

Training in Learning Strategies for Proletarian Adolescents

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Abstract. *Community service activities have the aim of improving the quality of learning for youth at Pademangan, North Jakarta in terms of learning strategies, namely the Problem Based Learning (PBL) strategy (problem based learning). While the form of service carried out is an effective learning strategy for proletarian adolescents. The result of community service activities is that the understanding and ability of proletarian adolescents about learning strategies for proletarian adolescents can be improved by providing training, so that the knowledge and professionalism of teachers can increase success in learning subjects.*

Keywords: training, learning strategies, teachers, proletarian adolescents

INTRODUCTION

Teachers are the spearhead of success in shaping the nation's next generation of quality, because they must really have high professional abilities and attitudes, so they can work seriously in educating children. Based on the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers in Chapter I Article 1 paragraph 2 says that lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service¹. Research, Community Service are important measuring factors for lecturers/teaching staff. Research, Community Service (P2M) activities at STT Moriah have the authority to develop models of community empowerment and implement them in target communities, provide assistance to the community in carrying out development in all fields, as well as develop cooperation with government agencies, private community institutions, and the business world in empowering the community.

The teacher is a determining factor for the success of education, because the main role of the teacher in the learning process is the core of the overall educational

¹ (Undang-Undang Nomor 14 Tahun 2005)

process². The learning process is a process that contains a series of actions of teachers and students on the basis of reciprocal relationships that take place educatively to achieve certain goals. So being a professional teacher requires special requirements and certain competencies, including mastering the intricacies of education and teaching with various other sciences³.

The main problem of professional work is the implications and consequences of the position on its duties and responsibilities. Being a professional teacher must carry out tasks professionally according to academic qualifications and competencies, as stated in the Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies which include personality competencies, pedagogic competencies, social competencies and professional competencies that obtained through professional education⁴. From several surveys that researchers conducted while in the field, many PAUD teachers only rely on competence without having academic qualifications, as a result there will be errors or errors in educating if PAUD teachers only rely on competence and ignore academic qualifications.^{5 6 7 8}. No matter how good the competencies they have, they still can't be said to be professional if they don't have academic competence.

Between competence and academic qualifications must be balanced, do not consider only one important because it will indirectly have an impact on children's development. The problems of the professionalism of PAUD teachers in the field found by researchers encourage them to provide counseling on effective learning methods for

² Zakiya and Nurhafizah, "Pengembangan Keprofesionalisme Berkelanjutan Dalam Meningkatkan Profesionalisme Guru Pendidikan Anak Usia Dini," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 3, no. 2 (2019): 356–65, <https://doi.org/10.31004/obsesi.v3i2.196>; Martha Christianti, "Profesionalisme Pendidik Anak Usia Dini," *Jurnal Pendidikan Anak* 1, no. 1 (2012), <https://doi.org/10.21831/jpa.v1i1.2923>; Winda Marienda, Moch. Zainuddin, and Eva Nuriyah H., "Kompetensi Dan Profesionalisme Guru Pendidikan Anak Usia Dini," *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat* 2, no. 2 (2015): 147–56, <https://doi.org/doi.org/10.24198/jppm.v2i2.13271>; Julita Andriana, Sumarsih, and Delrefi D., "Kinerja Guru PAUD Ditinjau Dari Kualifikasi Pendidik, Pengalaman Mengajar, Dan Pelatihan," *Jurnal Ilmiah Potensia* 3, no. 2 (2018): 18–23, <https://doi.org/10.33369/jip.3.2.83-88>; Nurhamidah Nasution and Nurhafizah, "Profesionalisme Guru Anak Usia Dini Era Digital," *Jurnal Pendidikan Tambusai* 3, no. 3 (2019): 666–75, <https://doi.org/doi.org/10.31004/jptam.v3i2.264>.

³ Sutarmanto Sutarmanto, "Kompetensi Dan Profesionalisme Guru Pendidikan Anak Usia Dini," *Jurnal Visi Ilmu Pendidikan* 1, no. 1 (2009): 16–31, <https://doi.org/10.26418/jvip.v1i1.42>.

⁴ (Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007)

⁵ (Zakiya & Nurhafizah, 2019;

⁶ Christianti, 2012; Marienda, Zainuddin, & H., 2015; Zakiya & Nurhafizah, 2019;

⁷ Andriana, Sumarsih, & Delrefi, 2018;

⁸ Nurhamidah Nasution and Nurhafizah, "Profesionalisme Guru Anak Usia Dini Era Digital."

PAUD teachers. Another thing that was also found by the researchers were teaching aids which were also minimal in learning and supporting books for PAUD students in understanding learning materials ⁹.

Based on the results of research conducted by Zakiya and Nurhafizah on Continuing Professional Development in Improving the Professionalism of Early Childhood Education Teachers, Winda Marienda and friends on the Competence and Professionalism of PAUD Teachers, Martha Christianti on the Professionalism of Early Childhood Educators, Julita Andriana and friends on PAUD Teacher Performance Judging from the Qualifications of Educators, Teaching Experience, and Training, as well as Nurhamidah Nasution and colleagues about the Professionalism of Early Childhood Teachers in the Digital Era, it shows that the role of PAUD teachers is very important and very relevant to be researched in various places, including in Banjar District , Pandeglang Regency.

