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**The implementation of learning guidance with instructional media to increase interest in learning literacy and numeracy**

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**ABSTRACT**

A new learning method is needed to increase participants' interest in numeracy students in the UPTD SD Negeri 3 Kerticala. More than learning methods commonly used in class is required to foster student interest and enthusiasm. This research aims to use simple learning media in tutoring. This research was conducted on 33 grades 3-5 students at UPTD SD Negeri 3 Kerticala. A descriptive qualitative approach was used in this study, and students received simple learning media through a direct-action process. This study had limitations: it was conducted only a few times in each class and had no evaluation phase, but the results were interesting. This study found that using simple learning media increased students' interest in learning, especially in learning numeracy. This research also shows that exciting and different learning media can positively influence learning interest. Students also show increased enthusiasm, interest, and motivation to learn after using the learning media.

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**ABSTRAK**

Untuk meningkatkan minat peserta dalam pembelajaran numerasi di kelas UPTD SD Negeri 3 Kerticala, diperlukan metode pembelajaran baru. Metode pembelajaran yang biasa digunakan di kelas tidak cukup untuk menumbuhkan minat dan antusiasme siswa. Tujuan penelitian ini adalah untuk mencoba menggunakan media pembelajaran yang sederhana dalam bimbingan belajar. Penelitian ini dilakukan pada 33 siswa yang berada di kelas 3-5 di UPTD SD Negeri 3 Kerticala. Pendekatan kualitatif deskriptif digunakan dalam penelitian ini, dan siswa menerima media pembelajaran sederhana melalui pendekatan tindakan langsung. Penelitian ini memiliki keterbatasan: itu dilakukan hanya beberapa kali di setiap kelas dan tidak memiliki tahap evaluasi, tetapi hasilnya menarik. Studi ini menemukan bahwa menggunakan media pembelajaran sederhana berhasil meningkatkan minat siswa dalam belajar, terutama dalam pembelajaran numerasi. Penelitian ini juga menunjukkan bahwa penggunaan media pembelajaran yang menarik dan berbeda dapat mempengaruhi minat belajar secara positif. siswa juga menunjukkan peningkatan antusiasme, minat, dan motivasi untuk belajar setelah menggunakan media pembelajaran tersebut.

**Kata Kunci:** *Bimbingan belajar; media pembelajaran; minat belajar.*

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## INTRODUCTION

Tutoring has become an effort widely implemented by schools to enhance students' understanding. Typically, tutoring is conducted outside regular class hours, either after school or on weekends. Through this activity, students have the opportunity to deepen their understanding of subjects that are challenging to grasp in class. Tutoring also provides additional time for students who require more challenges in subjects they have already studied (Muliani & Arusman, 2022). Students can engage in more in-depth and intensive learning with an approach that is more focused on individual needs. Tutoring also includes assisting students in preparing for exams and important assignments, enabling them to feel more prepared and confident in facing academic evaluations (Núñez-Andrés *et al.*, 2022).

Tutoring is an activity that involves assisting individuals or groups to help them solve problems, thereby enabling them to optimize their potential and skills in addressing a problem and to achieve self-adjustment in life (Yuhana & Aminy, 2019). Tutoring can also be defined as an assistance activity provided by an individual to another individual or a group to help solve existing problems and achieve desired goals (Putri, 2019). Tutoring aims to assist students in developing skills and mastering knowledge, with the implementation of tutoring leading to improved student learning outcomes and achievement of the expected educational objectives (Pardede *et al.*, 2022). Several scholars also argue that tutoring is a process of assisting students in overcoming learning difficulties (Retno & Mujiburrahman, 2020).

In several schools, tutoring is conducted to address learning gaps among students, including those at the elementary school level. One of the schools observed was SD Negeri 3 Kerticala. SD Negeri 3 Kerticala is an elementary school located in the Indramayu area. This school was one of the placement schools for the Kampus Mengajar Batch 5 program, in which university students engaged in community service to assist in the implementation of learning activities at their assigned schools. During the initial observation, the student team observed the ongoing learning activities. It was observed that students were not very active during the learning process, and their level of activity in responding to or completing the exercises given by the teacher remained low. Additionally, the lack of variety in the teaching methods used led to students feeling bored and uninterested. As a result, the material delivered by the teacher was not conveyed optimally.

