

Efforts to Increase Children's Interest in Learning in Glagahwaru Village

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Abstract: Interest in learning remains a major problem for children in Glagahwaru Village. In addition, children face various obstacles, such as lack of desire to learn, slow learning, poor learning habits and negative attitudes towards class, teachers or school. In addition to learning difficulties, various internal and external factors can also affect the education process. So that students of the KKN 04 team of Muria Kudus University aim to provide tutoring, elementary school teaching assistance, and village library development as one of the work programs, especially in the field of education. This service research focuses on students in Glagahwaru Village. The research method was carried out using a qualitative descriptive method. Based on the results that have been achieved, it can be concluded that this community service activity can increase children's interest in learning while in the community, at home and at school.

Keywords: Learning Interest, Students, Education

1. Introduction

Glagahwaru is a village in Undaan sub-district, Kudus district, Central Java province, Indonesia. Glagahwaru village is included in the administrative area of Undaan sub-district, Kudus district, Central Java. Glagahwaru village borders Terangmas village to the north, Berugenjang village to the south, Kutuk village to the east and Kalirejo and Medini villages to the west. Astronomical location: 6.920705 LU - 6.945443 LU and 110.805207 East- 110.820581 East. The population of Glagahwaru Village is 1,231 households, consisting of 1,869 men and 1,866 women. The majority of the population is Muslim. They are spread across 2 hamlets.

Glagahwaru Village is led by a village head who is assisted by a village secretary and other village officials. Most of the area of Glagahwaru Village is in the form of rice fields, with 215.301 ha of paddy fields, 52.935 ha of dry land and 7 ha of river roads and cemeteries out of a total area of 275.236 ha. Therefore, it can be seen that the majority of Glagahwaru Village residents are farmers and other livelihoods are as traders. The main commodities produced by Glagahwaru Village are rice in MT (planting period) 1 and MT2, and watermelon, green beans, cucumber and melon in MT3. The facilities in Glagahwaru Village include 1 PAUD, 1 TK, 4 SD/MI, 1 MTs, 1 Diniyah, 2 mosques, and 15 prayer rooms.

During the Covid pandemic, learning activities were carried out in each student's home. Meanwhile, face-to-face learning makes children at school more enthusiastic in carrying out learning activities and absorbing useful knowledge. Although teaching and learning activities were temporarily suspended during the pandemic, education can never be separated from students and their lives, both as subjects and objects. Elementary school children in Glagahwaru Village need learning assistance because most of their families work as farmers. Therefore, the KKN 04 Muria Kudus University group organized tutoring activities that are needed to stimulate students' interest in learning.

Education is an effort to foster and develop human personality both in terms of spiritual and physical (Shavkatovna, 2021). Some experts also explain education as a process of changing the attitudes and behavior of a person or group of people by growing them through teaching and training (Chickering et al., 2015). With education we can become more mature, because education has a very positive impact on us. And education is also able to eradicate illiteracy and provide skills, intellectual abilities and others (Freire, 1970; Huettig & Mishra, 2014).

Through educational programs that have been planned or even implemented, of course, it does not always go according to plan in teaching at school (Darling-Hammond et al., 2005). There are a number of problems in the delivery of education

that affect both teachers and students. Sometimes children face various challenges or obstacles, including low academic performance, lack of desire to learn, slow learning, poor study habits and negative attitudes towards class, teachers or school (Baidoo-Anu, 2017). In addition to learning difficulties, various internal and external factors can also affect the education process (Kunhardianto et al., 2017).

Academic achievement is a measure of the success of education in schools because it shows how well students complete their studies. It is important to improve academic achievement because it is one indicator of a student's academic success. According to Ma et al., (2014) Tutoring is the most appropriate form of teaching to improve learning outcomes. Instructional learning support activities are activities that provide useful assistance or support to individuals or groups by one or more teachers who are experts in their fields.

Tutoring is considered to have the potential to increase student motivation and achievement while supporting learning. This is in accordance with the results of research (Khasanah, 2013) that appropriate group guidance services can increase student learning motivation. At the same time, spiritual education including positive motivation enhancement is needed to increase students' interest in learning. Giving gifts or rewards can also make a positive contribution, not necessarily in the form of using material goods but can be in the form of positive reinforcement or results (Frey & Gallus, 2017; Gneezy et al., 2011). Tutoring can be obtained from each individual with the aim of helping each student understand himself and be able to behave naturally. By helping students develop their understanding and learning abilities, it is hoped that tutoring activities are included as a form of support.

Based on the above context, a group of 16 students from Universitas Muria Kudus (UMK) decided to carry out a work program, namely increasing interest in learning through free tutoring, teaching at elementary schools and developing village libraries. It is hoped that with the implementation of this work program, the younger generation in Glagahwaru Village will be more interested in learning. In addition, this can also be a forum or point of contact for the Glagahwaru Village community to improve students' academic progress. It is hoped that the activities to increase interest in learning with various activities, one of which is tutoring, can be a means for the KKN 04 Muria Kudus University group in Glagahwaru Village to provide knowledge and take proactive action in the field of education.

