

Mentoring Student for Reducing the Number of Illiterates in Reading, Writing and Arithmetic at Puger Wetan Village in Puger Jember

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Abstrak: The South Coast of Indonesia, especially in the Puger Village area East Subdistrict Puger Jember Regency still face challenge in increase quality education children. Devotion this aiming for describe effectiveness of mentoring programs student Coast through guidance Study in frame reduce number blind reading, writing and arithmetic for students Puger Wetan. Blind numbers of letters, especially blind reading, writing, arithmetic (reading, writing, arithmetic) for elementary school students, becomes problem serious that hinders progress and potential children in the future. Target tutoring for child blind reading, writing and arithmetic more focused on children child class on that is student grades 3-6 are divided into 2 groups that is child who has Can reading, writing and arithmetic and blind children reading, writing and arithmetic. The method used is PAR (Participatory Action Research), namely with identify ability latest students, giving guidance student in accordance level ability, identify appropriate methods, monitoring and evaluation, and review results. As a result, there are improvement ability as much as 36% of students who previously blind reading, writing and arithmetic, so that number blind reading, writing and arithmetic capable decrease as much as 19%.

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Introduction

Education is foundation important for development individual and progress society ([Darmayanti et al., 2024](#); [Farhan et al., 2024](#)). However, the gap in quality education Still become a big challenge for society, especially in the regions remote like Coast beach. Students in this area often face significant obstacles, including limitations access to facility education and resources learn. One of issue main is low ability reading, which is skills the essential basics for success academic. Limitations This can impact on achievement academic students and worsen inequality existing education ([Anzelina et al., 2023](#); [Lestari et al., 2023](#)).

Writer gets findings condition this is at the moment give socialization at SDN 03 Puger East with material regarding “Realizing Dream Through Awareness of the Importance of Education”. In the activity the found Lots students who are struggling read the material presented through the presentation file. They also had difficulty moment writer appeal they for take notes a number of matter important from material that has been delivered.

For overcome problem this, activity devotion public through guidance Study can become effective solution. Tutoring considered one of the solutions best For overcome problem Study child. The child will get a number of methods how to learn become more optimal and efficient so that can increase performance Study student ([Tiara et al., 2020](#)).

Mentorship program Study This designed special for elementary school students in the area Coast beach south with ability reading that includes low. The goal for give support the additions they need for increase skills reading, writing, and arithmetic. With existence more personal and focused guidance, students can accept attention special in overcome difficulty reading, fixing understanding reading, and develop more advanced reading strategies Good.

In general, overall, mentorship program Study For elementary school students in the area Coast beach potential big for reduce gap education and improve skills reading, writing, and count. With integrated and collaborative approach between various parties, it is expected student can experience significant improvement in ability read them and, in the end, will give impact positive on achievement academic and future they.

Method

Methods used in activity devotion This is PAR (Participatory Action Research) PAR is activity research conducted in a way participatory among public inhabitant in a community or scope more social wide for push the occurrence actions transformative (change) condition a better life good. With thus, accordingly in terms of PAR, it has three main pillars, namely methodology research, dimensions action, and dimensions participation. This means that PAR is implemented with referring to methodology research certain, must aiming for push action transformative, and must involving. Done with method identify ability latest students, giving guidance student in accordance level ability, identify appropriate methods, monitoring and evaluation, and review results. This is similar with method carried out by ([Zainudin & Widiastuti, 2024](#)).

Stage First done with identify condition school related amount blind student reading, writing and arithmetic, then grouping student based on levels class and ability reading, writing and arithmetic. This is aiming for differentiate students who have proficient reading, writing and arithmetic with those who haven't, so that can make it easier student for get method proper guidance in accordance need them. Next given solution with give guidance Study through method repetition material Study in accordance with eye lessons at school that day That For a literate child reading, writing and arithmetic, as well as method exercise reading, spelling, writing, and arithmetic, in blind students reading, writing and arithmetic.

To be continued with two stages final namely monitoring and evaluation every look at advance end for know things that have potential can hinder the guidance process and also method that requires improvements. Finally, review results development ability in meeting final activity guidance Study.

Results and Discussion

Guidance Program Activities Study (tutoring) for elementary school students, implemented on cooperation with Collaborative KKN Group 017 with SDN 03 Puger Wetan. Skills and knowledge possessed participant educate must attempted by the teacher in develop learning process teaching in class or outside class ([Susilo et al., 2019](#)). This is what underlies success cooperation between SD 03 Puger East with Collaborative KKN Group 017. Target from activity This is elementary school students' class above what it should be Already capable control ability reading, writing and arithmetic (calistung) but Still experience difficulty. However, in its implementation party school recommend for add a number of student class 3 to join as well as in activity tutoring, because amount student level on namely grade 4-6 only little. Activity model tutoring implemented in a way gradual. Implementation activity started from August 12 to 21, 2024, with frequency look at advance three times in a week on Monday - Wednesday for two weeks ([Megawati et al., 2023](#)) also conducted similar thing in the program but with higher frequency A little namely for two times in period two weeks time on the day Sunday, November 13 and 27, 2022 at the UNJ Psychology Undergraduate Study Program Hall. The method used is identify ability latest students, guidance student in accordance level ability, identify appropriate methods, as well as monitoring and evaluation.