In the learning process, the use of media as an intermediary is crucial for addressing the lack of clarity in the material delivered by the teacher and for making the subject matter more concrete (Viora *et al.*, 2021). When a teacher delivers material only verbally, the information conveyed may be unclear or complicated for students to understand. In such situations, learning media function as intermediaries capable of conveying information that cannot be effectively delivered through words alone. Media can transform abstract or complex concepts or materials into more concrete and easily understood forms by visualizing and illustrating them (Khaeroni & Nopriyani, 2018).

Learning media can also help clarify and illustrate concepts that are difficult to understand when presented solely through words. With the aid of media, students can more easily comprehend, visualize, and internalize the concepts taught in lessons (Ali, 2021; Maryati & Priatna, 2018). Learning media have proven to be practical tools in the learning process, enhancing students' understanding of subject material (Dwiqi *et al.*, 2020). For example, teachers can use counting number boards to teach students basic numeracy skills. These counting boards provide a clear understanding of numbers and their operations. Students can move the number pointers, directly view the numbers on the board, and even write and erase their answers on it. Through this medium, the lack of clarity or the abstract nature of numeracy material can be made concrete, helping students understand and internalize these concepts more effectively.

There are many examples of using media as a tool in tutoring, including the use of videos to aid in explaining key concepts or providing practical examples of the material being taught, as well as the use of PowerPoint slides to present information visually and in an organized manner (Sulistyono & Supardi,

2021), The use of PowerPoint, particularly PowerPoint with interactive designs, can also attract students' interest in learning (Rosyiddin *et al.*, 2023). Therefore, the use of simple instructional media is crucial for enhancing students' understanding of numeracy and literacy. By using simple media, students can overcome the lack of clarity in the material delivered by the teacher and strengthen their understanding of the concepts being taught. They can also practice their creativity and memory, thereby increasing the effectiveness of the learning process. Overall, the use of simple media helps to create a more conducive and engaging learning environment, particularly in elementary schools.

Students' learning outcomes in a subject are influenced by the level of their interest in learning. One way to cultivate and maintain students' interest in learning is through the use of simple media during instruction. By utilizing simple tools like straws and origami paper, teachers can create a more engaging and enjoyable learning environment for students. Teachers can enhance students' interest in literacy and numeracy by providing enjoyable and interactive activities and by relating the learning material to the students' interests and daily lives. The use of real objects and moving images projected through instructional media can also increase students' interest, as they can demonstrate and illustrate abstract or complex concepts in a more concrete and easily understandable manner.

Essentially, the primary responsibility of teachers is to assist and guide students in learning. Fostering and increasing students' interest in learning is one of the teachers' efforts. According to Widiastuti (2021), students' interest in a subject can influence the quality of their learning outcomes. Students who have a high level of interest in a subject tend to show greater attention and actively engage in learning activities (Lan, 2020). Thus, interest can be defined as a high tendency and enthusiasm or a strong desire towards something. Their level of interest influences the quality of students' learning outcomes.

Teachers play a significant role in cultivating students' interest in learning (Hulu, 2021). Students with a high level of interest in a subject tend to demonstrate focused attention and possess a strong drive to participate actively in the learning process (Munjiat & Syaefunisa, 2020). High levels of interest will have a positive impact on the quality of students' learning outcomes. Teachers must create a learning environment that encourages students' interest by offering engaging and relevant activities. This can be achieved by using appropriate instructional media, employing varied teaching approaches, and relating the learning material to the students' interests and daily lives. At SD Negeri 3 Kerticala, this has not been fully implemented, meaning that teachers have not been entirely able to attract students' interest in learning due to the limitations and challenges they face during teaching. Therefore, to maximize the role of teachers in enhancing students' interest in learning, support from various parties is needed.

Interest can foster perseverance and lead to success, which in turn will generate successful experiences that motivate students to complete their tasks and study diligently (Cahyani & Winata, 2020). Achieving these objectives will yield satisfaction and further motivate students to continue striving toward similar goals. The satisfaction obtained is influenced by the consequences received, whether they originate from internal or external sources within the students themselves (Damayanti *et al.*, 2021). Through tutoring that utilizes simple media, students can experience success in mastering literacy and numeracy material. This success will bring joy to the students and encourage them to continue striving to achieve higher learning objectives. Thus, the use of simple media becomes an appropriate tool for achieving higher learning goals.

Within the context of community service through the Kampus Mengajar Batch 5 program, the student team utilized simple media, including number cards, number boards, geometric shape frameworks, and origami paper, as practical tools for delivering literacy and numeracy materials to students engagingly and interactively. By using these media, students can visualize and practice literacy and numeracy concepts directly, making the learning process more enjoyable and capturing their attention. This article seeks to describe one of the student work programs conducted during the Kampus Mengajar Batch 5 activities. Based on the issues identified at SD Negeri 3 Kerticala regarding students' interest in learning, the student

team carried out tutoring activities using simple media to increase students' interest in learning literacy and numeracy material.

