



Educational Assistance Activities in Brokoh Village Through Community Service Program

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Abstract, *Community service in the field of education is one of the main initiatives of UIN Walisongo Semarang's KKN (Real Work College) programme in Brokoh Village, Wonotunggal District, Batang Regency. Community efforts in upholding the Tri Dharma of Higher Education consist of three main elements: education and training, research and development, and community service. Through community service activities in Brokoh Village, there is synergy between university students and the community as a form of knowledge democracy. The method used in the learning assistance programme is to provide exclusive learning process assistance and provide fun learning methods, for example by providing material through singing, games, quizzes and so on. The purpose of this service is to provide an understanding to the surrounding community of the importance of education as an effort to educate the nation's children and increase the interest in learning of students of SDN Brokoh and MI Islamiyah Brokoh with fun teaching. The form of service is carried out through teaching activities at SDN Brokoh, MI Islamiyah Brokoh and socialising Anti Bullying. The results of this service provide an overview of the enthusiasm and enthusiasm of students of SDN Brokoh and Madrasah Ibtidaiyah Brokoh in carrying out teaching and learning activities.*

Keywords: *Education assistance, Brokoh Village, Community Service Programme*

Abstrak, Pengabdian Masyarakat dalam bidang pendidikan merupakan salah satu inisiatif utama dari program sivitas KKN (Kuliah Kerja Nyata) UIN Walisongo Semarang di Desa Brokoh Kecamatan Wonotunggal Kabupaten Batang. Upaya masyarakat dalam menegakkan Tri Dharma Perguruan Tinggi terdiri dari tiga elemen utama yaitu pendidikan dan pelatihan, penelitian dan pengembangan, serta pengabdian kepada masyarakat. Melalui kegiatan pengabdian masyarakat di Desa Brokoh maka terjadi sinergisme antara mahasiswa perguruan tinggi dengan masyarakat sebagai wujud knowledge demokrasi. Metode yang digunakan dalam program pendampingan pembelajaran yaitu dengan memberikan pendampingan proses belajar secara eksklusif dan memberikan metode pembelajaran yang menyenangkan, misalnya dengan pemberian materi melalui nyanyian, permainan, kuis dan lain sebagainya. Tujuan pengabdian ini adalah untuk memberikan pemahaman kepada masyarakat sekitar akan pentingnya sebuah pendidikan sebagai upaya mencerdaskan anak bangsa dan meningkatkan minat belajar siswa-siswi SDN Brokoh dan MI Islamiyah Brokoh dengan pengajaran yang menyenangkan. Wujud pengabdian dilakukan melalui kegiatan pengajaran di SDN Brokoh, MI Islamiyah Brokoh serta mensosialisasikan Anti Bullying. Hasil pengabdian ini memberikan gambaran antusias dan naiknya semangat siswa-siswi SDN Brokoh dan Madrasah Ibtidaiyah Brokoh dalam melaksanakan kegiatan belajar mengajar.

Kata kunci: Pendampingan pendidikan, Desa Brokoh, Program Pengabdian Masyarakat

1. INTRODUCTION

Education is highly vital for the growth of the entire human being in order to educate and enhance the lives of the country. Education is the key word in an effort to improve the quality of human life, with the role and object to humanize humans (Lazwardi, 2017). Quality human resources determine a nation's level of advancement. This is greatly determined by the population's degree of engagement in education, as well as the availability of suitable facilities and infrastructure (Aliyyah et al., 2021). That is why education is geared toward the

development of a greater personality by emphasizing the maturity of the qualities of intellect, heart, morals, and religion. The ultimate goal of education is to achieve the highest possible quality of life (Lazwardi, 2017)

An additional strategy for facilitating enjoyable learning is the creation of learning environments that encourage intrinsic motivation and engagement by stimulating learners' curiosity. Such learning environments can be found in informal and non-formal learning. The results also demonstrate that the mere presence of educational assistance is inadequate to promote high levels of reflection, even when it is combined with processes of joint reflection or when means (e.g., weblogs, videos) and artifacts (portfolios, journals, logbooks, etc.) that favor reflection are available.

