



Dedicated:

Journal of Community Services (Pengabdian kepada Masyarakat)

<https://ejournal.upi.edu/index.php/dedicated/>



Learning group activities as a contribution to community service

Khansa Salsabila Rohadatul Aisy
Universitas Pendidikan Indonesia, Indonesia
khansa.salsa.ks88@gmail.com

ABSTRACT

One of the problems in Arahman Kidul Village, Arahman Sub-district, Indramayu Regency, West Java Province is the lack of awareness of the surrounding potential that they can utilize as an additional source that is beneficial for community education in the village. The objectives of this joint learning program and contribution in teaching staff are 1) Educate students about the importance of science; 2) Build quality, personality, creative and innovative human resources; 3) Encourage and motivate students to be enthusiastic about learning and achieving. The method of service held in the form of joint learning activities for elementary school students and teaching activities in elementary schools. The results of the joint learning program and contribution show that students are excited and enthusiastic in participating in joint learning activities held at the post. In addition, this joint learning program can also help students who have difficulty dealing with practical questions posed in school activities. In teaching activities in elementary schools, assisted by game media, it can increase students' interest in learning.

ARTICLE INFO

Article History:

Received: 28 Aug 2024
Revised: 19 Nov 2024
Accepted: 24 Nov 2024
Available online: 11 Dec 2024
Publish: 27 Dec 2024

Keywords:

community services; learning activity; learning group

Open access

Dedicated: Journal of Community Services (Pengabdian kepada Masyarakat) is a peer-reviewed open-access journal.

ABSTRAK

Salah satu permasalahan yang ada di Desa Arahman Kidul, Kecamatan Arahman, Kabupaten Indramayu, Provinsi Jawa Barat adalah kurangnya kesadaran terhadap potensi sekitar yang dapat mereka manfaatkan sebagai sumber tambahan yang bermanfaat bagi pendidikan masyarakat di desa tersebut. Tujuan dari program belajar bersama dan kontribusi dalam tenaga pengajar ini yaitu 1) Mendidik peserta didik tentang pentingnya ilmu pengetahuan; 2) Membangun sumber daya manusia yang berkualitas, berkepribadian, kreatif dan inovatif; 3) Mendorong dan memotivasi peserta didik agar semangat belajar dan berprestasi. Metode pengabdian yang diadakan berupa kegiatan belajar bersama bagi peserta didik sekolah dasar dan kegiatan mengajar di sekolah dasar. Hasil dari program belajar bersama dan kontribusi menunjukkan peserta didik bersemangat dan antusias dalam mengikuti kegiatan belajar bersama yang diadakan di posko. Selain itu, program pembelajaran bersama ini juga dapat membantu peserta didik yang kesulitan menghadapi soal-soal praktis yang diajukan dalam kegiatan sekolah. Dalam kegiatan mengajar di sekolah dasar dibantu dengan media permainan mampu meningkatkan minat peserta didik dalam pembelajaran.

Kata Kunci: aktivitas pembelajaran; kelompok belajar; pengabdian kepada masyarakat

How to cite (APA 7)

Aisy, K. S. R. (2024). Learning group activities as a contribution to community service. *Dedicated: Journal of Community Services (Pengabdian kepada Masyarakat)*, 2(2), 243-254.

Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.

Copyright

2024, Khansa Salsabila Rohadatul Aisy. This an open-access is article distributed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) <https://creativecommons.org/licenses/by-sa/4.0/>, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author, and source are credited. *Corresponding author: khansa.salsa.ks88@gmail.com

INTRODUCTION

Every element of society in an environment needs to work together with the government to improve human resources. Universitas Pendidikan Indonesia as a university located in the West Java region contributes to improving human resources. One of the contributions of Universitas Pendidikan Indonesia is through Kuliah Kerja Nyata (KKN) activities carried out by students. As a program that has long been implemented and developed within the University of Education Indonesia, the implementation of Thematic KKN is used as a means of learning and student service to the community (Amelia et al., 2022).