## **METHODS**

The community service activities at UPTD SD Negeri 3 Kerticala, under the Kampus Mengajar Batch 5 program, were conducted from February 20, 2023, to June 16, 2023. This community service was carried out using a mentoring method through tutoring for students. The mentoring method was employed because its primary objective was to gain a better understanding of the learning activities conducted at SD Negeri 3 Kerticala, as well as to obtain a comprehensive and in-depth understanding of the students' learning processes, how students interact with instructional media, and how students respond to the care they receive. Observations were conducted through direct classroom observations during the mentoring activities, where the student team observed how students, teachers, and instructional media interacted with one another, and recorded the students' behaviors, responses, reactions, and interactions throughout the learning process. The subjects of this study consisted of 33 students participating in the tutoring activities, including 12 students from Grade III, nine students from Grade IV, and 12 students from Grade V at SD Negeri 3 Kerticala.

## **RESULTS AND DISCUSSION**

One of the elementary schools in Indramayu, SD Negeri 3 Kerticala, faces challenges in improving students' literacy and numeracy skills. One of the obstacles in the learning process is the lack of adequate resources and educational facilities. Therefore, this community service program was initiated to help students improve their literacy and numeracy skills. These two skills are essential for students in their daily lives. Literacy refers to the ability to read, write, and comprehend texts (Bu'ulolo, 2021), while numeracy refers to the ability to understand numbers and symbols related to mathematics to solve problems (Fitriana & Ridwan, 2021). Students who possess strong literacy and numeracy skills will have a solid foundation to face the academic challenges and problems they may encounter throughout their lives.

Based on the initial observations conducted, students at SD Negeri 3 Kerticala demonstrated low academic achievement in literacy and numeracy. This was reflected in the results of internal school evaluations and standardized tests, which showed that the majority of students had relatively low abilities in both areas. To address this issue, further efforts and a more comprehensive program are needed to improve students' achievement in literacy and numeracy, one of which is through this tutoring program. AKM pre-tests and post-tests were used to evaluate and measure the students' abilities. The purpose of these assessments was to determine the students' initial level of understanding, measure the progress made after the program's implementation, and evaluate the program's effectiveness in improving students' literacy and numeracy skills.

### **Penerapan Bimbingan Belajar**

To provide variety in learning and encourage student engagement in the learning process, tutoring using simple media was implemented. Ricardo Dan Meilani (2017) emphasizes the importance of active student participation and interaction in the learning process. Tutoring helps students improve literacy and numeracy skills as well as understand the subject matter. Students can visualize and practice these concepts interactively by using simple media such as bulletin boards, number cards, number boards, and geometric shape frameworks. These media make reading, writing, counting, and understanding mathematical concepts more enjoyable and engaging.

In its implementation, activities using simple media were designed to conduct tutoring sessions. **Table 1** presents examples of tutoring activities and easily applicable media.

**Table 1.** Examples of Tutoring Activities

No	Tutoring Activity	Simple Media Used
1	Reading Storybooks	Reading Books
2	Writing a Diary	Diary Content
3	Counting Numbers	Number Boards and Number Cards
4	Recognizing Geometric Shapes	Geometric Frameworks and Straws
5	Practicing Creativity and Motor Skills	Origami Paper

*Source: Community Service 2023*

Through guidance, shared reading, and discussion, the activity of reading storybooks facilitated interaction between the researcher and the students. The researcher introduced various types of texts, including fiction, nonfiction, fairy tales, and poetry, to the students. The researcher read the storybooks aloud with precise and expressive intonation, allowing students to follow the storyline easily. Interaction occurred during the reading, as questions were posed to the students to assess their comprehension of the story. The researcher also encouraged students to discuss the story, share their opinions, and express any experiences or impressions they had regarding the story. This interaction can help students improve their reading skills and comprehension as well as foster a love of reading.

In the diary writing activity, the student team and the students interacted through guidance, supervision, and feedback. The student team provided direction regarding topics that could be written about, writing formats, and the appropriate use of language. The student team not only provided time and space for students to write their entries but also offered assistance and supervision when needed. After the students completed their writing, the student team would read the diaries, provide positive feedback, and highlight elements that needed improvement. Through this interaction, students were able to practice their writing skills, express their ideas and experiences in written form, and enrich their vocabulary. This finding aligns with the research conducted by [Christanty dan Cendana \(2021\)](#), which found that active student engagement in learning activities can increase their motivation and interest in learning. This diary writing activity has a positive impact on students' literacy skills.

