

Effective Learning Guidance Program In Improving The Calistung Ability Of Children Aged 5-10 Years In Sudipayung Village

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Effective Learning Guidance Program In Improving The Calistung Ability Of Children Aged 5-10 Years In Sudipayung Village

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Abstract

Calistung is a learning activity carried out by children by writing or drawing on layers of paper or other media spread on the floor. The calistung method aims to develop children's fine motor skills, such as the ability to write, draw, and recognize letters or numbers. CaLisTung can also help children develop cognitive and social skills, such as recognizing colors and shapes and interacting with peers. This service was carried out in Sudipayung Village, Ngampel District, and Kendal Regency. Participants in this program are children at the elementary school level in Tanjung Asri Village, with a total of 25 children. The results of the implementation of this service show that the use of the method Calistung students have literacy skills such as reading, writing, and arithmetic. This kind of activity can create beneficial changes by improving their literacy skills, increasing student engagement in learning and has a positive impact on their emotional aspects, knowledge, and behavior.

Abstrak

Calistung adalah kegiatan belajar yang dilakukan dengan cara anak-anak menulis atau menggambar di atas lapisan kertas atau media lainnya yang tersebar di lantai. Metode calistung bertujuan untuk mengembangkan keterampilan motorik halus anak, seperti kemampuan menulis, menggambar, dan mengenal huruf atau angka. Calistung juga dapat membantu anak mengembangkan keterampilan kognitif dan sosial, seperti mengenali warna, bentuk, serta berinteraksi dengan teman sebaya. Pengabdian ini dilaksanakan di Desa Sudipayung, Kecamatan Ngampel, Kabupaten Kendal. Peserta dari program ini adalah anak-anak pada tingkat SD di Desa Sudipayung dengan jumlah 25 anak. Hasil dari pelaksanaan pengabdian ini menunjukkan bahwa penggunaan metode CaLisTung siswa memiliki kemampuan dalam literasi, seperti membaca, menulis, dan berhitung, kegiatan semacam ini dapat menciptakan perubahan yang menguntungkan dengan meningkatkan kemampuan literasi mereka meningkatkan keterlibatan siswa dalam pembelajaran dan berdampak positif pada aspek emosional, pengetahuan, dan perilaku mereka.

Kata Kunci: Calistung, Membaca, Menulis, Berhitung.

1. BACKGROUND

Calistung is an acronym for reading, writing, and arithmetic. This is a basic step by which a person can understand letters and numbers (Ifridaetal., 2023). Many experts believe that calistung is important to facilitate communication in the form of written language and numbers. Generally, calistung learning is often carried out in formal educational environments, especially in schools. This phenomenon arises when there are people who have not had the opportunity to go to school. They may recognize letters and numbers, but have difficulty reading and counting. These stages of introduction are currently the focus of research and development in the calistung or literacy method. (Ifridaetal., 2023) explains that reading is a form of language use that aims to decipher text or symbols and understand them. Tampu Bolon also revealed that reading involves physical

and mental activities to interpret the meaning of the writing.

According to Bond, as explained in (Rohani & Kons, 2021), describes reading as the recognition of symbols in written language, which is a stimulus to help the process of understanding the contents of the text by utilizing the reader's experience. (Astuti et al., 2021) Explains that reading does not only include reading letters or words per word, but involves various aspects such as physical activity, thinking, psycholinguistics, and metacognition. Reading is a process of constructing meaning that involves word recognition, literal understanding, interpretation, and overall understanding of the reading, as well as connecting the reader's experience with the text being read. Writing is the most complex form of expression of language skills and is often the last skill mastered by language learners after listening, speaking, and reading skills (Darmawati et al., 2022). Writing skills are more difficult to master even for native speakers of the language. Writing requires mastery of various linguistic elements and elements outside the language itself which will become the content of the writing, both linguistic elements and content elements must be well connected in order to produce coherent and coherent writing (Samosiret et al., 2022)

Counting has various very important purposes in everyday life. Some of them include: 1) Helping individuals to develop logical and systematic thinking skills from an early age through observing concrete objects, images, or numbers around them. 2) Equipping them with the numeracy skills needed in everyday social interactions. 3) Improving accuracy, concentration, abstract thinking skills, and appreciation of things around them. 4) Helping them understand the concept of space and time, and being able to estimate the sequence of events in the surrounding environment. 5) Encouraging creativity and imagination in creating something spontaneously (Utami et al., 2021). After conducting field observations, it turned out that children who attend kindergarten and elementary school in Sudipayung Village, Ngampel District, Kendal Regency, face challenges in reading, writing and arithmetic skills which are still limited. Although these lessons are taught in the formal education curriculum, the author aims to improve the reading, writing and arithmetic skills of children in Sudipayung Village.

To overcome the challenges faced by children in understanding reading, writing, and arithmetic, several methods have been found, including the Calistung method. The goal is to reduce the fear and difficulties often experienced by children in learning this subject. Based on the results of observations, the implementation of the Calistung learning program for children in Sudipayung

Village is one of the initiatives carried out by Thematic KKN students from Walisongo University Semarang in 2024. KKN students, especially from the Faculty of Teacher Training and Education (FITK), provide efficient and enjoyable learning guidance to students in Sudipayung Village who are at the elementary school level. The researcher plans to carry out a development service entitled "Effective guidance program in improving the reading, writing and arithmetic skills of children aged 5-10 years in Sudipayung Village.

