



## Improving the Education of Children's Learning Process in Kedungasri Village, Ringinarum Sub-District

Ismi Alvia Damayanti<sup>1</sup>, Purnama Cahya Pertiwi<sup>2</sup>, Nabila Adinda Larasati<sup>3\*</sup>,  
Flony Syera Lestari<sup>4</sup>, Retno Mukti<sup>5</sup>, Lutfiyah<sup>6</sup>

<sup>1-6</sup> Universitas Islam Negeri Walisongo Semarang, Indonesia

Alamat: Semarang, Indonesia

Korespondensi penulis: [larasatibila95@gmail.com](mailto:larasatibila95@gmail.com)\*

**Abstract.** *One of the responsibilities that a student has is to contribute to society. This responsibility can be realized through the Community Service Program (KKN). KKN is an activity program carried out in applying the knowledge and theories that have been obtained during lectures and then practiced directly to the community. Education is an effort that can accelerate the development of human potential to be able to carry out the tasks assigned. One of the contributions that KKN students can make to the community in the field of education can be realized by striving to improve the teaching and learning process of children in Kedungasri Village, Ringinarum District, Kendal Regency. This research aims to improve the teaching and learning process of children in Kedungasri Village, Ringinarum District. This research method uses a qualitative approach with data collection techniques through observation, interviews, and FGDs to identify the main problems and methods used by teachers in the education process. The results of the study explained that the work program focused on developing education in Kedungasri Village by KKN students in formal, non-formal, and informal education was successfully implemented as intended. This is indicated by the achievement of the work program for the development of formal education at the kindergarten, elementary, and MI levels, the development of non-formal education at TPQ and MDA, and the development of informal learning activities by holding tutoring (bimbel).*

**Keywords:** *Work Program, KKN Students, Education.*

**Abstrak.** Salah satu tanggung jawab yang dimiliki oleh seorang mahasiswa adalah memberikan kontribusi bagi masyarakat. Tanggung jawab tersebut dapat diwujudkan melalui Program Kuliah Kerja Nyata (KKN). KKN merupakan program kegiatan yang dilakukan dalam menerapkan ilmu pengetahuan dan teori yang telah diperoleh selama perkuliahan untuk kemudian dipraktikkan secara langsung kepada masyarakat. Pendidikan merupakan suatu upaya yang dapat mempercepat berkembangnya potensi manusia agar mampu melaksanakan tugas yang diberikan. Salah satu kontribusi yang dapat diberikan oleh mahasiswa KKN kepada masyarakat dalam bidang pendidikan dapat diwujudkan dengan berupaya meningkatkan proses belajar mengajar anak di Desa Kedungasri Kecamatan Ringinarum Kabupaten Kendal. Penelitian ini bertujuan untuk meningkatkan proses belajar mengajar anak di Desa Kedungasri Kecamatan Ringinarum. Metode penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan FGD untuk mengidentifikasi pokok permasalahan dan metode yang digunakan oleh guru dalam proses pendidikan. Hasil penelitian menjelaskan bahwa program kerja yang difokuskan pada pengembangan pendidikan di Desa Kedungasri oleh mahasiswa KKN pada jalur pendidikan formal, nonformal, dan informal berhasil dilaksanakan sebagaimana mestinya. Hal ini ditunjukkan dengan tercapainya program kerja pengembangan pendidikan formal pada jenjang Taman Kanak-kanak, Sekolah Dasar, dan MI, pengembangan pendidikan nonformal pada TPQ dan MDA, serta pengembangan kegiatan belajar informal dengan menyelenggarakan bimbingan belajar (bimbel).

**Kata kunci:** Program Kerja, Mahasiswa KKN, Pendidikan.

## **1. BACKGROUND**

Education is one of the most interesting and important topics to discuss considering that there are also many educational problems that cannot be fully solved. Education is the main pillar in the development and civilization of a nation. Through education, individuals can gain the knowledge, skills, and attitudes needed to socialize in society. Education is a place to foster, educate, and advance the mindset of each individual to grow and develop into a knowledgeable, disciplined, and highly dedicated human being in continuing the ideals of the nation's struggle (Aliyyah et al., 2021).

The Thematic KKN program implemented by Walisongo State Islamic University Semarang students is located in Kedungasri Village, Kendal Regency. The purpose of the Thematic KKN Program for students is to participate and have a sense of concern for the problems experienced by the community. The existence of the KKN program, students play an important role in society and the world of education which is then expected to find solutions to the problems being experienced by the community. The targets of the KKN program are communities in rural areas, urban areas, schools, even industrial workers or other community groups that are considered appropriate for implementing KKN programs (Irvan et al., 2021).