At the meeting early, done grouping levels class as well as ability reading, writing and arithmetic for each student. The conditions obtained namely amount students of SDN 03 only little, with a total of participants guidance Study only 32 students, who have covers student grades 3 to 6. With condition said, then done grouping with merge Classes 3 and 4 are in the same class, and class 5 is also placed in the same class with student Grade 6. Stage furthermore namely identify ability reading, writing and arithmetic all over students, obtained the results in table 1 below:

Tabel 1. Blind student data reading, writing and arithmetic and being able to reading, writing and arithmetic

Levels Class	Students Capable of Reading, Writing and Arithmetic	Blind Students in Reading, Writing and Arithmetic	Total Students
Grade 3	8	3	11

Grade 4	6	2	8
Grade 5	5	4	9
Grade 6	2	2	4
Total	21	11	32

Condition student in the data table 1 No capable read sentence long with smoothly, they only can spell some words that I think they easy. Some among them difficulty write letter by letter, even Still Not yet memorize shape and sound each and every letter alphabet. Part of they are also more control ability counting compared to with reading and writing sentence.

Based on capability data students who have obtained, method teaching guidance selected study namely with give exercise counting through question question mathematics simple in accordance ability they. Training is also provided read through book Study reading that contains exercise spelling words and sentences to students who are still blind reading, writing and arithmetic. While for capable students reading, writing, and count, given guidance with method repeat material learning that has been given during school hours, then give similar questions with material learning the for can done by students as practice. Students who master reading, writing and arithmetic still given learning write, because found Lots error writing letter in capitals, and several spelling errors, there are words that are upside down, and there are missing letters in each word. Learning write This related with use vocabulary, language, structure Language with use symbols so that meaning is produced the same in accordance with symbol (Arifin et al., 2023; Musrifah & Herdiana, 2021). So this becomes the basis for adding writing learning to students who are already capable of calistung.

Evaluation and monitoring are carried out each procession guidance Study finished, there is a number of findings that are not in accordance with prediction beginning. The majority student own habit bad in speak, so that challenge team companion No only about lack of students who can reading, writing and arithmetic, but own another challenge is remove habit bad for students in speak his daily life. Even though no become focus main, Collaborative KKN group 017 in general slowly still give understanding about polite polite in speak. Through understanding about polite polite, students expected can communicate with good, respectful other people's opinions, as well as capable interact in a way positive and effective in various environment. It is expected can create environment harmonious learning and preparation they for success in their lives (Juliasih et al., 2024; Kardiatus et al., 2023; Megawati et al., 2023; Sudirman et al., 2021). School children are also in stage growth and development so that easy For directed, guided, and instilled good habits (Lucie, 2005), in (Abdillah & Kurniasih, 2024).

In the procession guidance Study Alone classified as smoothly, at each meeting student the more enthusiastic and have initiative ask for model questions the exercises they do want. If experience difficulties, they capable to communicate to students who teach them. Besides that, students are also given chance For choose eye the lessons they learned want, like draw after session guidance Study as form of reward for still maintain interest as well as Spirit they. This is aiming for control possible negative stress levels happen in the learning process. Still guard focus students so as not to fast feel bored, maintain interest learn, and avoid emergence view negative that makes student feel that the learning process is things that make they depressed. Appropriate with opinion

Slameto (2003), interest is a constant tendency for to pay attention and remember a number of activities. Activities of interest students, please note continuously accompanied by a feeling of pleasure and a sense of satisfaction (Paramitra et al., 2023). Stress can be controlled with do proper management. Management or management stress is about method How We do a actions involving activity thinking, emotion, plan or timetable implementation, and methods settlement problems experienced (Kardiatun et al., 2023).

Every learning process naturally expect participant educate to obtain results good study for himself Alone or others. After 2 weeks implementation and 6 meetings guidance Study end, result activity guidance learning at SDN 03 Puger students East can seen in table 2 below:

Tabel 2. Decrease amount blind student counting

Class Level	Blind Students in Reading, Writing and Arithmetic		Decrease (%)
	Before Tutoring	After Tutoring	
Class 3	3	2	36%
Grade 4	2	1	
Grade 5	4	2	
Grade 6	2	1	
	11	6	

In table 2, it shows decline amount students who do not capable reading, writing and arithmetic. Of the 11 students who did not capable reading, writing and arithmetic decrease become 6 students.

Tabel 3. Improvement amount capable students reading, writing and arithmetic

Class Level	Students Capable of Reading, Writing and Arithmetic		Improve ment (%)
	Before Tutoring	After Tutoring	
Class 3	8	9	19%
Grade 4	6	7	
Grade 5	5	7	
Grade 6	2	3	
	21	26	

In table 3, it shows improvement amount students who do not capable reading, writing and arithmetic. Of the 21 students who were able reading, writing and arithmetic increase to 26 students.

As a result, the number of blind student reading, writing and arithmetic experience decline by 36% and students who have control reading, writing and arithmetic capable experience improvement as much as 19% only in period 2 weeks time. This means that the implementation guidance studying at SDN 03 Puger East produce significant progress and improvements. So, it can it is said activity This experience success. With the reading, writing and arithmetic program children accept the basics strong literacy and numeracy, which will give superiority in education and development personal them (Made Sri Astika

Dewi, 2022; Musrifah & Herdiana, 2021; Rawa et al., 2021). In addition, this program will also help increase participation active parents in education children them, so that create ecosystem holistic and sustainable learning.

Conclusion

Mentorship program learning conducted at SDN 03 Puger East proven effective in lower number blind reading, writing and arithmetic for students' class above (grade 3-6). The results that is Amount blind student reading, writing and arithmetic experience decline significant after follow the guidance program Study for 2 weeks. Students who previously Already control reading, writing and arithmetic experience improvement ability by 16% in period 3 weeks time. This program succeeds increase ability student in reading, writing, and arithmetic, especially for students who previously experience difficulty in control ability the.

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