Through its development, Thematic KKN programs are adjusted to the conditions and needs of the community. Based on the needs and issues that are important to be observed in the community to be resolved immediately, Thematic KKN is focused on the theme 'Building Village Existence Based on SDG's' to increase knowledge and skills to increase the level of reading literacy and numeracy in the community so that it can have an impact on the quality of community education. Therefore, students who participate in this KKN will devote themselves to the community in order to improve levels in various fields, one of which is in the field of education in several village placements. One of them is KKN students who are placed in Arahan Kidul Village. Arahan Kidul Village is one of the villages in Arahan District, Indramayu Regency, West Java Province. With an area of 684 hectares and having 41 RT and 8 RW, Arahan Kidul Village is the largest village in Arahan Sub-district. Arahan Kidul village has a total population of 6,600 people (based on 2019 data). Most of the potential of this village is in the agricultural sector as farmers, wicker craftsmen, and as laborers. In addition, the village has 11 musala, 1 mosque, and 4 elementary schools, namely SDN 1 arahan Kidul, SDN 2 Arahan Kidul, SDN 3 Arahan Kidul, and SDN 4 Arahan Kidul.

KKN is a form of education by providing student experience to learn in the midst of community life. In KKN activities, students will carry out several work programs and one of them is helping teaching staff at elementary schools in Arahan kidul, helping to become illiterate teaching staff, making alley name signs at several points in kidul direction, mapping kidul direction village, enlivening the 78th Indonesian Independence Day activities, providing trash bins at various points of the village and learning activities together and cheerfully with Arahan Kidul Village students. KKN is expected to increase the relevance between the college curriculum and the reality of the environment in the community (Kurnia et al., 2020).

KKN can be in the form of teaching activities using audio, visual, and audiovisual learning media to create a new atmosphere and interesting learning. The question and answer learning method can be used to support students to understand the material quickly and train students' courage in expressing their opinions (Purwati et al., 2023). The form of KKN activities in the form of tutoring, Baca Tulis Hitung (CALISTUNG), mutual cooperation, and mask distribution has an impact on increasing knowledge and knowledge of the community. Meanwhile, the benefits of KKN for students can increase their insight and can be applied in everyday life. The community can also absorb the knowledge possessed by students so that the process of sharing information can occur (Kemal, 2022).

Based on the results of initial observations, it was found that there are still many students in Arahan Village who have difficulty learning math and pronouncing words in English. The background of previous research and the results of observations motivated the dedication by providing tutoring for elementary school students. This service activity has a co-teaching program at the KKN post, and helps become a teaching staff at an elementary school. It is hoped that this service can invite the community to care about the importance of education so that it can have a positive impact on both students and society, and provide additional classes.

Literature Review

Tutoring

Guidance is the provision of assistance to each person carried out by experts in the field of guidance, and it is hoped that with this guidance, the person being guided can develop according to their abilities (Mariskhana, 2019). Furthermore, guidance can be described as assistance or help provided to an individual or a group of individuals in avoiding or overcoming difficulties in their lives, so that the individual or group of individuals can achieve their well-being (Hasbi et al., 2022). Based on that understanding, it can be concluded that guidance is one form of a process of providing assistance to an individual or a group of individuals in solving their problems, so that each individual will be able to optimize their potential and skills in dealing with each issue, as well as achieve self-adjustment in their lives.

Learning is a process that occurs within individuals that impacts them throughout their lives. The purpose of learning is to gain knowledge, develop skills, attitudes, and behaviors of a person (Darmayanti et al., 2020). Tutoring is guidance provided to learners to receive an education that matches their needs, talents, interests, and abilities, and to assist learners in determining effective and efficient ways to address the learning problems they face (Munawwaroh et al., 2022). Furthermore, tutoring can be said to be guidance provided to help individuals solve their problems in the academic field by creating a conducive teaching atmosphere to avoid learning difficulties (Sherley et al., 2021).