Kedungasri Village is one of the villages in Ringinarum District, Kendal Regency. Kedungasri Village is divided into 5 hamlets, namely Pesanggrahan hamlet, Tegalsari hamlet, Krajan hamlet, Gangsri hamlet, Dongsari hamlet, and Jatigowok hamlet. Formal education facilities consist of kindergarten (TK), elementary school (SD), and madrasah ibtdaiyah (MI). Non-formal education facilities are Qur'an Education Park (TPQ), Madrasah Diniyah Awaliyah (MDA), and Tutoring (Bimbel). Health facilities are Puskesmas and PUSTU Ringinarum, clinics, midwives, and nurses. Equipped with facilities for places of worship, namely mosques and musholla.

Thematic KKN program is one form of community service program that is a solution to assist in providing empowerment and the service work program also provides learning assistance carried out at Tunas Harapan Kindergarten and Muslimat Kindergarten, Kedungasri 1 Elementary School and Kedungasri 2 Elementary School, MI NU 72 Al-Fadhlu, TPQ, MDA, and Bimbel. MDA is an education that learns about the Qur'an and other supporting books. Equipped with facilities and infrastructure that support a good and quality learning process, where children can learn and play with friends.

In the Thematic KKN program, the author carried out learning assistance as a teacher's companion in teaching and learning activities with the aim of providing a new atmosphere and enthusiasm and adding insight for students at Tunas Harapan Kindergarten and Muslimat Kindergarten, Kedungasri 1 Elementary School and Kedungasri 2 Elementary School, MI NU 72 Al-Fadhlu, TPQ, MDA, and Bimbel.

## **2. METHODS**

This research aims to improve the teaching and learning process of children in Kedungasri Village, Ringinarum Sub-district, using qualitative methods. The research started with the planning stage, which included identifying the main problems in the education process through initial observations and interviews with teachers and students. The research subjects included elementary school-age children and teachers with the determination of key informants such as the school principal. The research instruments used were semi-structured interview guidelines, observations and field notes. Focus group discussions (FGDs) were also held to get a collective perspective from teachers.

In the implementation stage, data was collected through direct classroom observations, in-depth interviews and FGDs. Observations focused on the dynamics of interactions between teachers and students and the teaching methods used, while in-depth interviews aimed to understand the experiences and expectations of the respondents. The collected data was analyzed using thematic analysis method to identify key themes. Based on the preliminary findings, intervention programs were developed to address the identified problems, such as training teachers in the use of more interactive teaching methods and procuring learning aids.

The evaluation phase was conducted to assess the effectiveness of the implemented interventions. The process evaluation involved qualitative assessment of changes in teaching methods, student participation, and learning outcomes.

## **3. RESULTS AND DISCUSSION**

The program of the Independent Real Work Lecture (KKN Mandiri) is a form of community service carried out by students. One of the activities carried out by KKN students is teaching and learning activities, these activities are based on issues in the village. The issue taken by KKN students is to improve the education of the learning process. In Kedungasri Village, KKN students carry out a learning process that focuses on educational development through formal, non-formal and informal tutoring.

The existence of an educational development work program through tutoring with formal, non-formal and informal goals in addition to practicing the theories obtained from campus and completing one of the work programs during KKN also aims to improve the quality of education and religion in Kedungasri village.

### **Education Development Work Program at the Kindergarten and Elementary / MI Levels**

The Division of Education and Religion focuses on the development of education through tutoring, both formal and non-formal. Formal education is an important foundation provided in institutions such as schools and universities, where a structured curriculum aims to equip students with basic knowledge and skills. In addition to the academic aspect, formal education also teaches discipline, responsibility, and social interaction, making it a solid foundation for individual development and career opportunities (Redaktur, 2023).

This program is implemented in various educational institutions and the main target of this program covers various levels of education in the village, including Kindergarten (TK), Elementary School (SD), Madrasah Ibtidaiyah (MI), Qur'an Education Park (TPQ), and Madrasah Diniyah Awaliyah (MDA). And one of our main efforts is to provide tutoring outside of school hours to support student learning.

We are targeting two kindergartens in Kedungasri Village, namely Muslimat Kindergarten and Tunas Harapan Kindergarten. The implementation of the program at Muslimat Kindergarten and Tunas Harapan Kindergarten is that we have successfully carried out various activities designed to enrich the children's learning experience, with a routine schedule of 1 face-to-face meeting a week on Wednesdays. By way of the division of tasks by KKN colleagues which is rolled for each face-to-face will be different for the person on duty.

In kindergarten, we participate in the learning process by participating in all teaching that focuses on students' motor skills. The program includes:

1. Holding intensive tutoring, in this tutoring focuses on children's cognitive and motor development through interactive and fun learning methods. Such as participating in giving ice breaking and the like.
2. There is a creative class, through this class children are encouraged to develop their creativity through arts activities, handicrafts, and educational games. This includes brain creativity games in students, for example such as playing stacking blocks into trains or the like.