According to the records of the Ministry of Education and Culture (2015), the management of early childhood education (PAUD) has not been maximized. One of them is that the provision of PAUD teachers with a minimum S1 certificate has not yet been implemented. The solution in my opinion as an extension agent is that the government should really encourage and motivate teachers who do not yet have a bachelor's degree to continue their studies by providing scholarships for teachers who carry out further studies and providing strict sanctions for teachers who are difficult to regulate, such as stopping the provision of allowances until the end of the year. termination of duty if it is really outrageous and cannot be regulated. As a teacher, it is necessary to have a better awareness of complying with government regulations, because if a teacher does not master the profession he takes, malpractice in PAUD institutions may occur, and it will have a negative impact on students.

Therefore, the author as a lecturer who carries out the obligation must provide appropriate counseling for PAUD teachers specifically in Banjar District, Pandeglang Regency. Teaching, research and community service are things that cannot be separated and are an integral part of the Tri Dharma College research. I clearly understand this as a lecturer in Masters of Christian Religious Education (PAK) so that the use of research

⁹ Sutarmanto, "Kompetensi Dan Profesionalisme Guru Pendidikan Anak Usia Dini."

results in lecture material is a common thing to do. Community service activities are also a form of application of research results, namely in effective learning methods for Early Childhood Education (PAUD) teachers specifically in Banjar District, Pandeglang Regency. Banjar sub-district has 11 villages or sub-districts, namely:¹⁰: Citalahab, Kadulimus, Bandung, Mogana, Banjar, Gunungputri, Cibodas, Kadubale, Cibereum, Kadumaneuh, and Pasirawi.

The number of PAUD in Banjar sub-district is 15 PAUD and 12 PAUD already have operational permits. And who participated in this counseling activity were 12 PAUD. As for the twelve PAUD, namely:¹¹: PAUD Al-Muhajirim, PAUD Al-Hadd, PAUD Al-Hikmah, PAUD An-Nisa, PAUD As-Syarifiyah, PAUD As-Sa'adah, PAUD Azzakiyah, PAUD Bani Idris, PAUD Cikal Bakal, PAUD Cinta Kasih, PAUD Kutuba Al -Sincere, and Jasmine Bodas PAUD¹².

The research, Community Service that the researchers carried out was aimed at PAUD teachers in 11 villages in providing effective learning methods. In the teaching and learning process in the classroom, there must be problems faced by the teacher. For example, in counting material, playing can actually be used as a way to stimulate their interest in counting. Therefore, the step that can be taken is to determine the type of game that will be used as a means of introducing them to arithmetic. The methods used in this counseling are the playing method, the storytelling method and the demonstration method.

Basically the right method to be used in one material and one method in learning cannot be said to be effective because each PAUD is different. There is no method that is most superior because all methods have different characteristics and have their own weaknesses and advantages. Each competency has general and specific characteristics so that learning a competency requires certain methods that may not be the same as other competencies. So the best way is to use a combination of methods that are in accordance with the characteristics of the material being taught, student characteristics,

¹⁰ Kemendikbud, "Daftar Satuan Pendidikan (Sekolah) Anak Usia Dini per Kecamatan Banjar" (Kementerian Pendidikan dan Kebudayaan, 2020), <https://referensi.data.kemdikbud.go.id/index21.php?kode=280118&level=3>.

¹¹ Kemendikbud.

¹² Kemendikbud; Pemda Pandeglang, "Kecamatan Banjar, Kabupaten Pandeglang" (Pandeglang, 2020), <http://banjarkec.pandeglangkab.go.id/>.

teacher competence in the methods to be used and the availability of infrastructure and time¹³.

So that the learning objectives to be achieved can be realized optimally, a teacher can use a variety of learning methods used in early childhood education. So the researchers only provide counseling for three (3) effective learning methods, as follows:

Early Childhood Learning Method

Play Method

Play is various types of activities that give satisfaction to children in observing, exploring, imagining, being happy, interacting in expressing everything that is thought and felt by children.¹⁴ Playing is a child's daily activity. Most people understand what it means to play, however, they can't put a limit on what it means to play. Some researchers limit the meaning of play by separating different aspects of behavior in play. There are at least five criteria in playing¹⁵, yaitu :

1. Intrinsic motivation. Playing behavior is motivated from within the child, because it is done for the sake of the activity itself and not because of the demands of society or body functions.
2. Positive influence. The behavior is pleasurable or exhilarating to perform.
3. Not done casually. The behavior is not done casually, because it does not follow the actual pattern or sequence, but rather is pretending.