Tutoring is guidance aimed at helping individuals resolve academic issues through conducive teaching and learning activities. Tutoring services are guidance services that support individuals in developing attitudes, study habits, and learning materials that suit their needs and the objectives of learning activities, taking into account the development of knowledge and technology (Darmayanti et al., 2020). Based on the previous statement, it can be concluded that tutoring is a process of providing assistance to students in solving the learning problems they face, so that the desired learning objectives are achieved.

Tutoring is not exclusively intended for normal students; it can be participated in by all students, both normal and special needs. The general purpose of tutoring or learning together is to help students make good adjustments in the learning environment so that every student can learn efficiently according to their abilities and achieve optimal development. Tutoring assists students who experience learning difficulties, have below-average abilities, and those with high abilities to have equal learning opportunities and develop according to their capabilities. The tutoring services are expected to help students in the teaching and learning process so that they do not have difficulties in understanding the material (Prasetya et al., 2019). Technology-based tutoring systems have been developed to facilitate students in understanding learning materials (Purwanto, 2021).

Kuliah Kerja Nyata (KKN)

KKN (Community Service Program) is a course where students as learners are confronted directly with the community environment. KKN provides an opportunity for students to explore further how the community conditions are, the environmental issues, and to seek solutions to those problems. The objectives for students conducting KKN are usually established within a theme agreed upon by the university. KKN provides an opportunity for the community to experience the positive impact of universities on the issues that arise within the community (Rusli et al., 2020).

KKN as a form of genuine service by students in community environments has goals and benefits of activities including: a) deepening thinking and working methods for students; b) students understanding

the difficulties faced by the community; c) training students in problem-solving; d) the community gaining new insights in planning, formulating, and implementing development; e) fostering the community's potential to actively participate in development; and f) obtaining benefits and assistance from students in implementing community programs (Kurnia et al., 2020).

METHODS

In order to develop a learning culture and create an ideal environment to encourage the learning process for the residents in the Arahan Kidul area in Indramayu, a safe, comfortable, orderly, and enjoyable atmosphere is necessary. This service aims to support joint learning activities specifically for residents and students who are still in school. The Joint Learning Movement is aligned and sustainable in accordance with the theme 'Movement to Build the Existence of Villages Based on SDGs' in the field of Education.

In achieving the expected goals of the Thematic Community Service Program in Arahan Kidul, it is carried out through community empowerment, especially for students of SDN 1 Arahan Kidul, SDN 2 Arahan Kidul, SDN 3 Arahan Kidul, and SDN 4 Arahan Kidul, by learning together (elementary school students) and direct practice at the KKN student post and serving as instructors in the elementary school. Below is a table of the agenda for the implementation of learning activities together at the KKN student post and teaching at SD Arahan Kidul:

Table 1. Agenda for Learning Activity Implementation

No.	Method	Activity	Implementation Time
1	Socialization	Socialization to schools in Arahan Kidul Village	27 July – 28 July 2023
2	Practice	Joint learning activities with village children (elementary school students)at the KKN Student Post	30 July – 12 August 2023
3	Practice	Teaching activities at the elementary school in Arahan Kidul	31 July – 12 August 2023

Source: Devotion 2023

Table 1 explains that this activity includes socialization and practice. Socialization is conducted prior to the activities starting by providing directions related to the learning activities being carried out. After the socialization is provided, practical activities are conducted together with two techniques: learning activities where students visit the posts and teaching activities at elementary schools. The schedule of joint learning activities is as follows.

Table 2. Learning Activity Schedule

August 2023						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30 Learning Together with the village children	31	1 Learning Together SDN 2 Arahan Kidul	2	3 Learning Together SDN 4 Arahan Kidul	4	5 Learning Together SDN 1 Arahan Kidul
6	7	8	9	10	11	12

Learning Together SDN 3 Arahan Kidul	Learning Together SDN 2 Arahan Kidul	Learning Together SDN 4 Arahan Kidul
--	--	--

Source: Devotion 2023

Table 2 shows that the study activities with the students are not held every day because the students participating in this activity are still in elementary school. Therefore, the schedule for this activity is made flexible according to the students' capacity, and the scheduling is divided into two sessions: the first session from 14.00-15.30 and the second session from 15.30-17.00. Meanwhile, the implementation of the teaching activities is aimed at assisting educators in the area with the following schedule:

Table 3 Teaching Activity Schedule

August 2023						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	1	2	3	4	5
	Teaching at SDN 2 Arahan Kidul	Teaching at SDN 4 Arahan Kidul	Teaching at SDN 1 Arahan Kidul	Teaching at SDN 3 Arahan Kidul	Teaching at SDN 2 Arahan Kidul	Teaching at SDN 4 Arahan Kidul
6	7	8	9	10	11	12
	Teaching at SDN 1 Arahan Kidul	Teaching at SDN 3 Arahan Kidul	Teaching at SDN 2 Arahan Kidul	Teaching at SDN 4 Arahan Kidul	Teaching at SDN 1 Arahan Kidul	Teaching at SDN 3 Arahan Kidul

Source: Devotion 2023

Table 3 shows that the teaching schedule is not only carried out in one school. Teaching activities are conducted in schools around the service location. Teaching activities take place from 07:00 to 09:00 or until the first break.

RESULT AND DISCUSSION

Socialization activities in elementary schools and becoming educators at schools in Arahan Kidul, KKN students who directly interacted with the learners found that many students lacked interest in studying due to their surrounding environment, such as an inadequate family environment to assist with learning, a lack of awareness about the importance of studying, and a curriculum that burdens them, where students are expected to participate in classroom learning without fully understanding what they are learning. Based on observation results, it was found that many students could not calculate, order numbers, or understand other numeracy topics. It is necessary to conduct joint learning activities outside of the school environment to assist these learners. Therefore, the KKN students took the initiative to help with unprecedented joint learning activities, with KKN students themselves serving as educators, especially in mathematics. The goal is for students in Arahan Kidul Village to achieve good performance in their schooling. Collaborative learning activities are held at the post according to the schedule that has been socialized.



Figure1. Students participate in the Learning Together Activities
Source: Author's Documentation 2023

During the implementation of the joint learning activities, the students were very enthusiastic about attending the lessons. Especially in mathematics, which they had not fully understood at school. **Figure 1** shows that the participants of the joint learning activities were working on the practice questions provided. They were previously given material related to simple methods of solving the problems. The children enjoyed the learning method with practice questions in a simple and fast way, making it easy to understand.



Figure 2 English Learning Activities
Source: Author's Documentation 2023

Students introduce participants of the learning activity to numbers in English, a subject that is not studied in school. The learning activity is conducted by providing material directly to the participants, making it easy to ask questions if there is anything they do not understand. The correct pronunciation of the English language is also taught. **Figure 2** shows that English learning activities are conducted face-to-face to teach

English pronunciation. Not only activities at the post, this service also conducts teaching activities in nearby elementary schools.



Figure 3 Teaching Activities in Elementary School
Source: Author's Documentation 2023

Teaching and learning activities are not just about delivering material as shown in **Figure 3**. Teaching activities with improvisation during lessons, such as playing games, ice breaking, memorizing songs, and fun quiz games are conducted to keep the students engaged. As a result, the students become more focused and enjoy being in the classroom. Even when the lesson time ends, many students still want to learn together with students from the Thematic KKN of the Indonesian Education University.



Figure 4 Mathematics Teaching Activities
Source: Author's Documentation 2023

In the learning and teaching activities of mathematics, most students from elementary schools in Arahman Kidul can follow the lessons quite well. **Figure 4** shows that some students face difficulties in reading, which complicates their mathematics learning. For example, this occurred in Class 4 of SDN 1 Arahman Kidul, where students were not yet proficient in reading, while the thematic material for mathematics at that time was about story problems involving addition and subtraction. As a result, these students could not answer the questions and keep up with the lessons, necessitating personal assistance for those students. At the end of the service activities, an evaluation was conducted on the activities that had been carried out. The evaluation results showed various impacts, namely: a) about 85% of elementary students

in Arahan Kidul can read, while approximately 15% of others still struggle with reading; b) in the area of numeracy, the sixth grade students of SDN 2 Arahan Kidul have some who cannot distinguish between integers and regular numbers. However, after being given explanations, practice questions, and games, those sixth-grade students immediately understood and grasped the material presented. Meanwhile, the second grade students of SDN 4 Arahan Kidul are very clever in performing mathematical calculations such as addition and subtraction with the help of shapes, such as 3 circles plus 4 circles.

