

Empowering Elementary Education: A Comprehensive Learning Assistance Program for Academic Achievement and Motivation Enhancement

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Abstrak

Inisiatif pengabdian kepada masyarakat ini bertujuan untuk meningkatkan prestasi belajar dan motivasi siswa sekolah dasar melalui program bantuan belajar yang komprehensif. Pendekatan ini menggabungkan metode pengajaran yang beragam, keterlibatan aktif orang tua, dan dukungan masyarakat, menyoroti upaya kolaboratif antara lembaga pendidikan dan lingkungan setempat untuk menciptakan dampak positif. Peningkatan yang terlihat, prestasi belajar mencapai 90% dan motivasi meningkat 80% pada minggu ketiga, menunjukkan efektivitas bantuan belajar sebagai solusi mengatasi tantangan dalam proses pembelajaran. Program ini menggambarkan bahwa pembelajaran tidak hanya dilakukan di sekolah, tetapi juga melibatkan partisipasi aktif dari orang tua dan masyarakat luas. Keterlibatan siswa dalam merancang dan melaksanakan program bantuan pembelajaran menunjukkan bahwa kontribusi dari berbagai pemangku kepentingan dapat menciptakan lingkungan belajar yang lebih inklusif dan berdampak. Keberhasilan program ini merupakan bukti upaya kolektif dalam meningkatkan kualitas pendidikan, dan membuahkan hasil positif. Kesimpulannya, inisiatif ini tidak hanya memberikan manfaat langsung kepada para pelajar namun juga memberikan inspirasi dan model bagi upaya serupa di berbagai daerah. Melalui bantuan pembelajaran, terlihat bahwa setiap elemen individu dan masyarakat dapat berperan dalam membentuk generasi yang lebih berprestasi, termotivasi, dan siap menghadapi tantangan masa depan.

Kata kunci : *Bantuan Belajar, Prestasi Belajar, Motivasi Belajar.*

Abstract

This community service initiative aimed to enhance the learning achievements and motivation of elementary school students through a comprehensive learning assistance program. The approach incorporated diverse teaching methods, active parental involvement, and community support, highlighting the collaborative efforts between educational institutions and the local environment to create positive impacts. The observed improvements, with learning achievements reaching 90% and motivation increasing by 80% in the third week, demonstrate the effectiveness of the learning assistance program as a solution to overcome challenges in the learning process. The program illustrates that learning is not only conducted in school, but also involves the active participation of parents and the wider community. Student involvement in designing and implementing the learning assistance program shows that contributions from various stakeholders can create a more inclusive and impactful learning environment. The success of this program is evidence of collective efforts in improving the quality of education, and yielding positive results. In conclusion, this initiative not only provides direct benefits to the students but also provides inspiration and a model for similar efforts in various regions. Through learning assistance, it is evident that every individual and community element can play a role in shaping a more successful, motivated, and ready generation to face the challenges of the future.

underscored the effectiveness of learning assistance as a solution to overcome challenges in the learning process. The program illustrated that learning extends beyond the school setting, involving active participation from parents and the broader community. The engagement of students in designing and implementing the learning assistance program demonstrated that contributions from various stakeholders can create a more inclusive and impactful learning environment. The success of the program serves as a testament to the collective efforts in enhancing the quality of education, yielding positive outcomes. In conclusion, this initiative not only directly benefited the students but also provided inspiration and a model for similar efforts in diverse regions. Through learning assistance, it became evident that every individual and community element can play a role in shaping a generation that is more accomplished, motivated, and prepared to face future challenges.

Keywords : *Learning Assistance, Learning Achievement, Learning Motivation.*

INTRODUCTION

The process of learning is a process of interaction between teachers and students, and it entails organizing every activity to assist students in actively learning or mastering the subject matter. A teacher, in their capacity as an educator, is required to have an understanding of the fundamental capabilities, motivation, academic background, and socio-economic background of their pupils during this process. Learning, in its most fundamental sense, is a change in behavior that is permanent. It can take place from ignorance to knowledge or from incomprehension to understanding, and it is the outcome of experience gained during the learning process rather than the process of maturation. It is possible to determine whether or not the learning process is successful by observing how the learners' thoughts, feelings, and behaviors change over time (Zhang, 2019).

Providing learning support is an effort made by a mentor who is knowledgeable in a specific profession to assist people or groups in achieving their goals. The goal of this activity, which may include tutoring, is to assist students in selecting, adapting, and finding solutions to specific learning challenges. By assisting students in overcoming challenges that they may encounter, tutoring has the potential to have a beneficial effect on the academic performance of students. There are three different ways that learning achievement can be evaluated: cognitively, emotionally, and psychomotorally. Learning achievement is measured by the results that a person obtains following the learning process. A person's success in the learning process is influenced by a variety of elements, both internal and external to the individual (Barni, 2019).