So far, the tutoring program that we have implemented at Muslimat Kindergarten and Tunas Harapan Kindergarten has received a very positive response from students and teachers. Some of the achievements that have been achieved include:

1. Children showed increased interest in learning, as evidenced by their enthusiasm during class activities.
2. The development of social skills in children which makes it easier for them to interact and cooperate with their peers, is the impact of learning methods that emphasize teamwork.
3. Positive Response from Teachers, the teachers in these two kindergartens said that our presence was very helpful in teaching in the classroom. They also appreciated the approach we used, which was considered effective in stimulating child development.

In addition to programs at the kindergarten level, our Education and Religious Division also targets the development of education at the elementary school (SD) and madrasah Ibtidaiyah (MI) levels in Kedungasri Village. The schools that are the main targets of this program are SD N 1 Kedungasri, SD N 2 Kedungasri, and MI NU 72 Al-Fadlu. By organizing face-to-face meetings twice a week on Mondays and Tuesdays at SD N 1 and 2 Kedungasri, and once a week on Thursdays for face-to-face meetings at MI NU 72 Al-Fadlu.

The implementation of the program in SD and MI is that we have developed a structured tutoring program in accordance with the school curriculum. This tutoring includes core subjects such as Mathematics, Indonesian Language, and Natural Science, Pancasila Science / PPKN and religious studies in MI. In this program we follow the flow of school activities by taking methods that have been taught by elementary and MI teachers.

The main focus of this tutoring is on strengthening basic concepts that are often challenging for students. We use an interactive and applicable learning approach so that students can more easily understand and apply the concepts they learn. In addition to providing guidance at school, we also provide special assistance such as tutoring outside of school hours for students who need additional help, as well as for outstanding students who want to develop their potential further.

At SD N 1 Kedungasri, our program received full support from the teachers and principal. Students at SD N 1 Kedungasri showed significant progress in understanding the subject matter after attending tutoring. The program at SD N 2 Kedungasri is also going

well. Teachers here are very open to the learning innovations we bring, and they note an improvement in student learning outcomes. Last but not least at MI NU 72 Al-Fadlu, we added a special tutoring component for religious subjects and Arabic. This has been very helpful for students in understanding religious subjects more deeply in a more effective way.

So far, the tutoring program at the elementary and middle school levels has received a very positive response from students, teachers, and parents. Some of the achievements include many students who have improved their grades and academic performance after participating in this tutoring program. Also, teachers are very appreciative of the support we provide, and they feel that the program helps ease the teaching burden. Parents also report that their children are more motivated to study at home. In addition to academic achievement, the program also contributes to positive character building in students, such as discipline, responsibility, and cooperation.

### **Non-formal Education Development Work Program in TPQ and MDA**

In addition to formal education development programs in kindergarten, elementary school, and MI, we also develop non-formal education at TPQ and MDA. The definition of non-formal education itself is non-formal education is learning outside the formal curriculum, such as courses, training, or workshops designed to develop additional skills or knowledge. The main advantage of non-formal education is its flexibility, allowing individuals of all ages to learn according to their interests and needs while fulfilling other commitments. It is important in filling gaps in formal education and supporting lifelong learning (Redaktur, 2023).

In an effort to strengthen religious education in Kedungasri Village, our Education and Religious Division has successfully completed teaching programs in several Qur'an Education Parks (TPQ) and Madrasah Diniyah Awaliyah (MDA). The main focus of this program is to provide comprehensive and in-depth religious education to the students, with a face-to-face schedule once a week.

We have implemented this program in four TPQs, namely TPQ Gangsri, TPQ Krajan, TPQ Tegalsari, and TPQ Pesanggrahan. Each TPQ has unique characteristics and needs, but we managed to adjust the teaching program to suit each condition. Our program focuses on teaching tajweed with a systematic approach and interactive teaching methods, students at TPQ show significant progress in learning. Equally important, in some TPQs we also focus on understanding the basics of Islam, including morals and manners in daily

life. This program has received a positive response from students who find it easier to understand religious concepts thanks to the teaching methods we apply.

Apart from TPQ, we also run a teaching program at MDA Al-Fadlu. This program focuses more on learning about Islam in a more in-depth manner, including lessons in tafsir, hadith, fiqh, and Islamic history. Teaching methods at MDA Al-Fadlu, we use a more in-depth and analytical learning approach, inviting students to not only memorize, but also understand and apply religious teachings in their lives.