In order to succeed in the educational process, every teacher must prepare students to be ready for the learning process. Ice breaking or fun learning is an ideal choice to warm up students before undergoing the actual classroom learning process. The concept of fun learning is focuses on establishing a dynamic and interactive classroom atmosphere in which students are more likely to actively participate in discussions and activities. Fun learning is linked to better academic achievement, increased motivation, and a higher excitement for learning. It creates a casual and pleasant learning environment while encouraging creative thinking, problem-solving, and social skill development (Nabilah Mokhtar et al., 2023)

One of the community service projects being carried out in Desa Brokoh, Kecamatan Wonotunggal, Kabupaten Batang, is the education development project. This district, like many other districts in Indonesia, faces numerous challenges in terms of access to high-quality education. Despite the fact that the people of Brokoh have a strong desire to improve education for their children, the limited resources and educational facilities that are available frequently impede the learning process. After acknowledging the relevance of education for community life in enhancing community insight and knowledge through reading culture and fostering public awareness of the importance of good education. Seeing this, it is vital for our community service team to hold activities that support the enhancement of the quality of education, in order to build education that can educate and improve the life of the nation.

The implementation of fun learning through kuliah kerja nyata (KKN) aims to provide fun learning educational assistance (pendampingan pendidikan) by educating school-age children as students in the community of Brokoh Village, Batang Regency, to preparing students in Brokoh village to facing the real in-class learning. This activity is carried out during the introduction to the school environment, where students are not fully prepared for direct

learning in class. So this fun learning-based educational assistance is very useful so that students are ready to accept school learning.

2. METHOD

The methodology for this article is divided into several key stages, outlining the approach for exploring fun learning through educational assistance in Brokoh Village's community service program. This research focuses on different levels of education, including kindergartens, elementary schools, and Islamic religious institutions (TPQ). The steps are as follows:

a. Observation and Survey Method

The first method we employed was the observation and survey. In this phase, we gathered data to understand the conditions and potential of the village where we were serving. This involved direct observation and visits to the schools in Brokoh Village, allowing us to assess their needs and identify areas where our educational support could be most beneficial. Through this method, we were able to collect valuable information on the local educational environment and the specific challenges faced by the schools. A meeting was held with teachers at each school and TPQ to understand their needs, curriculum, and teaching goals. Specific areas were identified where fun learning techniques could be implemented.

b. Designing Fun Learning Material

Materials were developed to ensure learning was engaging. For kindergarten and elementary students, we designed fun activities that incorporated learning through games, songs, and interactive play. For TPQ sessions, a more traditional but supportive approach was adopted for Quranic learning.

c. Teaching Participation Method

We acted as mentors to children during their initial schooling phase, engaging them in various activities as per the teachers' guidance in kindergarten. We assisted teachers with classroom management, ensuring activities remained playful yet educational. Our primary focus in elementary schools was teaching English through fun learning, emphasizing emotional intelligence, greetings, and three magic words: "sorry," "thank you," and "please". We use ice breaking activities, role-playing and used interactive design. We teaching of Quranic literacy by guiding students in reading the Iqra' and the Quran. Assisted in leading prayer and recitations, helping students memorize short surahs and prayers. As facilitators, we offered guidance and support to the students, aiming to enhance their academic performance and engagement. Our approach created a

collaborative learning environment where students received personalized attention to help them succeed in their studies.

d. Music and Movement Method

In fun learning we also use music and movement methods. By singing songs that are appropriate to the material, students not only remember the information more easily, but also feel the pleasure of learning (Lestari Neni: 2022). Songs that are catchy and easy to remember are able to arouse their enthusiasm for learning. In addition, movements and dances that blend with the lesson help students better understand concepts while naturally expressing themselves and their creativity (Choiriyah. F.N & Arsanti. M: 2022). Through the combination of music and movement, learning becomes more lively, creating a fun atmosphere where students can absorb information better and feel enthusiastic to continue learning (Afrilia Nurma: 2021).