A study conducted by Nurak (2020) examined the use of visual media in mathematics learning. The study found that providing students with visualization media can enhance their understanding of mathematics, making the subject more practical and enjoyable to learn. This aligns with the implementation of the number counting activity at SD Negeri 3 Kerticala, which utilized simple media such as number cards and geometric frameworks to enhance students' understanding of geometric concepts and numeracy. During the number counting activity, the student team distributed number cards to the students. It demonstrated how to use them for counting, helping students understand numbers and numerical order, as well as teaching them how to use the cards to perform mathematical calculations such as addition and subtraction. Following this, the student team interacted with the students as they used the number cards for calculations, providing guidance when needed, and giving feedback on whether their calculations were correct or incorrect. Through this method, students were able to deepen their understanding of numerical concepts, improve their calculation skills, and comprehend the relationship between numerical symbols and the quantities they represent.

In addition to using number cards, students were also provided with number boards containing numbers and mathematical operation symbols. The operation of these boards was not significantly different from

that of the number cards. The purpose of providing number boards was to prevent students from becoming bored with a single medium while practicing counting, allowing them to choose between using number cards or number boards to enhance their numeracy skills. With this variety in learning media, the potential to increase students' interest and engagement in learning can be further optimized (Suryani & Lestari, 2019).

During the activity of recognizing geometric shapes, the student team introduced the students to various types of geometric frameworks, such as cubes, rectangular prisms, and spheres. The researcher demonstrated the use of geometric frameworks, provided instructions on how to construct them, and encouraged students to participate in the activity. Using the provided frameworks, students had the opportunity to construct three-dimensional shapes, match shapes with their names, and discuss the features and characteristics of each geometric figure. This interaction helped students recognize geometric shapes better, understand them more concretely, and indirectly enhance their understanding of geometric concepts.

Additionally, the researcher used straws as a medium to train students' thinking skills. Students were provided with straws and asked to connect them to form specific shapes, such as triangles, squares, or other simple geometric figures. During this activity, the researcher provided instructions and guidance to the students on how to measure, cut, and connect the straws correctly. The researcher assisted students in understanding the instructions, demonstrated examples, and provided help when students encountered difficulties. This interaction also involved providing positive feedback and reinforcement when students successfully connected the straws correctly. This finding aligns with a study by Abidin (2017), which suggests that learning methods that facilitate interaction between teachers and students and actively engage students in the learning process tend to improve student learning outcomes.



**Figure 1.** Student Team Providing Instructions to Students  
*Source: Author Documentation 2023*

In **Figure 1**, the student team explains concepts related to geometric shapes and numeracy. With enthusiasm, they use hand movements and visual demonstrations to explain these concepts. The students appear highly attentive, focusing closely on the explanations given by the student team.

The next activity involved folding and arranging origami paper. Initially, students were taught how to fold and arrange origami paper into specific shapes, such as flowers or birds. During this activity, the student team actively interacted with the students, providing guidance and assistance as needed. The researcher carefully explained how to control finger and hand movements and provided step-by-step demonstrations for the actions to be followed. These activities enhance students' literacy skills in following instructions as provided and improve their understanding of learning instructional materials, particularly in geometry (Bornasal *et al.*, 2021).

Additionally, there was also an activity in which students read reading materials, as depicted in **Figure 2**. In the figure, a group of students can be seen sitting on the floor while reading storybooks. The activity of reading storybooks conducted by the students created a supportive classroom atmosphere. The students appeared enthusiastic and concentrated on the storybooks they were each holding. Through this activity, students experienced engaging learning, stimulated their imagination, and improved their reading and comprehension skills.



