



Improving the Quality of Education of Students through Tutoring in Karangmulyo Village, Pegandon Subdistrict, Kendal Regency

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Abstract. *Quality education is an essential transformation tool that measures the progress of a nation and shapes competent human resources. However, the education system faces various challenges caused by budget limitations, unequal access, and the influence of the social environment that occurs in some areas. This research focuses on the tutoring program "Les Cemara" in Karangmulyo Village, Pegandon, Kendal, which aims to improve the quality of education of elementary school children through tutoring in English and mathematics. The research method used is descriptive qualitative with a teaching method using Jean Piaget's theory, namely mentoring. The basic principles of Piaget's theory such as schema, assimilation, accommodation, and equilibration are used to analyze how children acquire knowledge and develop their skills. The results show that the program can improve children's motivation to learn and the quality of their education. The use of Piaget's approach allows children to learn through active interaction and direct experience.*

Keywords: *Study, Quality, Education.*

Abstrak. Pendidikan berkualitas menjadi alat transformasi esensial yang mengukur kemajuan suatu bangsa dan membentuk sumber daya manusia yang kompeten. Namun, sistem pendidikan menghadapi berbagai tantangan yang disebabkan oleh keterbatasan anggaran, akses yang tidak merata, serta pengaruh lingkungan sosial yang terjadi di beberapa daerah. Penelitian ini berfokus pada program bimbingan belajar "Les Cemara" di Desa Karangmulyo, Pegandon, Kendal, yang bertujuan meningkatkan kualitas pendidikan anak-anak SD melalui bimbingan belajar bahasa Inggris dan matematika. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan metode pengajaran menggunakan teori Jean Piaget, yaitu pendampingan. Prinsip-prinsip dasar teori Piaget seperti skema, asimilasi, akomodasi, dan ekuilibrasi digunakan untuk menganalisis bagaimana anak-anak memperoleh pengetahuan dan mengembangkan keterampilan mereka. Hasil penelitian menunjukkan bahwa program yang dijalankan dapat meningkatkan motivasi belajar dan kualitas pendidikan anak-anak. Penggunaan pendekatan Piaget memungkinkan anak-anak belajar melalui interaksi aktif dan pengalaman langsung.

Kata kunci: Belajar, Kualitas, Pendidikan.

BACKGROUND

Education is designed to change the attitudes and behaviors of individuals, both individually and in groups, to improve knowledge, skills and values through various methods of learning, development and training. Quality education is an essential transformation tool that measures the progress of a nation. Apart from shaping individual foundations, education also contributes to the creation of competent human resources (Bhakti & Maryani, 2016; Putri Nabila Yuhanda HTB et al., 2021). Therefore, education has a strategic role in the development of the country.

However, the current education system faces complex challenges, such as high dropout rates, the frequency of grade retention, low motivation to learn, shortages of teaching staff, and inequities in the distribution of non-formal education services and programs (Ahmad et al., 2022). These problems are caused by budget constraints, unequal access to education and the influence of the social environment (Syufa'ati & Nailun Nadhifah, 2020). Therefore, education reform must include effective strategies to address these challenges in order for the education system to function optimally and achieve its goals.

Law of the Republic of Indonesia No. 20 of 2013 on the National Education System, Chapter II Article 3, sets out the functions and objectives of education in Indonesia. National education aims to develop individual abilities and form the character and civilization of a dignified nation, with the aim of educating the nation's life. Education is expected to optimize the potential of learners so that they become individuals who have faith, piety, noble character, and physical and mental health. Education is also expected to form individuals who are knowledgeable, capable, creative, and able to become democratic and responsible citizens (President of the Republic of Indonesia, 2003).

Education plays an important role in increasing the productivity of society by producing quality individuals, who have extensive knowledge, practical skills, and specialized expertise. The education system in Indonesia consists of three main paths: formal, non-formal, and informal education. Formal education is a structured and tiered path, covering primary, secondary, and higher education. Non-formal education is carried out outside the formal system through courses and skills training. While informal education includes spontaneous learning through everyday experiences and social interactions. These three types of education complement each other and prepare individuals to face the challenges of the modern era.

