, the PKM team reviewed the facilities and infrastructure in the 'LESSON-JA' tutoring room. The PKM team saw firsthand the need to add student learning resources, both books and props. Some of the facilities and infrastructure that partners need to support the source of guidance materials are: desks, 1st- 6th grade school books and calistung books, marker supplies, blackboards, carpets, room building props and so on, as well as erasable lettering coloring books. In addition, partners also need the accompaniment of calistung teaching material.

The on July 10, 2023, the PKM team held an online mentoring to discuss the initial tasks the partners had worked on as seen in Figure 8A. Discussions of assignments include how to draw up a schedule on the template provided, filling out student progress cards, as well as using Google Drive. In addition, the assignment files are combined within the 'LESSON-JA' tutoring management document that can be reviewed in Figure 8B. With the availability of the 'LESSON-JA' tutoring management document, partners have shown progress from initial mentoring and reaching beyond entrepreneurial change to a more managed direction, i.e. from tutoring to tutoring.
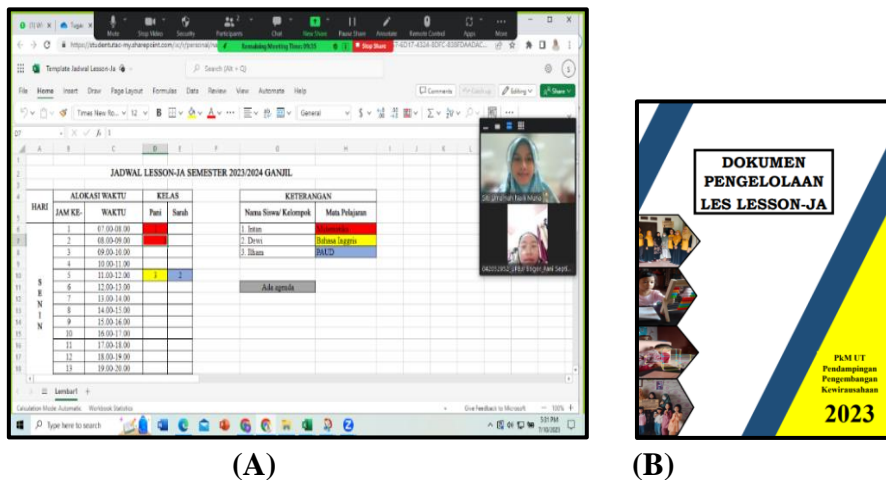


**(A)** **(B)**

**Figure 8. (A) The PkM team discussed the initial assignment online and (B) d LESSON-JA lesson management documents for 2023**

Based on the overall results of mentoring the management of 'LESSON-JA' tutoring, it is known that a breakthrough is needed in improving the student entrepreneurship program with the main strategy of improving resources and infrastructure, fully developing the utilization of documents and online document storage so that the learning data is well stored to improve the entrepreneurship of 'LESSON-JA' tutors. This result is in line with the of Ariyandi et al (2017) which explains that in increasing the entrepreneurial effort of tutoring students, adequate means and infrastructure and learning materials are needed. Reinforced by the of Herlinda et al (2020) the importance of good managerial, willpower and motivation, adequate means and resources, good teaching instructors, good response of learners, and a clean environment. In contrast to the results of the of Adhisa et al (2020) which explains that the student's learning activity in improving student achievement or learning outcomes is by increasing the level of self-confidence of students when participating in learning activities. The main motivation in learning lessons.

## CONCLUSION

The implementation of community service, partner mentoring managed to determine good management strategies related to the tutoring curriculum, calistung learning materials, good management strategies related to human resources and marketing, as well as equipping the facilities and infrastructure of 'LESSON-JA' tutoring online to discuss the initial tasks that the partners have worked on. The 'LESSON-JA' tutoring assignments include how to draw up a schedule on the template provided, filling out student progress cards, and using Google Drive. Other additions such as task files are combined within the 'LESSON-JA' tutoring management document. With the availability of the 'LESSON-JA' tutoring management document, partners have shown progress from initial mentoring and reaching beyond entrepreneurial change to a more managed direction, namely from tutoring to tutoring. The implementation of this devotion is very beneficial for the students and students of 'LESSON-JA' tutoring participants because the impact is felt directly in the continuous absorption of tutoring.

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