2. METHOD

Community service activities on July 4, 2024, focused on Kendal Regency, especially in the Sudipayung village area, Ngampel District. The target of this program is children with a total of 25 children. The methods applied in this activity include observation, socialization, and dissemination. This activity consists of three well-planned stages.

Preparation Stage

Before carrying out the Calistung learning, the KKN group consisting of 14 students conducted field observations in the Sudipayung village environment. This initial observation involved interviews with the community around the area to understand the development of children's education in the village.

Implementation Stage

After conducting observations related to the development of education and children's needs, the next step is to create an adapted and attractive reading, writing and arithmetic book. The main objective of this step is to increase children's interest in learning in Kendal Regency, especially in Sudipayung Village.

Evaluation

This evaluation aims to assess the extent to which the activity has been successful from start to finish. Evaluation data is collected through observation and survey methods. Evaluation is an objective assessment process carried out based on previously established criteria and standards, and decisions will be made based on the results of this evaluation (Baunsele, 2022). This evaluation is qualitative and measures in a non-structured manner, focusing on observation and interviews.

In this activity, the KKN group conducted an assessment by giving a test to evaluate the results of the implementation of the service and determine whether the service achieved the

expected impact or not. In addition, they gave awards to students who were able to answer quickly and accurately.

3. RESULT AND DISCUSSION

Reading, writing and arithmetic) is a basic method of introducing letters and numbers to children. The ability to read, write and count is the main capital for children in the learning process at a higher level of education (Nurhayani & Nurhafizah, 2022). With good reading and writing skills, children are able to absorb and convey all the information they receive and with good arithmetic skills, children are better able to develop aspects of their logical thinking (Erliyanti, 2020). The Calistung Program is the target of this community service activity in Sudipayung Village, Ngampel District, Kendal Regency. During the 45-day period, the KKN Calistung (Read, Write and Count) Program which is carried out every Monday and Wednesday is implemented through a survey to measure the level of literacy and basic numeracy of school-age children in Sudipayung Village, Ngampel District, Kendal Regency.

In this program, 25 children received guidance to improve their reading skills, from letter recognition to letter spelling. The mentoring activities were carried out at the house of Mrs. Tatik as the head of the RT and at the house of Mrs. Mafaza as the head of the RW of Sudipayung village. It is hoped that later the children can easily move on to the next stage of learning to read and write.



Figure 1. Participants of the Calistung Program Training

After discussing with the RT and RW heads, the schedule for implementing the activities was

agreed as follows:



Figure 2. Participants of the Calistung Program Training

This activity is carried out every Monday and Wednesday as a main element in life and essential for all learning processes, because reading skills are the basis for understanding information, writing skills train fine coordination in the hands and fingers, while counting skills increase the brain's capacity to process information (Darmawati et al., 2022). learning begins by giving a pretest to all children. The results of the pretest indicate that in the middle class, only a few children already have fluent writing, counting, and reading skills, while others still have difficulty reading, counting, and writing. In the small class, only 3 children were able to recognize letters and numbers, while the rest were unable to do anything. After carrying out Ice Breaking, the learning process begins. In the small class, the focus of learning is mainly on recognizing letters and numbers, writing their own names, and learning to read. Sometimes, learning activities are carried out through pictures or coloring.

Learning begins by introducing numbers and letters using number and letter cards. After the initial introduction, children are invited to play by guessing the numbers and letters shown. After getting to know the numbers and letters, they are taught to write their own names and are also guided in the reading process.



Figure3. Alphabet Letters Used in Learning

In addition to using pictures of Alphabet Letters, children are also given lessons while singing. The songs taught are related to the learning material, including one of them is a song about letters. Through this song, children are introduced to each letter. The learning process does not only focus on recognizing numbers and letters, but also includes drawing and coloring activities. During this activity, children are given a drawing book and are allowed to draw whatever they want. After that, they share stories about what they drew with their friends.



Gambar4. Suasana Pembelajaran Kegiatan Calistung

The learning process towards achieving reading, writing and arithmetic skills in children should avoid a formal approach. This is because it is feared that it can make children feel stressed and bored, considering that children's ability to focus is usually limited to topics in their play world.

Especially, if instructions are given with violence, such as shouting or intimidating, which children cannot follow, this can hinder the optimal development of their thinking skills. To evaluate the results of the Reading Guidance which lasted for 45 days, the KKN group made an assessment to measure how children's achievements were in Reading, Writing and arithmetic. This evaluation was carried out to ensure effectiveness through student learning outcomes. The results of the evaluation can be seen in the picture above, which reflects an increase in reading comprehension by children after participating in the reading literacy assistance program.

Based on the results of the evaluation conducted, it can be concluded that children experienced an increase in understanding in reading after participating in the Calistung program, and this will be the basis for continuing the learning process further. The evaluation illustrates that children who previously may not have been able to read or read slowly, have now reached a better reading level.

4. RESULT

From the results of the implementation of community service carried out by MIT UIN Walisongo KKN Students, it can be concluded:

1. This learning activity has a key role in motivating students to be more enthusiastic in improving their Calistung (reading, arithmetic, and writing) abilities.
2. Mentoring provided casually at home can improve literacy culture.

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