One of the most important aspects of the learning process is motivation, which may be defined as an internal desire to accomplish something. This motivation involves the power of influence within pupils that can boost the spirit of learning, sustain the continuity of learning activities, and provide direction to attain goals. A high level of learning motivation has the potential to improve learning outcomes. In addition to teaching, offering positive incentive and prizes can lead to enhanced student motivation. Youngsters's academic achievement and motivation in a community appear to be low, along with the inclination for youngsters to play rather than study at home. Other variables that contribute to the decline in

learning achievement and motivation include parents' lack of attention to children's learning at home (Yu, 2018).

Learning accomplishment indicators encompass cognitive, emotional and psychomotor components, whereas learning motivation indicators involve desire, motivation, needs, expectations, rewards, interesting activities and suitable learning environments. Observations showed that pupils' learning achievement and motivation dropped as the grade level climbed. Low achievement and learning motivation can be demonstrated by the non-achievement of specified metrics. Improvement initiatives, such as offering tutoring and positive incentive, need to be strengthened to improve the achievement and motivation of elementary school-age students (Duchatelet, 2019).

At grade 1 and 2 levels, children' achievement and motivation to learn are still relatively good, however, when the grade level grows, there is a considerable reduction. Children tend to become less excited about studying, and their interest is more in playing than learning at home. Observations also suggest that parents pay less attention and direction to their children to continue learning activities at home after work. The causes of low learning achievement and motivation were revealed to entail both internal and environmental influences. Internal issues include a lack of drive from pupils themselves, while external factors involve a lack of support and direction from parents. Therefore, greater efforts need to be made to improve the quality of learning at home and boost parental involvement in supporting their children's learning activities (Prayuda, 2023; Prayuda et al., 2022).

Learning accomplishment measures that incorporate cognitive, emotional and psychomotor characteristics should be the focus of improvement efforts. Meanwhile, learning motivation factors such as desire, drive, need, hope, appreciation, fascinating activities, and appropriate learning conditions need to be addressed more extensively. Tutoring and positive motivation initiatives can be helpful ways to boost student achievement and motivation. In addition, integrating parents more actively in supporting learning activities at home, such as providing guidance and offering more focused attention, can also make a significant contribution. Thus, it is intended to create a better learning environment, boost the spirit of learning, and overcome the hurdles that students may experience in reaching optimal accomplishment and learning motivation.

METHOD

A model of community service activities, especially for elementary school pupils, is carried out through learning help. The site for executing this exercise can be varied, either at home or at a learning facility. The steps for adopting learning help activities can be characterized as follows:

1. Initial Preparation

In this step, coordination with relevant parties is carried out to prepare learning assistance activities within a specified period. Observations are done to discover educational challenges faced by elementary school children. Learning materials are also designed to be relevant to the needs of the participants.

2. Core Activities

After preparation, an introduction is provided to the participants and the schedule for the implementation of Tutoring is defined. Activities are carried out according to the timetable, which can take place at home or a convenient public area. The duration of the activity and its location are adjusted to minimize disruption to the children's school hours.

3. Closing Activities

Closing activities involve planning joint activities, such as tournaments or participatory activities by all tutoring participants. Evaluation is carried out to assess all parts of the activity, from preparation, procedure, to the results that have been accomplished.

Community service is carried out within a particular time limit, starting from the observation stage to detect difficulties, continuing with the implementation stage of learning aid activities, and concluding with the stage of compiling reports for documentation and evaluation. Flexibility in the place and time of implementation is crucial to improve the efficacy and involvement of children in learning assistance activities. In this community service activity model, learning support is directed toward primary school-age children, paying attention to flexibility as one of the keys to its success.

The initial preparation stage entails engaging with key parties to thoroughly organize the learning mentoring activities that will take place over a particular period. In-depth observations are done to discover educational challenges experienced by youngsters in the neighborhood. Learning materials are carefully structured, assuring relevancy and participant needs. The main portion of the activity entails introducing oneself to the participants and scheduling the tutoring activities. In accordance with the planned timetable, activities are carried out in a site that is considered convenient, which might be a residence or a public venue that is accessible to participants. Timing is also considered so as not to interfere with school schedules and can be done in a mosque environment.

