

Learning Guidance to Improve Children's Numeracy Ability in Kelongkong Hamlet

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Abstract

Kelongkong Hamlet, which is located in Sambik Bangkol Village, is one of the Real Work Lecture (KKN) locations for STKIP Hamzar students. The results of observations of students in elementary and junior high schools in this village, especially in Kelongkong Hamlet, revealed that some children had low numeracy abilities. In this case, students focused their attention on elementary and junior high school age students in TPQ Dusun Kelongkong. One of the programs implemented to overcome this problem is tutoring, with the aim of increasing the numeracy skills of TPQ children in Kelongkong Hamlet. This guidance program includes providing numeracy material as well as simple practice questions which will be held from 01 August to 29 September 2024 every Monday to Wednesday, 16:00 – 17:30 WIT. From the results we observed, it shows that this program has succeeded in improving the numeracy skills of students at TPQ Dusun Kelongkong, as seen from their ability to solve the simple questions given.

Keywords: Tutoring, Numeracy.

INTRODUCTION

The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) tries to pay attention to the culture of literacy and numeracy and encourages the public to improve their numeracy literacy skills, because literacy and numeracy greatly influence the quality of the Indonesian nation. By learning literacy and numeracy, we can solve problems in life and become the foundation for continuing our education to the next level (Wahyuni, 2021).

Literacy and literacy are skills that develop from childhood and are important things to improve in order to sharpen children's skills and knowledge in interpreting numbers and letters in everyday life. Which means that literacy and numeracy are very closely related to mathematical concepts in everyday life. Numeracy literacy is the ability to know, as well as the skill in using numbers and basic mathematical symbols to solve practical problems in everyday life (Fitriyani et al., 2022).

When we observed in Dusun Kelongkong Hamlet, Sambik Bangkol Village, some of the children in Kelongkong Hamlet have good numeracy skills and only some children with low numeracy skills. This is also supported by the results of interviews with some teachers and parents of students. The thing that causes a child's low numeracy ability is the lack of study time which causes a lack of understanding about

numeracy and the child's lack of understanding of the use of numeracy in everyday life.

This numeracy includes the ability to think, mathematical reasoning, mathematical modeling, mastery of mathematical tools and technology, representation of numbers and symbols, mathematical argumentation, mathematical communication, as well as the ability to identify and solve problems (Pakpahan et al., 2023). So, numeracy is an important skill that children must have from entering elementary school. To improve numeracy skills, one way that can be done is through tutoring, which is carried out by KKN STKIP Hamzar students.

Guidance is the process of providing assistance to individuals so they can learn to understand themselves and their environment. The objectives of counseling guidance related to learning aspects include motivating children to study diligently, be active and disciplined when attending lessons. In this KKN students provide guidance to TPQ children in Kelongkong Hamlet, Sambik Bangkol Village in the numeracy aspect

KKN students in Kelongkong Hamlet organized a study guidance program for children at TPQ Kelongkong Hamlet with the aim of increasing the number of children in Kelongkong Hamlet. The problems faced in developing children's numeracy are:

1. **Low understanding of concepts** ; Some children have difficulty understanding some basic mathematics such as addition, division, compounding and multiplication.
2. **Difficulty in problem solving** ; Children often have difficulty understanding mathematical concepts, resulting in children having difficulty solving problems in everyday life
3. **Lack of interest in learning** ; Mathematics is often considered a boring subject and very difficult to understand, so children's interest in learning mathematics is very low.
4. **Lack of learning facilities and resources** ; Not all children have adequate learning facilities and resources to support mathematics learning
4. Strengthening basic concepts: before moving on to more difficult material, it is very important to know or ensure that children understand basic mathematical concepts.
5. Prizes and awards: give a small prize or appreciation to a child who has completed a task. This can increase learning motivation and children's enthusiasm in learning mathematics.