Rapid and urgent changes mean that formal education alone is not enough to meet all demands. Therefore, non-formal education is needed as a complement and addition to formal education (Kuntoro, 2006). In addition, the demands of today's work world that requires skilled workers encourage job applicants to seek education that increases skills and expertise (Ahmad & Bonso, 2020).

As one of the approaches in development, non-formal education can improve human quality, make them more advanced, have high competitiveness, be appreciated in

the eyes of society, and ultimately improve the standard of living (Sulistiani, 2019). Non-formal education programs function as an addition, replacement, and complement to formal education. This program emphasizes the mastery of functional knowledge and skills, as well as professional attitudes and personalities, so that they are useful for human life and can generate income (Nurdin, 2016). In line with this opinion, Heningtyas, Sjamsuddin, and Hadi (2010) stated that as part of education, non-formal education has the same task as other education, namely providing the best service facilities to the community.

Community service is one of the three pillars of the Tri Dharma of Higher Education, along with education and research. The implementation of this service is expected to create a reciprocal relationship between the university and the surrounding community. In Karangmulyo Village, Pegandon District, Kendal Regency, service is realized through free tutoring services for English and mathematics subjects for children in RT. 2, RW. 3.

The name "Les Cemara" is an abbreviation of "Smart, Independent, Religious, and Active," which reflects the program's goal of developing children who are not only academically smart, but also independent, have religious values, and are active in learning activities. This tutoring program aims to help students develop themselves, attitudes, and good learning habits, and prepare them to continue their education to a higher level (Setiani & Rasto, 2016). This tutoring helps students overcome learning problems, so that it can increase their learning motivation. Thus, tutoring plays an important role in helping students overcome learning difficulties and individual problems related to learning.

This community service activity was carried out through the Real Work Lecture (KKN) program, which involved 15 students. This KKN program is designed to provide students with direct experience in applying their knowledge and skills to help the community. With guidance and assistance from the university, KKN students in Karangmulyo Village play an active role in managing and teaching at Les Cemara, which aims to improve the quality of education for local children and support their intellectual and character development.

Based on this background, researchers are interested in implementing community service activities (PKM) in the form of tutoring in RT. 2, RW. 3, Karangmulyo Village, Pegandon District, Kendal Regency. This activity uses mentoring methods in tutoring and

qualitative descriptive methods to explain data on student learning development results, which provide valuable information.

METHODS

This study is a qualitative study using Jean Piaget's child learning theory. Piaget assumes that children's learning process is a continuous and dynamic process, where knowledge is not acquired suddenly, but through systematic stages of development. According to Piaget, children build their own ideas based on the knowledge they already have, which they can develop over time. This process is known as the use of schemas, which are mental structures that children use to organize and understand new information (Piaget, 1952).

Through active interaction with their environment, children acquire and discover new knowledge. This interaction allows children to act as active learners, where they do not only receive information passively, but are also directly involved in the learning process (Piaget, 1977). Piaget emphasized that children learn through practice, which means that direct and concrete experiences are very important in their learning process. In addition, children's knowledge and development occur gradually, which means that children's understanding and abilities increase along with their age and experience.

In this study, the basic principles of Piaget's theory, such as schema, assimilation, accommodation, and equilibration, are used to analyze how children who participate in the tutoring program at Rumah Les Cemara in Karangmulyo Village acquire knowledge and develop their skills. Direct observation, interviews with elementary school teachers, and documentation are used as data collection techniques to obtain a comprehensive picture of the children's learning process. By understanding how children interact with their environment and how they construct knowledge through practice, this study is expected to provide in-depth insight into the effectiveness of the tutoring program in improving the quality of children's education in the area. The results of this study are expected to provide important contributions to the development of more effective learning methods that are in accordance with the developmental stages of children, as well as strengthening student service programs in supporting children's education in the community (Piaget, 1970).

RESULTS AND DISCUSSION

The Rumah Les Cemara tutoring program in Karangmulyo Village, Pegandon District, Kendal Regency, aims to provide additional education to elementary school children in the area. This program focuses on English and mathematics subjects, which are considered important for improving students' academic competence. With an approach based on Jean Piaget's child learning theory, this program is expected to create a learning environment that supports active interaction and direct experience.