3. FINDING & RESULT

Based on the facts in the field, Brokoh village has formal basic education institutions, namely Elementary School (SD) and Madrasah Ibtidaiyah (MI) as well as Kindergarten (TK) and Raudhatul Athfal (RA), besides that Brokoh village also has non-formal education institutions such as Al-Quran Education Park (TPQ) and Madrasah Diniyah (MADIN). The existence of several educational institutions makes the need for education for children sufficient, which will later become a provision for continuing a higher level of education. Because in principle the development of mindset and character can be formed starting from the basic level of education. Formal and non-formal educational institutions have their respective roles and methods in providing and delivering learning to their students. Because basically the background of SD and MI and TK and RA has similarities related to learning methods in matters of general knowledge material but on the other hand in MI and RA has additional learning related to matters covering religious knowledge in strengthening faith and devotion to Allah SWT.

1. Education Assistance in Kindergarten (TK) and Raudhatul Athfal (RA)

Kindergarten/RA mentoring activities in Brokoh village focus on learning activities while playing. The activity begins with praying together, such as reciting asmaul husna, praying to start the assembly, praying, reading several surahs of juz 30. Then proceed with the introduction of the KKN team and invite students to sing while recognizing letters, colors, and objects around the environment using English.

2. Education Assistance in Primary Schools (SD) and Madrasah Ibtidaiyah (MI)

Educational mentoring activities carried out in elementary schools and MI are the same in concept, this is due to the equality between ages and the same curriculum between these two basic education institutions. Fun Learning became the focus of activities when carrying out this educational assistance activity because at the time of implementation it was still in the nuances of the School Environment Introduction Period (MPLS). Involvement in this educational mentoring activity lasts for 3 days each, the activities carried out include, self-introduction to the parties at SD and MI starting from the principal, teachers, staff, and students by directly filling in each class starting from grade 1 to grade 6. Then enter the fun learning material which begins with introducing types of emotions such as happy, sad, angry, embarrassed, and disgusted. This is done to find out the feelings of each student that they experience when facing the new school year. The next material, in this educational assistance activity, is to convey and implement four magic words combined with songs so that they can be easily understood and remembered, the four magic words referred to are as follows:

‘If you do something wrong, what do you say? Sorry

If you need help say what? Please

If you get a gift? Say thank you

If you want to leave, what do you say? Excuse me’

The delivery and application of the four magic words aims to foster character related to respect and respect for others by starting with things that may seem trivial but the impact caused by the four magic words is very positive to others. Then the last material is giving a memento in the form of a colour tree, where students can express their creativity with colourful paint according to their individual tastes (Janneke van de Pol et al., 2010).

3. Education Assistance at the Al-Quran Education Park (TPQ)

Educational assistance activities at TPQ include teaching in volume classes one to six using yanbu'a with the sorogan method. The main purpose of Yanbu' is to maintain and maintain uniformity of reading. So with tawakkal and asking for Allah's help, a book on how to read the Qur'an called Yanbu'a was compiled, including the Thoriqoh of Reading and Writing and Memorizing the Qur'an. The Yanbu'a method is compiled with the Uthmani Rasm and uses the punctuation marks and waqaf that are in the Uthmani Rasm Quran Mushaf used in Arab countries and Islamic countries. The learning media include, 7-volume Yanbu'a textbooks, Yanbu'a Props, Yanbu'a Tahajji for writing guides, Yanbu'a Makhorijul Letters and Yanbu'a Guide to train children to memorize short verses and daily prayers. Then continued Teaching tajweed with an explanation of the sorogan method, the sorogan method is an

individual method of learning the book where each santri faces in turn to read (Faisal Kamal: 2020), explain and memorize the lessons that have been given previously. The purpose of tajweed science is to maintain the reading of the Koran from errors and changes and maintain the mouth (mouth) from reading errors. This is done regularly and alternately at TPQ 1 and TPQ 2 for two weeks. With this assistance, we can be part of religious development for the golden generation of Indonesia.

4. CONCLUSION

The Educational Assistance Activities in Brokoh Village, conducted through a community service program, highlight the importance of education in improving the quality of human life. Through the implementation of fun learning methods, the program aimed to assist school-age children in their academic and personal development. This assistance spanned multiple educational levels, from kindergartens to Islamic religious institutions, incorporating engaging teaching techniques such as games, music, and interactive activities. By focusing on emotional intelligence, core moral values, and religious teachings, the program contributed significantly to preparing students for formal classroom learning and promoting a culture of curiosity and enthusiasm. The success of this initiative underscores the potential of tailored educational interventions to foster academic engagement and character development in underserved communities.

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