KKN-Thematic: Building A Tourism Village and Creative Economy In-Person Tutoring in Cijeruk Village, Dayeuhluhur District, Cilacap Regency.

Ai Nurhayati [1], Arni Sri Wahyuni [2], Dea Sopia [3], Deni Maulana [4], Hasbi Assidqi [5], Irma Silvi Fauziah [6], Lisma Septiani [7], Neng Dewi Noor F [8], Siti Desi Nazila [9], Wahda Robi'atul A [10], Yuda Lugiana [11], Budi Hendrawan [12]

[1-12]Universitas Muhammadiyah Tasikmalaya

Corresponden Author: ainoerhayatiai20@gmail.com

The offline tutoring activities in Cijeruk Village, Cilacap District, were carried out as part of the KKN-T UMTAS community service program targeting elementary school students residing in Cijeruk Village. The activities aim to (1) assist students in understanding materials they have not yet grasped, (2) help students complete assigned tasks so they do not experience difficulties, and (3) also to participate in reducing COVID-19 clusters in the education sector. The offline tutoring also results in elementary school students better understanding the material provided and becoming more helpful in completing school assignments.
Keywords: *Tutoring, in-person based, Cijeruk Village.*

Introduction

Since the outbreak of the coronavirus pandemic in Indonesia, many measures have been taken to reduce the spread of the coronavirus cluster, one of which in the field of education is through the decision of the Ministry of Education and Culture number 4 of 2020 regarding the implementation of educational policies during the pandemic, where activities that have the potential to cause crowds can be halted first. According to Milman (2015), the use of digital technology can enable teachers and students to conduct learning from different locations during the learning process, so that there is no direct contact with many people. One of the learning methods that can be implemented during the COVID-19 emergency is online learning.

Alternatively, learning can be conducted remotely/online, allowing students to learn from their own homes, which can reduce the chain of COVID-19 transmission. (Munir, 2009: 107) states that online learning or E-Learning is a learning process carried out through a network (computer network), which can be via the internet or intranet. E-Learning also impacts the learning process, which initially centered on the instructor, becoming more student-centered or participant-centered. Therefore, students can access learning materials anytime and anywhere without being restricted by time.

Recently, many schools have implemented online learning starting from elementary school to high school. The learning is conducted using various applications, including

WhatsApp Groups, Google Classroom, Edmodo, and others. Online learning also presents its own challenges for teachers and students. One of these is the availability of internet services, especially in Cijeruk Village, where internet access is quite difficult, making it hard for students to participate in learning. Additionally, the cost of purchasing data packages is expensive.

Online learning also has its own challenges; the separation of teachers and students during the learning process makes it difficult for teachers to directly monitor students' activities. There is no guarantee that students are truly paying attention to the explanations given by the teacher, and many students also struggle to understand the material provided by the teacher.

The main problem faced by students is in the process of completing assignments given by the teacher because many students do not fully understand the material. Additionally, parents are also unable to help their children with the assignments because they lack understanding of the material.

Based on the issues that have been presented, we conducted KKN-T UMTAS 2021 community service in Cijeruk Village, Dayeuhluhur District, Cilacap Regency, in the field of education through offline tutoring aimed at helping students understand materials they haven't grasped and assisting with their assignments so that students do not experience difficulties in the online learning process implemented at school. Additionally, it aims to evaluate how effective the offline tutoring activities are. Furthermore, it benefits the community of Cijeruk Village both directly and indirectly, especially the elementary school students, in their learning activities.

Implementation Method

Implementation of in-person tutoring for students in Cijeruk Village, Dyeyhluhur District, Cilacap Regency, consisting of 12 elementary school students with an average age of 10-12 years.

The tutoring sessions were held from August 16 to September 6, 2021, three times a week. The tutoring was conducted offline by providing pre-prepared materials and assisting students with their assignments, as well as explaining the material when students asked questions. The methods used in the tutoring were lecture and demonstration. In the lecture method, guidance was given to explain the taught material to students and clarify parts that students did not understand. In the demonstration method, students could perform tasks and follow the explanations from the tutor to solve practice questions, allowing students to understand through direct practice.

Results and Discussion

The in-person tutoring program is a work activity from KKN-T UMTAS 2021 held in Cijeruk Village, specifically in Sawah Tengah Hamlet and Kujang Hamlet. The tutoring is conducted in person using lecture and demonstration methods, along with providing materials, explaining the content, and discussing how to complete assignments directly. This approach is practical and quite effective because it does not require difficult-to-access data signals in the area. Some of the in-person tutoring activities in Cijeruk Village, specifically in Sawah Tengah Hamlet and Kujang Hamlet, are as follows:

Image 1. Guidance Activities at the KKN Post

Tutoring sessions with elementary school students in the offline guidance process make students feel sufficiently helped by the offline-based guidance because students understand the material taught in school better since it has been explained and supported by providing learning materials to students. They also feel assisted in completing assignments because sometimes the tasks given by teachers are very numerous, but without prior explanation, making it difficult for students to complete the assignments.

Figure 2. Children are studying at the Post

Elementary school students prefer the tutoring process to be conducted offline because the timing is more relaxed, but the learning process remains of high quality. Additionally, it helps students better understand material they haven't grasped yet and makes completing assignments easier, as most students haven't fully understood the material taught, which causes them difficulty in completing the tasks given by the teacher.

During the tutoring process, elementary school students are quite enthusiastic about learning activities because they can interact with their friends. However, they tend to rely on others when completing assignments and often complain about finding it difficult to do the tasks because they haven't read the books referenced by the school, and there are some materials that haven't been explained by the teacher, only directed to read. After the tutoring, students feel they understand the material better and completing assignments becomes easier for them.

After this in-person tutoring process, most students feel they understand the material better and find it helpful in completing their school assignments.

CONCLUSION

In the KKN-T UMTAS 2021 community service about offline-based tutoring for the Cijeruk Village community, especially elementary school students, the implementation went smoothly. The assistance was carried out from August 16 to September 6, 2021, conducted three times a week.

Based on self-evaluation data from 12 individuals who responded to questions through interviews, the results show that elementary school students who received offline-based tutoring reported that they became more understanding of the material taught and found it easier to work on problems. Additionally, the students liked the tutoring process because it was flexible.

References

Kementerian Pendidikan dan Kebudayaan. 2020. Surat Edaran Menteri Pendidikan dan kebudayaan Republik Indonesia Nomor 4 Tahun 2020 Tentang Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran *CoronaVirus Disease* (Covid-19)

Milman, N. B. 2015. Distance Education. *Journal of Internasional Encyclopedia of the Social & Behavioral Scieces* : *Second Edition, 567-570* https://doi.org/10.1016/B978-0-08-097086-8.92001-4

Munir. 2009. *Pembelajaran Jarak Jauh Berbasis Teknologi Informasi dan Komunikasi.* Bandung: Alfabeta