IMPROVING STUDENT LEARNING MOTIVATION THROUGH LEARNING ASSISTANCE ACTIVITIES

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Abstract

Student learning assistance at home is very much needed by a student, this is important to do considering the limitations of teachers at school in teaching students in the classroom. Tutoring is an effort made to provide assistance to students to better understand the material. If a student already understands, it will affect the enthusiasm and motivation of student learning from now on to the future. The purpose of this study is to foster student learning motivation through the level of student understanding of a material that is implemented through tutoring activities. the method in this study using the PAR (Participation Action Research) method. Participatory Action Research (PAR) is a research method that is carried out in a participatory manner among community members, namely Santri at TPQ Nurudholam Dusun Sawangan. The results of the implementation of this tutoring program were able to foster students' enthusiasm for learning, which was proven enthusiastically during learning mentoring activities.

Keywords: *Education; Tutoring; Learning Motivation*

Abstrak

Pendampingan belajar siswa di rumah sangat diperlukan oleh seorang siswa, hal ini penting di lakukan mengingat keterbatasan guru yang ada di sekolah dalam mengajar siswa-siswi di dalam kelas. Bimbingan belajar adalah suatu usaha yang di lakukan untuk memberikan bantuan kepada siswa agar lebih paham dengan materi. Apabila seorang siswa sudah paham akan mempengaruhi semangat dan motivasi belajar siswa mulai sekarang hingga waktu yang akan datang. Tujuan dari penelitian ini adalah untuk menumbuhkan motivasi belajar siswa melalui tingkat pemahaman siswa akan suatu materi yang di implementasikan melalui kegiatan bimbingan belajar. metode dalam penelitian ini menggunakan metode PAR (Participation Action Research). Participatory Action Research (PAR) adalah metode riset yang dilaksanakan secara partisipatif di antara warga masyarakat, yaitu Santri di TPQ Nurudholam Dusun Sawangan. Hasil pelaksanaan program bimbingan belajar ini mampu menumbuhkan semangat belajar siswa di buktikan dengan antusias selama mengikuti kegiatan pendampingan belajar.

Kata kunci: *Bimbingan Belajar, Motivasi Belajar, Pendidikan*

1. INTRODUCTION

Education is an essential thing that a student must obtain. Education is obtained through an educational institution, both formal and non-formal. Formal

education is an educational path that has levels starting from elementary school, middle school, and tertiary education. At the same time, non-formal education is an educational path outside formal education. Implementing educational activities in schools only sometimes runs smoothly, as expected. Society's expectation, in general, wants every child to get excellent and satisfying grades. However, they need to realize that sometimes they force their children to do what they want without understanding that every child has different abilities within them. In learning activities, sometimes children experience obstacles and learning difficulties, such as achievement barriers and a lack of motivation to learn.

Learning activities for students at TPQ could have gone better, and this can be seen from the dense curriculum at TPQ, the lack of time to study, independent learning, and the absence of learning assistance for students. The density of the curriculum at TPQ can be seen from the recitation activities starting at 14.30-17.30 WIB. The time to study is minimal; the students only study in the time range of 1 hour, namely 20.00-21.00 WIB. In the implementation of self-study students, there is no assistance from caregivers or ustadz/ustadzah. Based on the results of an interview with one of the students at TPQ shows that with the learning system that they have used so far, they still need help in doing assignments because they still need to understand the tasks that must be done.

According to Arsyad (2017), learning is a complex process that occurs in everyone throughout their life. According to Sardiman (2014), the general purpose of learning is to gain knowledge, make efforts to instill concepts and skills and shape attitudes and behavior. While guidance, according to Crow & Crow (in Prayitno, 2004), is assistance provided by someone who has a good and well-trained personality to individuals of any age to help them manage their life activities, develop their views on life, make their own decisions, and bear the burden alone. Learning activities and guidance are a unit that cannot be separated because someone currently studying in the world of education, especially at the elementary school level, really needs guidance or learning assistance. It is intended that students can achieve the indicators in the learning material to increase their learning motivation. According to Zumaroh (2013), Learning assistance through learning activities can increase learning achievement and motivation; underachiever students' learning motivation can be increased through appropriate group guidance services. Sukardi and Kusmawati (2008) revealed that tutoring services could help students develop themselves, attitudes, and good study habits, to master knowledge and skills and prepare them to continue their education at a higher level. Wardati and Jauhar (2011) also argue that the existence of tutoring activities can help overcome problems related to learning activities both at and outside of school. Sadirman (2014) revealed that success in the process of learning assistance could grow and increase learning motivation. This can be seen by being diligent in dealing with tasks,

tenacious in facing difficulties, showing interest in various problems, preferring to work independently, and being able to defend his opinion.

