

Learning Assistance for Children in Kreet, Sendangsari, Pajangan, and Bantul Villages Through the Learning House Program

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ABSTRACT

The results of observations by the Alma Ata University Thematic KKN team showed that in the hamlets of Kreet, Sendangsari, Panjangan, and Bantul there were no guidance or study assistance facilities for children yet. The Thematic KKN team took the initiative to provide tutoring facilities for children through the learning house program. The objectives of implementing learning assistance through learning houses include raising public awareness about the importance of knowledge, producing quality, creative, innovative, and character human resources, and motivating children to be passionate about learning and achieving. The method used begins with the delivery of material, followed by questions and answers on material that has not been understood, then a discussion of the material that has been studied. The results of learning assistance activities show that these activities can help motivate children in learning, increase understanding, foster learning awareness, and increase children's activeness in discussing and asking questions regarding material that is not yet understood.

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INTRODUCTION

Kreet Hamlet or often referred to as Kreet Tourism Village is a hamlet located in Sendangsari Village, Pajangan District, Bantul Regency, Special Region of Yogyakarta. Kreet hamlet is approximately 18 km from the city center of Yogyakarta and 7 km from the city center of Bantul. Kreet Hamlet is located in the Pajangan limestone hills with an area of 104 hectares with a population of approximately 905 people consisting of fields, yards, residential areas, roads, and irrigation. Kreet Hamlet consists of five neighborhood units (RT), namely RT 01 to RT 05. It is bordered by Dadapbong Hamlet and Pringgading Hamlet in the east, in the south it is bordered by Dadapbong Hamlet and Kabrokan Wetan Hamlet, in the west, it is bordered by Petung Hamlet and Need Hamlet Lor and to the north directly adjacent to Kaliasem Bangunjiwo Kasihan Hamlet (Kreet Tourism Village, n.d.).

Kreet Hamlet is one of the hamlets affected by the Covid-19 pandemic which broke out some time ago. Covid-19 has had a significant impact on various sectors of people's lives, especially education. Currently,

in schools, learning is already taking place face-to-face, but it does not necessarily run effectively. This happened because students had to start adapting again to face-to-face learning, which during the pandemic, for about 2 years, learning was carried out online.

The results of observations from the Thematic Real Work Lecture (KKN Thematic) team for period 3 of 2022 held by Alma Ata University obtained data that among the impacts of online learning during the Covid-19 pandemic, children in Kreet Hamlet were increasingly accustomed to using gadgets and even many children to the point of the category of excessive gadget use. Excessive use of gadgets disrupts children's learning concentration and will affect their behavior in learning (Indraswari, 2019). In addition, the observation results also show that online learning carried out during the Covid-19 pandemic caused some children do not understand the learning material and they were not ready for the next lesson.

Seeing the problems that arose, the Thematic KKN team for period 3 of 2022 at Alma Ata University in Kreet Hamlet took the initiative to create a work program related to children's education. One of these work programs is learning assistance for children through the learning house program. This program was selected based on the results of observations which showed that in Kreet Hamlet there were still no guidance or study assistance facilities available for children. Several studies have shown that tutoring or learning assistance has a positive impact on children (Hidayah et al., 2021)(Pahmi et al., 2021)(Santoso & Rusmawati, 2019).

IMPLEMENTATION METHOD

One of the work programs of the Thematic KKN activities period 3 of 2022 at Alma Ata University is children's learning assistance through the learning house program with a total of 50 participants, both children of kindergarten, elementary, and junior high school ages. Learning assistance activities for children are carried out using various methods, including 1) delivering learning-related material, 2) providing questions and answers about material that is not yet understood, and 3) inviting discussions regarding the material that has been studied.

This activity consists of several stages, namely the preparation, implementation, and evaluation stages. In the first stage, the Thematic KKN team for period 3 of 2022 at Alma Ata University made preparations in the form of preparing learning materials for both kindergartens, and elementary and junior high school-aged children. Existing preparations are determining the time for carrying out activities, providing places for activities, and preparing the tools or suggestions needed in children's learning assistance activities so that the process of mentoring activities runs smoothly and well.