Discussion

Learning is a process to prepare humans for the present and the future in facing problems (Sumantri, 2019). Generally, learning takes place in schools with educators as the instructors who convey the learning material. Educators are an important component in learning activities to impart knowledge to students (Sharif et al., 2022). In delivering the material, teachers must strive to create a conducive classroom situation so that students can easily absorb the learning (Feiyue, 2022; Ng et al., 2022; Paragae, 2023). Educators can innovate to implement creative and interactive learning activities so that students do not get bored with the same learning methods (Munthe, 2019). Maintaining a calm learning environment is a key aspect that educators need to implement to create a conducive classroom atmosphere (Ali et al., 2023; Bonna, 2023; Sahib et al., 2021). Other factors beyond external factors, educators need to pay attention to internal factors that arise from within themselves in order to control their attitudes and become good role models for the students. Educators need to have a sincere feeling in teaching students, a sense of affection for students, to be fair to all students, and to have a teaching spirit so that students can easily absorb the material provided, and the educator's enthusiasm will instill a sense of enthusiasm in students towards learning (Ya'cub, 2022).

Current learning methods are not only through lecturing; learning can also be carried out through studying together with friends or learning through video conferencing (Husaini, 2021). However, online learning methods prevent students from interacting directly with their classmates. Group learning activities encourage students to discuss with their peers, making learning feel more enjoyable. The right teaching methods can provide students with a better understanding more quickly (Monica & Fitriawati, 2020). Learning activities together make students more enthusiastic compared to online learning and eliminate students' boredom in online learning (Putri et al., 2021). Learning activities with classmates will support students in interacting and discussing when there are things that are not understood (Rahmawati & Senen, 2023). Joint learning activities can lead to direct interaction between educators and students (Rachman & Qodriyyah, 2024). Communication in group learning activities is smoother compared to online learning because communication in group learning is done face-to-face, unlike online learning which can be hindered by network issues (Kuntarto et al., 2021).

Joint learning activities can be conducted by dividing students into several groups to discuss or work on assignments together. Generally, group study is assigned by educators to solve a problem, thereby supporting interaction to solve problems collaboratively (Kim et al., 2022; Tümen Akyildiz, 2020). In group learning, each student can interact and express their opinions when working on the task. Discussions in group learning will occur with the aim of providing opinions, influencing their friends' opinions, and developing other social attitudes (Shudur, 2019). In addition to collaborative learning methods, learning activities can be conducted by integrating games into the learning process (Marwahningsih & Darsinah, 2023). The games used can vary from traditional games to online games. Online games generally use applications to support active learning. Learning media with online games is considered to be more favored by students compared to learning media with traditional games (Saskiah, 2023; Zafar et al., 2021). The

role of technology in this learning media is considered as a facilitator to make it easier for students to receive learning material (Hadiapurwa et al., 2023; Iberahim & Noor, 2019; Rosyiddin et al., 2023).

Learning activities using game media are a combination of the learning process and play, aimed at creating a pleasant learning atmosphere compared to traditional teaching methods (Tasiah & Nurdjan, 2023). Games can make learning activities more memorable and create an active atmosphere, increasing students' motivation (Khairuddin & Mailok, 2020). The application of games in learning can enhance students' social interaction skills through cooperation and collaboration with their classmates (Zulfikri & Masnan, 2023). Play-based learning activities include three components, namely the reward of victory, social interaction, and feedback from the game (Fadilla & Nurfadhilah, 2022). Integrated learning activities through games have proven to enhance student enthusiasm, create engaging learning experiences, build character, and support competition for achieving the highest grades among students (Shaliha & Fakhzikril, 2022). Games as a learning medium can help educators convey messages to students during learning activities, thereby stimulating students' interest (Maghfiroh & Bahrodin, 2022).