RESULTS AND DISCUSSION

The activity program carried out in Community Service (PKM) involves teaching and tutoring grayis numeracy for TPQ children in Sambik Bangkol Village, especially in Kelongkong Hamlet. Activities are carried out in Kelongkong Hamlet from 01 August – 29 September 2024 every Monday to Wednesday at 16:00 – 17:30 WIT. In this activity, there are several steps carried out, namely:

1. Initial Observations

We conducted initial observations with the aim of understanding the problems faced by school-aged children in the village. KKN students divide their tasks, with some carrying out observations at school and others in various hamlets. Observations in schools involve observing the teaching and learning process and activities in the classroom. The results obtained were that learning in class was carried out well, the methods used were also quite innovative, but there was a lack of feedback from students regarding the material, especially material related to numeracy.

However, in terms of tutoring, we focus on children in Kelongkong Hamlet, Sambik Bangkol Village. Because the target of this tutoring regarding numeracy skills is TPQ children in Kelongkong Hamlet which is located at the same time as the KKN Command Post. After observing at school, students whose numeracy skills were still low directed them to go to TPQ for study guidance carried out by KKN students. Before conducting study guidance for children at TPQ, KKN students first ask permission from Mr. Raden as the owner of TPQ to carry out study guidance related to improving children's numeracy skills.

METHOD

The method used in this research is a descriptive method, where this research method is used to describe what is going on or is happening with the aim of describing what happened during research in the field (Sugiyono, 2020). This method is also useful in identifying problems that exist in Kelongkong Hamlet.

Tutoring in Kelongkong Hamlet takes place from 01 August to 29 September 2024. This program is part of the implementation of the STKIP Hamzar North Lombok student KKN program, and the participants in this guidance are children from TPQ Kelongkong Hamlet, Sambik Bangkol Village.

Apart from several stages of the tutoring program, students also apply several methods that can be used in the tutoring process to improve children's niperation abilities, namely as follows:

1. Individual learning: because each child has a different learning style. Therefore, individual learning allows tutors to adapt learning methods to the child's personality and learning style.
2. Problem-based learning: through problem solving, children will understand mathematical concepts more deeply and be able to develop critical thinking skills.
3. Use of interesting learning media: using teaching aids will make learning mathematics more fun and easier to understand.

2. Needs analysis

After collecting data from observation, the next step for KKN students is to analyze the information obtained in depth. with the aim of recognizing the problems faced by children in Sambik Bangkol Village, especially in Kelongkong Hamlet. Based on the results of the analysis, KKN students decided to implement a study guidance program as a solution to overcome the low numeracy skills among elementary and middle school children in TPQ Dusun Kelongkong.

3. Program Planning

After identifying existing problems, we designed a tutoring program as a follow-up step. We also organize what is needed to improve children's numeracy skills. After discussing and obtaining approval from the TPQ owner, village head and DPL, we scheduled the implementation of the tutoring program on Monday, Tuesday to Wednesday from 16:00 to 17:30 WIT. On Tuesdays we focus on elementary school children while on Wednesdays we focus on middle school children. The method used for this guidance is demonstration, and the material taught focuses on numeracy.



Pictures 1 and 2 Implementation of Numeracy Class

4. Implementation of Guidance

After the program is designed and the learning structure is determined, we implement this program on Monday to Wednesday from 16:00 to 17:30 WIT. This program is attended by TPQ children in Sambik Bangkol Village, especially in Kelongkong Hamlet, which includes elementary and middle school children. During guidance, children show enthusiasm and high enthusiasm in participating in learning and also during the learning process they also show their involvement.



Picture 3. Numeracy Class Group Guidance

During the learning process, KKN students divide tasks, namely some students provide material related to numeracy, some are tasked with supervising the children during the learning process so that the learning process goes well, the activity begins while telling them what the learning objectives will be taught and providing motivation to the children. The importance of numeracy in everyday life.