**Figure 2.** Students Reading Books  
Source: Author Documentation 2023

### Impact on Students' Literacy and Numeracy Levels

Using simple media, the tutoring program has had a significant impact on the literacy and numeracy levels of students at SD Negeri 3 Kerticala. Based on the AKM pretest and posttest data, students' literacy and numeracy scores showed improvement (see **Table 2**):

**Table 2.** Students' Literacy and Numeracy Scores

Student Name	Pretest Literacy Score	Posttest Literacy Score	Pretest Numeracy Score	Posttest Numeracy Score
Student 1	35	40	45	65
Student 2	25	20	45	45
Student 3	30	25	55	55
Student 4	20	35	55	60
Student 5	15	20	55	30
Student 6	40	85	40	70
Student 7	20	25	45	60

Student Name	Pretest Literacy Score	Posttest Literacy Score	Pretest Numeracy Score	Posttest Numeracy Score
Student 8	25	10	45	55
Student 9	15	55	65	60
Student 10	30	25	25	45
Student 11	35	35	35	65
Student 12	30	55	45	70
<b>Average</b>	<b>26,67</b>	<b>35,83</b>	<b>46,25</b>	<b>56,67</b>

Source: Community Service 2023

From the table above, it is evident that after participating in the tutoring program, each student's literacy and numeracy scores improved. The average literacy score of students increased from 26.6 to 35.8, while the average numeracy score increased from 46.25 to 56.6. Several students showed improvements in their literacy scores, indicating that the program contributed to enhancing students' literacy skills. However, some students experienced a decrease in literacy scores after the test. This decline requires further attention and analysis to identify its causes and determine appropriate solutions. Nearly all students showed an increase in their numeracy scores after the test, with some demonstrating significant improvements. This suggests that the community service program also had a positive impact on students' reading and writing abilities. Nonetheless, some students experienced a decrease in their numeracy scores after the test, indicating that there are still students who need additional attention to improve their numeracy skills.

As can be seen from the data, this tutoring program also had some students whose scores decreased after participating in it. This fact aligns with the study by Yates *et al* (2021), which found that each student responds to learning in different ways. This suggests that a comprehensive evaluation is necessary to understand the factors that influence student learning outcomes. However, overall, this tutoring program improved the students' literacy and numeracy skills. This demonstrates that the tutoring program has helped students at SD Negeri 3 Kerticala become more capable in reading and writing.

Several additional findings were obtained during the implementation of the Kampus Mengajar Batch 5 program, specifically related to the execution of tutoring using simple media. These findings suggest that the use of simple media can enhance the learning process by making it more interactive and engaging for students. This allows students to participate actively in the learning process and increases their interest in literacy and numeracy. Moreover, simple media help students understand literacy and numeracy concepts more effectively. For instance, number cards allow students to physically see and feel the numbers, enhancing participation, which in turn can increase students' interest in learning (Nayazik *et al.*, 2019). This enhances their understanding of numerical concepts. Similarly, by manipulating the frameworks of geometric shapes, students can expand their understanding of the features and characteristics of these shapes. Visualization of concepts helps students gain a deeper understanding (Meganingtyas, 2021).

The shared reading activity in the classroom was also implemented as one of the efforts to improve the literacy skills of students at SD Negeri 3 Kerticala. During this activity, students were encouraged to complete their respective readings. Each reading material provided was selected based on its potential to enhance the students' knowledge. The library, as the primary provider of reading resources, can play a role in this activity by facilitating students' access to desired reading materials while simultaneously enriching their knowledge. Safiinattunnajah & Logayah (2023) also state that school literacy improvement programs can be supported through the development of collections in the school library.

During the implementation of tutoring using simple learning media, students were also actively involved in the learning activities. Students were able to write diaries or utilize media such as geometric shape frameworks and number cards. Since students are the primary actors in the learning process, their direct involvement helps improve their literacy and numeracy skills. Students can also practice their literacy and numeracy skills directly through the use of simple media. For instance, they can learn to write and express their ideas in written form through diary writing activities. Through continuous practice, students can gradually improve their literacy and numeracy skills while receiving constructive feedback.

## CONCLUSION

Tutoring using simple media has proven effective in improving students' literacy and numeracy skills. The results from the AKM pretest and posttest indicate a consistent increase in scores across each aspect. As demonstrated by this improvement, tutoring that incorporates simple media can serve as a practical approach to enhance students' literacy and numeracy. Active interaction, concept visualization, student engagement, and practice-based learning are all strategies that can assist students in developing their literacy and numeracy skills. At SD Negeri 3 Kerticala, this tutoring program has shown a positive impact on the development of students' learning interest, as evidenced by the improvement in their academic evaluation achievements. However, it is important to conduct further analysis regarding the factors that may influence the increase or decrease in students' scores. By understanding these factors, the tutoring program utilizing simple media can be improved and adapted to achieve better outcomes in the future.

## AUTHOR'S NOTE

The author declares that there is no conflict of interest related to the publication of this article. The author affirms that the data and content of this article are free from plagiarism.

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