CONCLUSION

The KKN Tematik Program of the Universitas Pendidikan Indonesia with the theme 'Building the Existence of Villages Based on SDGs' in empowering the residents of Arahan Kidul Village, especially elementary school students, through collaborative learning activities has been running well, with the level of student participation reaching nearly an entire class in each school. The students were very enthusiastic about participating in the study activities organized by the KKN Tematik students from Arahan Kidul UPI 2023. Meanwhile, the teaching activities at SD Arahan Kidul were attended well and enthusiastically by all the students in the class. The students showed enthusiasm in attending lessons, participating in games, and were very active in class discussions.

AUTHOR'S NOTE

The authors state that there is no conflict of interest regarding the publication of this article. The authors affirm that the data and content of the article are free from plagiarism. Thanks to the Field Supervising Lecturers and all parties who helped in successfully motivating and encouraging their students to participate in the learning activities.

REFERENCES

- Ali, U., Saingo, Y. A., Kasse, S., & Hayer, A. M. (2023). Resolusi konflik guru Pendidikan Agama Kristen (PAK) dalam menciptakan iklim belajar yang kondusif. *Asatiza: Jurnal Pendidikan*, 4(3), 193-218.
- Amelia, A., Manurung, K. A., & Purnomo, D. B. (2022). Peranan manajemen sumberdaya manusia dalam organisasi. *Mimbar Kampus: Jurnal Pendidikan dan Agama Islam*, 21(2), 128-138.
- Bonna, K. (2023). Concept and nature of classroom management practices. *International Journal of Multidisciplinary Studies and Innovative Research*, 11(4), 1601-1615.
- Darmayanti, N. W., Sueca, I. N., Utami, L. S., & Sari, N. (2020). Pendampingan bimbingan belajar di rumah bagi siswa SD Dusun Buruan Tampaksiring untuk menumbuhkan motivasi belajar siswa. *Selaparang Jurnal Pengabdian Masyarakat Berkemajuan*, 3(2), 207-210.