2. Methods

The research method was carried out using a qualitative descriptive method. According to Bradshaw et al., (2017), descriptive qualitative research aims to provide a factual, systematic, and accurate description of some facts and characteristics of a particular population or describe a phenomenon that occurs in society in detail. Thus, this research was conducted to see the difference between one variable and another. This tutoring activity was carried out at the KKN Group 04 Post of Muria Kudus University which is located in Glagahwaru Village, Undaan District, Kudus Regency.

Data collection in this research is primary data and secondary data. Primary data is data obtained directly at the research location. While secondary data is data obtained through scientific journals. The research subjects used in this study are elementary school students who live in Glagahwaru Village, Undaan District, Kudus Regency.

This service activity is an activity using direct observation techniques of all students. Where students directly practice teaching starting from grade 1 to grade 6. Participants in this study include grade groups 1, 2, 3, 4, 5 and 6. By doing direct service, we know that there are differences in students with one another. We found that there are some children who lack awareness about various educational matters, thus the importance of tutoring will motivate students about the importance of education for the future.

The facilities used to support this activity are the KKN post in Glagahwaru Village, stationery and textbooks that are in accordance with the learning criteria of elementary school children. This activity was carried out during August and September. The implementation of this activity is carried out at 18.30 WIB - 19.30 WIB. This activity is carried out every day by Muria Kudus University KKN students.

The implementation of this activity uses four stages, namely: (1) Motivating students in learning by orienting them to the material and motivation about life in the form of inspirational stories, (2) Explaining the material, (3) asking questions and (4) giving rewards in the form of praise or appreciation verbally or in the form of goods. Fig. 1 shows the activity flowchart.

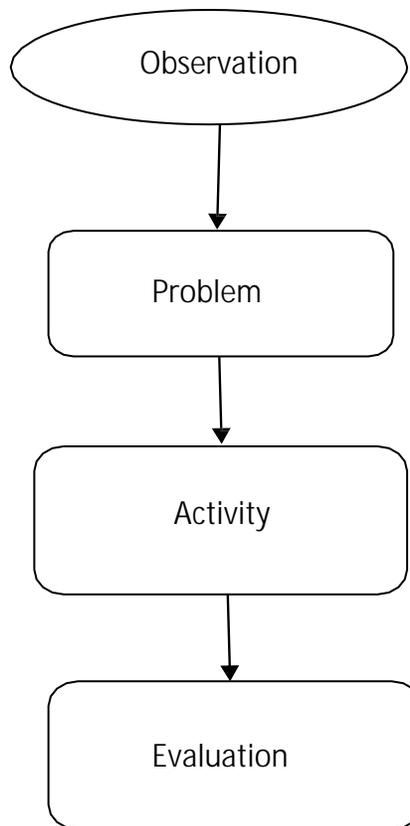


Fig. 1 - Activity flowchart.

3. Results

3.1 Observation

The results of community service activities in the field of education held in Glagahwaru Village after conducting observations are in the form of assistance with elementary school students through teaching activities at elementary schools, developing village libraries and tutoring. The tutoring activities were carried out at the KKN 04 post of Muria Kudus University in Glagahwaru Village and at the Village Hall KKN post. By holding various activities in the field of education, one of which is tutoring, we simultaneously help students who have difficulty completing school assignments, deepen the material and provide learning motivation to students.

3.2 Problem Formulation

Lack of interest in learning among primary school students in Glagahwaru Village. This can be stimulated by a more interesting and fun learning process. One way that can be done is by using the learning while playing method. This is one way to increase the interest of elementary school students in Glagahwaru Village.

3.3 Activity Implementation

In the implementation of this tutoring, there are several activities such as providing material understanding, question and answer, providing motivation and games. Understanding the material and asking questions and giving praise to students can support the provision of motivation. With motivation, students become happy and excited so that they can easily accept the material easily.

This activity was attended by elementary/middle school students in Glagahwaru Village, Undaan Subdistrict, Kudus District. This tutoring activity refers to the LKS book or theme book. After providing material to students, students can then ask about things they don't understand to KKN students as shown in Fig. 2. and Fig. 3.



Fig. 2 - Tutoring at the KKN post.



Fig. 3 - Tutoring at the village hall post.

The next activity is teaching in elementary school. This teaching activity is carried out 4 times a week at SD 1 Glagahwaru. Teaching is carried out starting at 07.00 - 09.00 WIB. During teaching activities in elementary school, KKN students apply the learning while playing method. This is the creative role of KKN students to make students more active in learning activities. As during the learning process, KKN students teach students by answering questions through a song relay game. For students who get the last marker when the song being sung stops, then the student answers questions from KKN students. Through such learning methods, students will become active and enthusiastic so as to increase student interest in learning (Fig. 1.).