Based on the results of the evaluation presentation at SD Karangmulyo 02, there are two aspects that are still considered inadequate and require significant improvement. The first aspect is students' numeracy skills. The assessment shows that most students still have difficulty in understanding basic mathematical concepts, such as addition, subtraction, multiplication, and division. In addition, students also tend to be slow in solving problems related to practical applications of numeracy, such as story problems or everyday problems that require quantitative analysis. These shortcomings can hinder their academic development in the fields of science and technology in the future.

The second aspect that needs more attention is students' literacy skills. Evaluations indicate that many students have not reached the expected level of proficiency in reading and writing. This is reflected in their low ability to understand reading texts, identify main ideas, and construct coherent and well-structured paragraphs. Inadequate literacy skills not only impact general academic achievement but also reduce students' ability to learn independently and think critically.

Therefore, integrated and sustainable efforts are needed from the school, teachers, and parents to improve these two aspects. Additional tutoring programs, teacher training, and the development of more innovative and interactive learning methods can be solutions to overcome this problem. With maximum improvement in numeracy and literacy skills, it is hoped that SD Karangmulyo 02 students can achieve better achievements and be ready to face the challenges of education at the next level.

In this writing, the topic discussed is based on observations and applications of Jean Piaget's theory in the Les Cemara activities carried out by KKN students in Karangmulyo Village with several points showing how Piaget's theory is applied in real situations as follows.

Situation 1: 5-year-old twins are just learning about numbers 1-10 at Les Cemara. Previously, they only knew numbers based on physical objects that they could see. In this case, the children initially had a simple schema that connected numbers to physical objects. Through the process of assimilation, they began to understand that numbers can represent abstract concepts without having to see physical objects. With guidance from Les Cemara, they accommodated this new information into their more complex cognitive schema.

Situation 2: A child who is enthusiastic about learning English shows his body parts using English after getting the material "body parts" in the previous meeting. This shows the assimilation process where the child integrates new information about the names of body parts in English into the existing scheme. Then, through the accommodation process, the child applies this new knowledge in real situations by showing his body parts and naming them in English.

Observation 1: Children in Les Cemara changed the way they sang the ABC song from slow intonation to fast intonation after being taught by the KKN team. This change shows an accommodation process where children adjust their schema to sing the song with faster intonation. They adopted the new method taught by the KKN team and integrated it into the way they sing the song.

Observation 2: Children often told the KKN team that the teaching methods they received were different from what they were used to. This is an example of the equilibration process. Children try to achieve a balance between assimilation and accommodation by recognizing the differences in teaching methods and adjusting their schemas to understand these new methods. In doing so, they try to achieve optimal cognitive balance.

As mentioned earlier, this community service activity was carried out through the Real Work Lecture (KKN) program, which involved 15 students. Each KKN member has a structured schedule to teach and accompany children at Les Cemara. They also prepare learning materials well before each session, ensuring that the material presented is in accordance with the needs and abilities of the children. A structured schedule and preparation of learning materials are an important part of the role of KKN students. By following Piaget's principles, KKN students ensure that learning is adjusted to the stage of children's cognitive development. They play a role in creating a learning environment

that supports the processes of assimilation, accommodation, and equilibration, all of which are important for children's cognitive development.

CONCLUSION

The Rumah Les Cemara tutoring program implemented in Karangmulyo Village, Pegandon District, Kendal Regency, aims to improve the academic abilities of elementary school children in English and mathematics subjects. Through the application of Jean Piaget's theory, this program creates a learning environment that supports the processes of assimilation, accommodation, and equilibration. Observations show that children make progress in understanding mathematics and English concepts through the teaching methods applied.

However, the evaluation results revealed significant deficiencies in the numeracy and literacy skills of students at SD Karangmulyo 02. Difficulty in understanding basic mathematical concepts and low literacy skills indicate the need for more attention in developing these skills. The Les Cemara program seeks to address these deficiencies with additional guidance and a Piagetian-based approach that emphasizes children's cognitive adaptation.

SUGGESTION

To improve the effectiveness of the Les Cemara program and overcome the problems faced by students, there are several suggestions, including that the guidance program must continue to focus on improving numeracy and literacy skills. The use of more varied and interactive learning materials can help students understand mathematical concepts and improve reading and writing skills, teacher training and development of teaching methods based on Piaget's theory, such as the use of visual materials, can improve student understanding, and the most important thing is periodic monitoring and evaluation.

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