Based on these problems, the authors created a tutoring work program for students at TPQ Nurudholam Sawangan. This program aims to assist students in completing school assignments, deepen the material and increase students' learning motivation.

2. METHOD

The method used in this activity is the PAR (Participation Action Research) method. Participatory Action Research (PAR) is a research method implemented for transformative community empowerment (Dudgeon, Scrine, Cox, & Walker, 2017). This approach aims to collectively raise critical awareness of the shackles of non-liberal globalization ideology and the shackles of normative religious paradigms that impede the process of socio-religious transformation.

Participating in this activity are the students who take part in solving their problems in doing school assignments. The servant acts, namely providing direct assistance to the students in doing school assignments, deepening the material, and increasing the student's learning motivation. At the same time, research on this activity shows that the students can work on assignments independently and increase learning motivation.

3. RESULTS AND DISCUSSION

Participatory Action Research (PAR) Results

This service program combines social action, education, and research. Social action in this program is to conduct observations and interviews with community members, caregivers, and students, for education by holding teaching and learning activities to accompany students' learning. At the same time, research results from changes achieved by implementing a tutoring program. Servants in student tutoring activities act as facilitators to help students solve problems in doing school assignments, deepen learning material and increase student learning motivation. The following is a form of Participatory Action Research (PAR) in the student guidance program at TPQ Nurudholam Sawangan:

a. *Participatory*

Participatory in this tutoring activity are the students at TPQ Nurudholam Sawangan. The students take an active role in the implementation of this service program. This form of participation started with the students who were very enthusiastic when tutoring was about to be carried out. This tutoring is carried out 3 times a week, namely on Monday, Wednesday and Friday. The

implementation time is 19.30-21.00 WIB. Bimbel activities are carried out in two stages in one meeting. The first stage starts at 19.30-20.15 WIB for students in grades 1-3, while the second stage starts at 20.15-21.00 WIB for students in grades 4-6 elementary schools.

The first stage of tutoring begins with reading a prayer before studying. Then students prepare assignments from school. Most of the assignments were in mathematics during tutoring, and there were modules from the school for students' problem exercises. In this mentoring the servant looks at the students' assignments, then tries to ask the students, do you know how to do it? Do you understand or not? Most of the students need help understanding how to do their assignments. In response, the servant re-explained the subject matter in front of him and the students enthusiastically and focused on paying attention to his explanation. In explaining the subject matter by including examples of questions on each material, this is done so that the students better understand the meaning explained. The form of service documentation in re-explaining subject matter that students have not understood is as follows:

Figure 1. Presentation of subject matter to students

b. *Action*

The action in this tutoring activity is the direct involvement of the servant in the field in assisting students in learning. Seeing students' problems in doing school work moves the heart to accompany students to learn. The first is the servant in accompanying the students, namely explaining the material back to the students following the assignments from the school; after that, the students are given examples of questions from the material. Second, the servant provides questions appropriate to the material; this is done so that the students practice a lot and are used to facing and solving the problems in the questions. In this case, it is hoped that it will train children to learn independently to solve problems. Besides that,

it will train children to be ready to face tests both in the middle of the semester and at the end.

Figure 2. The activity of giving practice questions to students

Third, the servant checks the results of the student's work; if the student's work is still incorrect, then the servant discusses the problem in front of the student so that the student understands better how to solve the problem. Fourth, the servant asks students to work on questions from school. This is intended so that children can be responsible for their obligations as a student; besides being able to do assignments, they can also explain the results of their work at school. Fifth, the servant checks every work done by the students. Sixth, the servant evaluates by asking students questions regarding today's tutoring activities. Seventh, the servant closes the tutoring activities by reading a prayer after studying.

c. *Research*

Based on the evaluation results at the end of each lesson, there was a change after the tutoring was held, namely that initially, the students could not do their assignments. However, after getting another explanation, the students could complete their assignments until they were finished. The students' enthusiasm and enthusiasm for learning in working on the questions is evident; this can be seen when the students can solve the problems correctly. The caretaker of TPQ Nurudholam, namely Mrs. Ela, stated that the children expected and wanted to tutor again every day, which at that time was only scheduled for one week only three times. He said that the tutoring was beneficial for students in completing their assignments at school.