5. Monitoring and Evaluation

After the tutoring activities take place according to the predetermined schedule, the next stage is monitoring and evaluation. Monitoring is carried out throughout the guidance process to ensure that activities run according to plan. Evaluation is carried out at the end of each meeting by providing numeracy practice questions to measure the extent to which children understand the material that has been taught. The evaluation process also aims to assess the development

of participants' numeracy skills (Kahar & Jalil, 2022).



Figure 4 Evaluation and monitoring of learning outcomes

Based on the results, it is known that children in TPQ Dusun Kelongkong showed improvement, both for elementary and middle school students. Therefore, this program has run as expected. And at the final stage of the meeting, students give gifts or rewards to children who have completed the questions on the blackboard as a form of appreciation to the children. Apart from that, giving gifts or rewards to children can increase their enthusiasm for participating in learning. Next, we deliver the material until the students understand, finally we give simple questions to the students as an evaluation of the program we are running. We also give prizes or rewards to children who have completed the questions we give as a form of appreciation. Giving prizes or rewards to students can also increase their enthusiasm for learning.

This is in line with Lestary and Hamdu's statement in (Sidiq et al., 2023) that literacy and numeracy are knowledge in the skills to (1) use various kinds of symbols and numbers in solving practitioner problems; (2) analyzing various information displayed in the form of graphs, tables, diagrams or charts, then interpreting it to predict decisions that must be taken. Numeracy literacy problems refer to the difficulties or challenges faced by individuals or groups in understanding, interpreting and using numerical information or mathematics in everyday life. These problems can involve varying degrees of difficulty from basic understanding of numbers to more complex skills such as math

problem solving. Includes: 1) Inability to understand numbers, namely some people may have difficulty reading, writing or recognizing numbers. This can hinder their ability to carry out simple tasks involving numbers, such as counting money or reading the time, 2) Inability to calculate, namely some individuals may have difficulty in carrying out basic mathematical operations such as addition, subtraction, multiplication or division, this can interfere with their abilities. them in calculating groceries, managing personal finances or completing work that involves mathematics, 3) Low understanding of mathematical concepts, namely some people may have a low understanding of mathematical concepts, such as comparisons, percentages, or statistics, this can make them difficult to understand numerical information presented in news, reports or scientific studies, 4) Limited problem solving abilities are difficulties in solving serious numeracy literacy problems, this can affect a person's ability to solve problems in various contexts both at work and in everyday life, 5) Lack of self-confidence, namely some individuals may not feel confident in facing tasks involving mathematics, even if they have basic knowledge, this can hinder active participation in social and economic life.

CONCLUSION

The program of activities carried out in Community Service (PKM) is to teach and guide learning grayis numeracy for TPQ children in Sambik Bangkol Village, especially in Kelongkong Hamlet with the aim of increasing the numeracy skills of TPQ children in Kelongkong Hamlet

However, in terms of tutoring, we focus on children in Kelongkong Hamlet, Sambik Bangkol Village. Because the target of this tutoring regarding numeracy skills is TPQ children in Kelongkong Hamlet which is located at the same time as the KKN Command Post. After observing at school, students whose numeracy skills were still low directed them to go to TPQ to carry out study guidance carried out

by KKN students from August 1 to September 29 2024.

We prepare everything that is needed when carrying out this guidance program so that the results we get are in line with what we expect. First, we explained the material, when they understood the material, we were conveying, then we gave them simple questions to test whether what we had conveyed was well received by them, and thank God there was an increase in their knowledge about numeracy.

The implementation of the study guidance program by KKN students has succeeded in improving the numeracy skills of TPQ children in Dusun Kelongkong as seen from their ability to solve simple questions given.

SUGGESTION

The implementation of the study guidance program by KKN students has succeeded in improving the numeracy skills of TPQ children in Dusun Kelongkong as seen from their ability to solve simple questions given.

It is hoped that this program will not stop here, but can continue and become a superior program that is noticed in the village.

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