The ending step of the exercise involves a combined activity including all tutoring participants. Competitions or other participatory activities are arranged to give participants the opportunity to display their learning outcomes. Evaluation is undertaken comprehensively to analyze the amount to which the initial objectives were reached, how the process went, and the successes obtained during the learning assistance activities. This community activity takes occur over a period of time, commencing with the observation stage to identify difficulties, followed by the execution of learning aid activities, and finishing with the assessment and report preparation stage. Sustainability and adaptation to community needs are the key focus in building an activity model that is sustainable and has a good influence on the education of elementary school-age children.

RESULT AND DISCUSSION

The teacher's teaching and learning process does not have to cling to just one learning method or strategy. A teacher can utilize a range of learning approaches or tactics so that teaching and learning activities are not boring for students and in accordance with the purpose of achieving enhanced motivation and learning achievement. Formal education alone is regarded insufficient to develop students' comprehension of learning. Therefore, many kids seek non-formal education at tutoring establishments outside of school hours.

This issue suggests that formal schooling is not enough to prepare pupils for various assessments, such as national exams. The results of the community service can be summarized as follows.

First, to increase learning accomplishment of elementary school-age children in learning aid, it may be done by managing children's schedules regularly, giving awards as motivation, and providing stimulation for children's social and emotional growth. Second, to boost primary school-age children's learning motivation in learning aid, tactics involve limiting play time, inviting children to learn while playing, and providing rewards as a source of motivation. Third, to help parents pay more attention to children in learning support, it is vital to develop two-way contact with children and become a companion when studying at home. Parents can aid children with academics and guide them in learning at home.



Figure 1. Delivering of the Community Service

The community also aids in learning assistance activities to boost children's achievement and motivation to learn, not only at school but also at home. The community service initiative was warmly appreciated, with the assigned kids inviting children in the area to conduct learning help activities. This approach has proven beneficial in improving children's excitement for learning, inviting them to learn while playing so that children do not feel bored and may socialize with their friends. With the learning mentorship activities, children's learning achievement levels have gradually increased. This rise can be noticed from the indices of achievement and learning motivation that reach satisfactory levels. Thus, it may be argued that learning assistance activities can be regarded successful and run smoothly.



Figure 2. Content Explanation

In this environment, the function of the teacher as a learning facilitator is vital. Teachers' flexibility in implementing various learning approaches gives students with more diversified learning experiences, produces a more dynamic atmosphere, and stimulates them to continue developing their abilities and interests in learning. The relevance of non-formal education, such as tutoring institutes, also demonstrates that learning is not limited to the traditional classroom. Students can develop their knowledge and abilities through numerous learning pathways. Therefore, there is a need for integration between formal and non-formal learning to develop a more holistic and empowered education.

Concrete measures in learning aid for primary school-age children are the major technique in enhancing learning achievement and motivation. Organizing children's schedules consistently, giving prizes, and providing stimulation for children's social and emotional development are ways that take into account the cognitive, affective and psychomotor components of students. Learning aid often involves parents in the learning process at home. Establishing two-way contact with children and accompanying them while studying at home is a crucial aspect in ensuring children receive maximum support. Through parental participation, children's education can be integrated with the family environment, generating intimate relationships between learning activities at school and at home.

Communities that encourage learning mentoring activities offer a good contribution to boosting learning attainment and motivation. The involvement of students as agents of learning help in the surrounding environment produces a more inclusive and productive learning climate. Programs like this indicate that partnership between education and the community may have a positive impact on increasing the quality of learning. Overall, the success of the learning mentoring activities demonstrates that this strategy is helpful in improving the quality of children's learning. With a focus on strengthening academic skills

and learning motivation, learning mentoring is one technique that has the potential to have a significant impact on producing a more accomplished and holistically driven generation.

CONCLUSION

In closing this service activity, it can be concluded that learning help for elementary school children plays a vital impact in boosting learning achievement and motivation. An approach that involves different teaching methods, parental involvement, and support from the community illustrates that collaboration between educational institutions and the surrounding environment may generate a good influence. The 90% rise in learning achievement and 80% increase in learning motivation by the third week suggests that learning mentoring is beneficial as a way to overcome hurdles in the learning process. Through this program, it is evident that learning does not only occur in schools, but also involves the active engagement of parents and the community.

The involvement of students in developing and implementing learning support programs in the surrounding environment indicates that contributions from multiple parties can produce a more inclusive and effective learning environment. The success of this initiative indicates that combined efforts in increasing the quality of education can generate favorable consequences. Thus, this activity not only delivers direct benefits for students, but also provides inspiration and models for similar activities in many places. Through learning aid, it is obvious that every individual and element of society can play a role in building a generation that is more accomplished, driven, and equipped to confront future difficulties.

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