Fig. 4 - Teaching in elementary school.

The next activity is to develop village libraries. Village libraries are public libraries at the lowest level of government in the public library structure. So, this village library provides reading and learning facilities for children that can be adequate to the conditions, situations, regions and needs of the community. For this reason, KKN students together with PKK women reactivated this village library which had stopped now it is running again. KKN students donated 24 books to this village library. The enthusiasm of elementary school students and the community is very good. They are provided with this village library so that they can learn and read books, in order to increase knowledge in the future (Fig. 5.).



Fig. 5 - Village library.

Based on Table 1, elementary school tutoring activities are carried out from Tuesday to Friday. For Tuesdays and Wednesdays, the tutoring is held at the KKN Post, while for Thursdays and Fridays the tutoring is held at the KKN Post at the village hall.

Table 1 - The tutoring schedule for elementary/middle school students.

No.	Day, Date	Place
1.	Tuesday, August 29, 2023	KKN Post
2.	Wednesday, August 30, 2023	KKN Post
3.	Thursday, August 31, 2023	KKN post Village hall
4.	Friday, September 1, 2023	KKN post Village hall
5.	Tuesday, September 5, 2023	KKN Post
6.	Wednesday, September 6, 2023	KKN Post
7.	Thursday, September 7, 2023	KKN post Village hall
8.	Friday, September 8, 2023	KKN post Village hall
9.	Tuesday, September 12, 2023	KKN Post
10.	Wednesday, September 13, 2023	KKN Post
11.	Thursday, September 14, 2023	KKN post Village hall
12.	Friday, September 15, 2023	KKN post Village hall

Based on Table 2, teaching activities at SD 1 Glagahwaru were carried out for 2 weeks and in one week we taught 4 times. For the first week it was held on (Tuesday, August 29, 2023), (Wednesday, August 30, 2023), (Thursday, August 31, 2023), and (Saturday, September 02, 2023) and for the second week it was held on (Tuesday, September 05, 2023), (Wednesday, September 06, 2023), (Thursday, September 07, 2023), and (Saturday, September 09, 2023).

Table 2 - The teaching schedule at SD 1 Glagahwaru.

No.	Day, Date	Class
1.	Tuesday, August 29, 2023	1 and 2
2.	Wednesday, August 30, 2023	2 and 3
3.	Thursday, August 31, 2023	5

continued

4.	Saturday, September 2, 2023	6
5.	Tuesday, September 5, 2023	1 and 2
6.	Wednesday, September 6, 2023	2 and 3
7.	Thursday, September 7, 2023	5
8.	Saturday, September 9, 2023	6

3.4 Evaluation

With these activities, there must be an obstacle, based on observations that have been made such as there are some students who still cannot read in high grades, then students still cannot pay attention properly when understanding the material, because they are still influenced by their friends to joke and play in class, and for students' interest in reading in the library is also low, because the development of the times students prefer to read online through modern technology such as cellphones. So that serious assistance is needed to avoid these problems, namely by holding mentoring activities with elementary school students through teaching activities in elementary schools, developing village libraries and tutoring, it has been seen that it can increase students' interest in learning.

4. Discussion

Prior to the implementation of the tutoring work program, student teaching assistance in elementary schools, and the development of village libraries, students seem less motivated to learn. Students are also less active in the learning process in class and pay less attention to KKN team students when assisting the teaching process in class. Therefore, the three work programs were held. By creating a competitive learning activity process, using learning media that can make it easier for students to understand the material, motivating students during teaching and learning activities and always paying attention and ensuring students' interest in learning (Puspitarini & Hanif, 2019). After the implementation of the work program, students seemed to have increased their interest in learning and the provision of material by team students.

KKN has been well received by students. This can be supported by previous research that teachers are a key factor determining the success of the teaching and learning process. Teachers not only act as mentors and mediators, but also must be able to act as motivators, able to generate enthusiasm and enthusiasm in students in learning (Baloch & Akram, (2018)).

5. Conclusion

This KKN activity started from August 20, 2023, to September 21, 2023, in Glagahwaru Village, Undaan Sub-District, Kudus Regency. In this KKN activity there are mandatory programs and additional programs. For work programs in the field of education, the KKN 04 team took 3 additional work programs that had been approved by the field supervisor. The work programs are mentoring with elementary school students through teaching activities at elementary schools, developing village libraries and tutoring.

Based on the results that have been achieved, it can be concluded that this community service activity carried out by KKN 04 team students is very helpful to the community in Glagahwaru Village. This can be proven by our KKN team having taught and invited children to learn from not knowing to knowing and through tutoring activities, reading books in the village library and the KKN 04 team at school teaching children using learning while playing methods that can increase children's interest in learning while in the community, at home and at school.

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Conflict of Interest

The authors declare no conflicts of interest.

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