- Fadilla, D. A., & Nurfadhilah, S. (2022). Penerapan gamification untuk meningkatkan motivasi belajar siswa dalam pembelajaran jarak jauh. *Inovasi Kurikulum*, 19(1), 34-43.
- Feiyue, Z. (2022). Edutainment methods in the learning process: Quickly, fun and satisfying. *International Journal of Environment, Engineering and Education*, 4(1), 19-26.
- Hadiapurwa, A., Joelene, E. N., Nugraha, H., & Komara, D. A. (2023). Social media usage for language literacy development in Indonesia. *Jurnal Kajian Informasi & Perpustakaan*, 11(1), 109-126.
- Hasbi, H., Pebriana, P. H., Haidar, I., Sitinjak, L., Alfiyanto, A., Riyadi, I., & Hidayati, F. (2022). Program bimbingan belajar menggunakan alat peraga kubus dan balok untuk memahami volume bangun ruang kubus dan balok pada siswa kelas VI SD. *Indonesia Berdaya*, 3(4), 729-736.
- Husaini, H. (2021). Eksistensi guru Pendidikan Agama Islam dalam proses pembelajaran pada masa pandemic COVID-19 di Kota Lhokseumawe. *Itqan: Jurnal Ilmu-Ilmu Kependidikan*, 12(2), 299-322.
- Iberahim, M. F., & Noor, N. M. (2019). Amalan gamifikasi dalam pengajaran dan pemudahcaraan guru-guru Sekolah Rendah di Negeri Johor (Gamification practices in teaching and learning among Primary School Teachers in Johor). *Innovative Teaching and Learning Journal*, 3(2), 1-7.
- Kemal, I. (2022). Meningkatkan pendidikan proses belajar mengajar siswa di Kelurahan Nelayan Indah Kecamatan Labuhan. *Reswara: Jurnal Pengabdian Kepada Masyarakat*, 3(2), 634-640.
- Khairuddin, N. S., & Mailok, R. (2020). Pembelajaran berasaskan permainan dalam mata pelajaran Sejarah menggunakan teknik Mnemonik: Game based learning in history subjects using Mnemonic Techniques. *Journal of ICT in Education*, 7(1), 9-15.
- Kim, J., Lee, H., & Cho, Y. H. (2022). Learning design to support student-AI collaboration: Perspectives of leading teachers for AI in education. *Education and Information Technologies*, 27(5), 6069-6104.
- Kuntarto, E., Sofwan, M., & Mulyani, N. (2021). Analisis manfaat penggunaan aplikasi Zoom dalam pembelajaran daring bagi guru dan siswa di sekolah dasar. *Jurnal Pendidikan Dasar Nusantara*, 7(1), 49-62.
- Kurnia, M., Jaya, I., Jalil, A. R., Arya, N., & Amin, S. (2020). KKN tematik pemberdayaan masyarakat melalui penerapan teknologi untuk peningkatan taraf hidup masyarakat di Kecamatan Pulau Sembilan Kabupaten Sinjai. *Jurnal Pengabdian Masyarakat Hasanuddin*, 1(1), 1-9.
- Maghfiroh, N. L., & Bahrodin, A. (2022). Pengaruh media pembelajaran flashcard terhadap kemampuan membaca anak disleksia. *Inovasi Kurikulum*, 19(1), 69-78.
- Mariskhana, K. (2019). Prestasi belajar sebagai dampak dari minat baca dan bimbingan belajar siswa IPS. *Cakrawala-Jurnal Humaniora*, 19(1), 71-78.
- Marwahningsih, N., & Darsinah, D. (2023). Mengintegrasikan kecakapan abad 21 dalam rencana pelaksanaan pembelajaran harian. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 4(2), 94-104.
- Monica, J., & Fitriawati, D. (2020). Efektivitas penggunaan aplikasi Zoom sebagai media pembelajaran online pada mahasiswa saat pandemi COVID-19. *Jurnal Communio: Jurnal Jurusan Ilmu Komunikasi*, 9(2), 1630-1640.
- Munawwaroh, A., Prasmala, E. R., & Noti, M. B. (2022). Bimbingan belajar untuk sekolah dasar pada masa pandemi. *JPM Pambudi*, 6(1), 49-53.