At the implementation stage, the Thematic KKN team for period 3 of 2022 carries out learning assistance activities using the face-to-face method (not online) by a predetermined place and time. Assistance is provided in terms of doing school questions or assignments, introducing letters of the alphabet and how to read for kindergarten and elementary school children, applying the multiplication technique for elementary and junior high school children, and teaching how to make origami to foster children's creativity, and various other guidance.

At the evaluation stage, the evaluation is carried out during field trip activities. Field trip activities are a way of conveying learning material that is carried out by inviting students directly to an object outside the classroom or the surrounding environment which has the goal of making students observe and experience it directly (Nusi, 2016). The field trip activity was carried out by dividing the children into three posts according to their level of education, namely Kindergarten, Elementary, and Middle School. Children are given a question according to material that has been studied or taught during the study assistance. In addition, as an evaluation, several children were given short interviews about their aspirations or future views, impressions, and experiences while participating in learning assistance activities through the learning home program.

RESULTS AND DISCUSSION

Learning assistance activities for children through the learning house program is a work program of the 3-year 2022 Thematic KKN program organized by Alma Ata University. It is hoped that this community service activity can provide many benefits and knowledge to children in the hamlets of Kreet, Sendangsari, Panjangan, and Bantul.

Activities in the learning house program are carried out once a week, namely every Sunday with a duration of approximately 2 hours (09.00 to 11.00 WIB). The activity took place in 3 groups, the first group for children from RT 01 and 02 at the local pavilion, the second group for children from RT 03 and 04 at the Village Hall, and the third group for children from RT 05. took place in one of the houses of the residents of RT 05. This activity was attended by children from kindergarten, and elementary to junior high school with a total of approximately 50 children for the entire learning house group. The tools used to support the implementation of learning assistance activities include posters, textbooks, reading books, origami, and stationery.

Activities carried out in the learning house program include motivating children to be enthusiastic about learning and achieving. Giving motivation to children is very important in learning and learning (Susanti, 2015). Motivation will encourage children to be able to do well in learning so that the desired learning objectives can be achieved. Motivation can be increased by providing learning assistance (Darmayanti & Sueca, 2020). Other activities carried out include providing an additional understanding of the material through guidance and question and answer, raising children's awareness to want to learn, accustoming children to active questions and discussions, as well as giving prizes in the form of awards or praise for children who have learned or done activities well.



Figure 1. Children's Accompaniment Activities at the Learning House

Based on the evaluation results of accompanying children through the learning house program, it was found that there was a positive influence on the children in Kreet hamlet, this can be seen from the good response from the children, the children were also enthusiastic and continued to participate in home activities. this study from the first week until the end of the KKNT activities in Kreet hamlet. The success of accompanying children through the learning home program can also be seen in increasing children's understanding, increasing children awareness of learning, increasing children's activeness in discussing and asking questions related to material that is not yet understood, and increasing children's interest in participating in learning assistance activities.

The development of children becomes very good with a learning house. The results of the interviews with the children showed that the children felt happy while participating in the mentoring activities, they considered the activities during the mentoring activities to be very exciting, and felt very enthusiastic and motivated to participate in learning activities together.

Some of the obstacles in the implementation of assisting children through the learning home program are in terms of determining the schedule for the implementation of activities that are not good. There are still some children who are not fluent in reading or understanding learning material. In addition, some children are less focused during learning activities, this is because the child jokes too much with other friends. Reflection or efforts made to overcome this are that there is a need for more mature planning related to the schedule so that activities can run effectively, besides that it needs good coordination with parents regarding the child's ability to understand the material provided.

CONCLUSION

Based on the explanation that has been described, it can be concluded that children's learning assistance activities through the learning house program are carried out in each neighborhood unit (RT) in the hamlet of Kreet, Sendangsari, Pajangan, Bantul which is one of the Thematic Community Service Program work

programs for the period 3 2022 University Alma Ata runs smoothly and successfully. The results of learning mentoring activities show that these activities can help motivate children to learn, increase understanding, grow awareness of learning, and increase children's activeness in discussing and asking questions related to material that has not been understood.

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