There are several indicators for this learning assistance process so this program runs smoothly. 1) Enthusiasm and enthusiasm for student learning, 2) Understanding the material explained, 3) Asking for additional hours to study. It is these indicators that make this service program successful. This can be proven by the students always taking part in tutoring activities whenever there is a guidance schedule, the students completing the practice questions given, being able to finish homework until they are finished, and the students asking for additional hours of tutoring (adding teaching hours).

This service program has advantages and disadvantages. The advantage of this program is that it is a learning assistance activity that not only helps students do their homework but also has a vision for students to understand the material presented and add additional material or subsequent material that the teacher at school has not explained, so that when at school students already understand the material. At the same time, this service program's weakness is the limited time. Even so, this service program has opportunities if it is developed because school educators are starting at the elementary, middle, and high school levels, and Sawangan youth are students from State University, according to the opinion of a community leader named Pak Johan.

Discussion

Education is a complete effort to build intellectual abilities as well as a child's personality so that it becomes better. Most of the implementation of educational activities has been carried out in formal schools, but education in formal schools only sometimes runs smoothly and produces results as expected. Some children sometimes experience obstacles and difficulties in learning, such as achievement barriers and a lack of motivation to learn. This can be seen from the fact that some children show less than optimal achievement results, and their enthusiasm for learning still needs to be improved.

The general condition in society is that they want every child who has attended formal school to graduate and get the maximum score in the national exam to continue to the next school level. Parents of students make various kinds of efforts to increase the mastery of understanding of the learning of children who study at school. More than formal education alone is needed to increase students' understanding of learning, so many take non-formal education at tutoring institutions outside school hours (Prabowo et al., 2015). This phenomenon illustrates that formal education is insufficient to prepare students to face various tests, such as the national exam (Prabowo et al., 2015).

This certainly requires genuine efforts from all elements of society to overcome problems in the field of education whose implementation can be carried out at school, at home, or in the environment. Various efforts to overcome this

educational problem can be carried out through learning assistance activities, which are part of a form of community service. This form of service through learning assistance has been carried out by Agustina et al. (2019), which was carried out for one month. The results of this community service activity received a positive response from the school, mainly because this training followed their needs and the trainees' motivation was quite enthusiastic. Furthermore, Dewi et al. (2016) conducted community service through tutoring. The results were obtained as much as 85% of tutoring students better understood and mastered mathematical material and could apply it in everyday life.

Learning assistance activities through tutoring is the process of providing assistance or assistance to both individuals and groups by one or more supervisors who have expertise in that field in making choices, adjustments, and solving learning problems related to changes in behavior as a result of experience, training or stimulation (Rosaria et al., 2017). Learning assistance through tutoring activities can improve achievement as well as learning motivation. This is in line with the results of research by Zumaroh (2013), which states that the learning motivation of underachiever students can be increased through appropriate group guidance services. (Zumaroh, 2013). To increase student motivation besides tutoring to motivate, there is a need for mental guidance by providing positive motivation. Giving rewards makes a good contribution. The reward given is not always in the form of goods but can be in the form of praise or positive consequences (Erlita, 2014).

Students take part in tutoring activities due to several factors. Based on the geographical factor, it is shown that the proximity of the location of the house is a priority, and other factors state that the guidance method is the main thing. In addition, there are differences in preference for indicators of the proximity of school locations and activity costs in each region (Yanuar et al., 2018). Apart from these factors, according to Eriany et al. (2014), participating in tutoring programs is heavily influenced by intrinsic motivation factors, namely 89.12%. The magnitude of these factors is likely caused by fear of facing exams, lack of self-confidence, and high expectations of being accepted at a higher level of education (Eriany et al., 2014). Learning guidance institutions outside of school is an alternative for students to get material that has yet to be taught at school (Dwi, 2013). Enrolling children in the course or tutoring institutions is the right decision for children. There they can acquire knowledge that teachers need more time to teach at school. However, not all children can take tutoring or tutoring because of the high cost of tutoring. By looking at these obstacles, they created a tutoring program as a community service program in Sawangan Hamlet, Sawangan Village, and Sawangan District. This community service activity conveys the benefits of knowledge and a sense of concern for the community, especially Santri at TPQ Nurudholam in the field of education in the

form of assistance through tutoring activities at home. The purpose of this activity is to improve academic achievement and student motivation.

4. CONCLUSION

Student tutoring assistance activities at TPQ Nurudholam Sawangan went smoothly; this was proven to foster students' learning motivation. The success of tutoring assistance is the level of enthusiasm and enthusiasm of students in participating in tutoring assistance activities; students actively ask and answer questions given and can complete school assignments independently. Of this, there is a need for ongoing tutoring assistance to help students overcome difficulties in learning.

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