The program is run with face-to-face sessions once a week. Despite the limited frequency, the results are quite satisfactory. Students at TPQ and MDA Al-Fadlu are able to demonstrate a good understanding of the material taught, and teachers here provide positive feedback regarding teaching methods and content. The achievements we have made through this program are quite encouraging:

1. Students at TPQ and MDA show significant improvement in their understanding of the Qur'an and religious teachings. This is reflected in their ability to read and understand the Qur'an with correct tajweed, as well as the application of religious values in daily life.
2. Teachers at TPQ and MDA reported that the program was very helpful in complementing the religious education they provide. Parents also expressed satisfaction with their children's progress.

In closing, we are very grateful for the achievements that have been made in the teaching program at TPQ and MDA in Kedungasri Village. This success is inseparable from the close cooperation between teachers, students and parents. We believe that strong religious education is the main foundation in shaping a generation with noble character and strong faith. With continued commitment, hopefully this achievement can continue and provide greater benefits in the future, creating a generation that is not only academically intelligent, but also has a deep religious understanding and is able to apply Islamic values in everyday life.

### **Informal Learning Activities by Organizing Tutoring (Bimbel)**

Informal education occurs through everyday interactions with the environment, such as experiences, observations or conversations. It does not have a structured learning plan, but still plays an important role in shaping an individual's attitudes, values and knowledge. Examples include learning from parents, friends, or the media, where one learns to communicate, interact, and face challenges (Redaktur, 2023). One of the informal

learning activities is that we conduct bimbel activities, this program is designed to provide additional tutoring outside of school hours with the aim of assisting students in understanding the subject matter in more depth and preparing them for exams. Tutoring or bimbel is a process for students to understand the abilities that exist in themselves, therefore this bimbel activity as much as possible is built with a pleasant and conducive learning atmosphere, in order to foster students' abilities and be able to overcome difficulties in learning. With the holding of this tutoring program, it is hoped that each student can learn as well as possible and can find out the abilities that exist in him.

#### **4. CONCLUSION**

The conclusion of the description provided covers some of the main aspects of education in Kedungasri Village, especially in the context of the MIT 18 Thematic Community Service Program (KKN) implemented by students of Walisongo State Islamic University Semarang. The program highlights the importance of education as a key cornerstone in nation building and attempts to solve various educational problems faced by the village community. Through this KKN program, students are expected to not only participate in community activities but also provide concrete solutions to improve the quality of education in the region.

The Thematic KKN program in Kedungasri Village includes various forms of educational interventions, both formal and non-formal. At the formal level, students contribute to teaching and learning activities in kindergartens, primary schools, and elementary schools, focusing on cognitive and motor development, as well as teaching core subjects such as Mathematics, Bahasa Indonesia, and Science. The program received positive feedback from teachers and students, with a significant increase in interest in learning and academic achievement. On the non-formal side, the program also includes religious education through TPQ and MDA, where the focus is on teaching tajweed, understanding the basics of religion, and application of Islamic values in daily life.

In addition, students also run an informal tutoring program designed to help students understand subject matter in greater depth outside of school hours. This tutoring aims to prepare students for exams and overcome learning difficulties, with a fun and conducive approach. These programs not only improve the quality of education in Kedungasri Village, but also shape the character of students who are more disciplined, responsible, and have a good understanding of religion, so that they are expected to become a generation with knowledge and noble character.



## REFERENCES

- Aliyyah, R. R., Rahmawati, R., Septriyani, W., Safitri, J., & Ramadhan, S. N. P. (2021). Kuliah kerja nyata: Pengabdian kepada masyarakat melalui kegiatan pendampingan pendidikan. *JMM (Jurnal Masyarakat Mandiri)*, 5(2), 663–676.
- Campbell, A. N., Reece, B. J., & Mitchell, G. L. (2004). *Biologi edisi 5 jilid 3*. Erlangga.
- Dahar, R. W. (1996). *Teori-teori belajar*. Erlangga.
- Irvan, I., Basit, L., Maulana, H., Nasution, M. R., & Wahyudi, R. (2021). Google Workspace for Education untuk pembelajaran berbasis ICT di Sekolah Muhammadiyah Kota Binjai. *Jurnal Prodikmas Hasil Pengabdian Kepada Masyarakat*, 6(2), 157–162.
- Redaktur. (2023, Agustus 7). Pendidikan formal, non-formal, dan informal. *Jurnalmedia*. Diakses dari <https://www.jurnalmedia.com/pendidikan-formal-non-formal-dan-informal>
- Zulfitria, Z., & Arif, Z. (2019, Desember). Peran bimbingan belajar dalam meningkatkan kemandirian belajar siswa di Bimbel Hiama–Bogor. In *Prosiding Seminar Nasional Pengabdian Masyarakat LPPM UMJ*.