- Munthe, A. P., & Naibaho, H. P. (2019). Manfaat dan kendala penerapan tutor sebaya untuk siswa kelas IV Sekolah Dasar Lentera Harapan Mamit. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 9(2), 138-147.
- Ng, D. T., Ng, E. H., & Chu, S. K. (2022). Engaging students in creative music making with musical instrument application in an online flipped classroom. *Education and Information Technologies*, 27(1), 45-64.
- Paragae, I. P. N. S. (2023). Innovative teaching strategies in teaching English as a foreign language. *English Teaching and Linguistics Journal (ETLiJ)*, 4(1), 1-9.
- Prasetya, I., Ulima, E. T., Jayanti, I. D., Pangestu, S. G., Anggraeni, R., & Arfiah, S. (2019). Kegiatan bimbingan belajar dalam meningkatkan minat belajar siswa di Kelurahan Bolong Karanganyar. *Buletin KKNDik*, 1(1), 30-34.
- Purwanto, D. (2021). Perancangan sistem informasi manajemen berbasis web pada bimbingan belajar creative solution. *Jurnal Informatika dan Rekayasa Perangkat Lunak*, 2(2), 180-187.
- Purwati, R., Aris, M., Novitasari, Y. D., & Maulana, H. (2023). Partisipasi mahasiswa kuliah kerja nyata dalam kegiatan mengajar sekolah dasar di Desa Sumberagung Kabupaten Nganjuk. *Karunia: Jurnal Hasil Pengabdian Masyarakat Indonesia*, 2(3), 104-112.
- Putri, M., Kuntarto, E., & Alirmansyah, A. (2021). Analisis kesulitan belajar siswa dalam pembelajaran daring di era pandemi (studi kasus pada siswa kelas III sekolah dasar). *Auladuna: Jurnal Pendidikan Dasar Islam*, 8(1), 91-108.
- Rachman, S. A., & Qodriyyah, H. F. (2024). Fun learning activities about nutritious food as an effort to introduce stunting at SDN Ligarmanah. *Dedicated: Journal of Community Services (Pengabdian kepada Masyarakat)*, 2(1), 77-86.
- Rahmawati, E., & Senen, S. H. (2023). Learning together program for reading and writing interest in Arahon Kidul Village. *Dedicated: Journal of Community Services (Pengabdian kepada Masyarakat)*, 1(2), 279-290.
- Rosyiddin, A. A. Z., Fiqih, A., Hadiapurwa, A., Nugraha, H., & Komara, D. A. (2023). The effect of interactive PowerPoint media design on student learning interests. *Edcomtech: Jurnal Kajian Teknologi Pendidikan*, 8(1), 12-24.
- Rusli, R. P., Setiawati, L., & Komara, D. A. (2023). Empowering parents in a bedtime storytelling program for children during a pandemic. *Dedicated: Journal of Community Services (Pengabdian kepada Masyarakat)*, 1(1), 31-40.
- Sahib, A., Danim, S., Sahono, B., & Somantri, M. (2021). The implementation of classroom management in teaching and learning activities. *International Journal of Multicultural and Multireligious Understanding*, 8(4), 562-579.
- Saskiah, S. (2023). Game-based learning: Strengthening Islamic religious education learning process. *Dedicated: Journal of Community Services (Pengabdian kepada Masyarakat)*, 1(2), 175-186.
- Shaliha, M. A., & Fakhzikril, M. R. (2022). Pengembangan konsep belajar dengan gamifikasi. *Inovasi Kurikulum*, 19(1), 79-86.
- Sharif, M. S. A. M., Kamarudin, M. F., Kamarulzaman, M. H., Saali, M. M. S. N. M., Esrati, M. Z., & Latif, M. N. (2022). Inovasi pengajaran dan pembelajaran sirah melalui permainan dalam kalangan

pelajar pintar cerdas. *Al-Maqasid: The International Journal of Maqasid Studies and Advanced Islamic Research*, 3(2), 49-62.

Sherley, Y., Ardian, Q. J., & Kurnia, W. (2021). Rancang bangun sistem informasi media pembelajaran berbasis website (Studi kasus: Bimbingan Belajar De Potlood). *Jurnal Teknologi dan Sistem Informasi*, 2(3), 136-147.

Shudur, M. (2019). Manfaat belajar kelompok dalam meningkatkan prestasi belajar siswa. *Sumbula: Jurnal Studi Keagamaan, Sosial dan Budaya*, 4(2), 328-346.

Sumantri, B. A. (2019). Pengembangan kurikulum di Indonesia menghadapi tuntutan kompetensi abad 21. *At-Ta'lim: Media Informasi Pendidikan Islam*, 18(1), 27-50.

Tasiah, N., & Nurdjan, S. (2023). Media pembelajaran berbasis permainan tradisional engklek untuk mengembangkan pemahaman literasi membaca peserta didik. *Judikdas: Jurnal Ilmu Pendidikan Dasar Indonesia*, 3(1), 38-49.

Tümen Akyildiz, S. (2020). College students' views on the pandemic distance education: A focus group discussion. *International Journal of Technology in Education and Science*, 4(4), 322-334.

Ya'cub, M. (2022). Pendidikan Akhlak dalam pencapaian ilmu manfaat. *Attaqwa: Jurnal Ilmu Pendidikan Islam*, 18(1), 1-16.

Zafar, A., Patah, B. M., & Fatya, S. N. (2021). Use of gamification to increasing motivation in learning. *Curricula: Journal of Curriculum Development*, 1(1), 33-42.

Zulfikri, A. Z., & Masnan, A. H. (2023). The use of interactive games in children's teaching and learning processes: An innovation. *Southeast Asia Early Childhood Journal*, 12(1), 128-134.