¹³ Masyrofah, "Model Pembelajaran Montessori Anak Usia," *As-Sibyan: Jurnal Pendidikan Anak Usia Dini* 2, no. 2 (2017): 105–16, <http://www.jurnal.uinbanten.ac.id/index.php/assibyan/article/view/1341>; Djamilia Lasaiba, "Pola Pengembangan Model Pembelajaran Pendidikan Anak Usia Dini Di Lingkar Kampus IAIN Ambon," *Jurnal Fikratuna* 8, no. 2 (2016): 79–104, <https://jurnal.iainambon.ac.id/index.php/FT/article/viewFile/360/292>; Eci Sriwahyuni, Nova Asvio, and Nofialdi Nofialdi, "Metode Pembelajaran Yang Digunakan Paud (Pendidikan Anak Usia Dini) Permata Bunda," *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal* 4, no. 1 (2017): 44, <https://doi.org/10.21043/thufula.v4i1.2010>.

¹⁴ Salmon Amiran, "Efektifitas Penggunaan Metode Bermain Di Paud Nazareth Oesapa," *Jurnal Pendidikan Anak* 5, no. 1 (2016): 710–16, <https://doi.org/10.21831/jpa.v5i1.12367>.

¹⁵ Elfiadi, "Bermain Dan Permainan Bagi," *ITQAN: Jurnal Ilmu-Ilmu Kependidikan* VII, no. 1 (2016): 51–60, file:///C:/Users/BKPUTRAWAN/Downloads/115-Article Text-299-1-10-20180109.pdf; Anayanti Rahmawati, "Metode Bermain Peran Dan Alat Permainan Edukatif Untuk Meningkatkan Empati Anak Usia Dini," *Jurnal Pendidikan Anak*, 2015, <https://doi.org/10.21831/jpa.v3i1.2875>; Nurmadiyah, "Strategi Pembelajaran Anak Usia," *Al-Afkar: Jurnal Ilmu Keislaman Dan Peradaban* volume III, no. 1 (2015): 1–28, <https://doi.org/https://doi.org/10.28944/afkar.v3i1.101>.

4. Means/goals. The way of playing takes precedence over the goal. Children are more interested in the behavior itself than it is produced.
5. Flexibility. Play is flexible behavior. Flexibility is shown in both form and relationship and applies in every situation.
 - Advantages of Playing Method
 - a. Stimulate children's motor development, because playing requires movements.
 - b. Stimulates the development of children's thinking, because playing requires problem solving how to do the game properly and correctly.
 - c. Train children's independence in doing things independently, not depending on others.
 - d. Train children's discipline, because in the game there are rules that must be obeyed and implemented.
 - e. Children are more enthusiastic in learning, because the instinct of early childhood to learn is to play which contains lessons.
 - Disadvantages of Playing Method
 - a. It costs more, because the playing method requires tools or media that must be prepared in advance.
 - b. Requires a special space or place according to the type of game being played.
 - c. There is often a fight over tools or playing media between children with one another if the tools or media are not sufficient.

Story Method

Metode cerita adalah metode dalam proses belajar mengajar dimana seorang guru menyampaikan cerita secara lisan kepada sejumlah murid yang pada umumnya bersifat pasif. Dalam hal ini biasanya guru menyampaikan cerita tertentu dan dengan alokasi waktu tertentu pula. Dalam pengajaran yang menggunakan metode cerita, perhatian terpusat pada guru, sedangkan murid hanya menerima secara pasif. Sehingga timbul kesan murid hanya sebagai obyek yang selalu menganggap benar apa yang disampaikan oleh guru ¹⁶.

¹⁶ Try Setiantono, "Penggunaan Metode Ber cerita Bagi Anak Usia Dini Di PAUD Smart Little Cilame Indah Bandung," *Jurnal EMPOWERMENT* 1, no. 2 (2012): 18-23, <https://doi.org/10.22460/empowerment.v1i2p18-23.611>; Khairani Wirsana and Saridewi, "Studi

The advantages and disadvantages of the story method are as follows: ¹⁷:

- Advantages of the Story Method
 - a. Class organization is simpler, there is no need for grouping students as in other methods.
 - b. The teacher can master the class easily even if the number of students is large enough if the story conveyed is able to attract students' attention.
 - c. If the teacher in storytelling succeeds well, it can lead to enthusiasm, constructive creation and can stimulate students to do assignments or work.
 - d. This method is more flexible in the sense that if the limited time of story material can be shortened by taking the outline only, if there is sufficient time available, the story material provided can be expanded and deepened.
 - e. The teacher can master the entire direction of the conversation to achieve the desired goal.
- Disadvantages of Story Method
 - a. The teacher finds it difficult to know to what extent the students' ability to understand the story material is conveyed.
 - b. Students tend to be passive and assume that what is told is true, so that the form of learning becomes verbal.
 - c. Teachers in storytelling often do not pay attention to the psychological and didactic aspects, the conversation can be disorganized so that it bores the students, or sometimes there is too much humor so that the main purpose is neglected.

Demonstration Method

The demonstration method is a teaching method by demonstrating a certain object that cannot be separated from an oral explanation by a teacher. According to Wina Sanjaya, the demonstration method is "a method of presenting lessons by

Deskriptif Pengaruh Metode Bercerita Bilingual Terhadap Minat Belajar Anak Usia Dini," *GOLDEN AGE: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini* 5, no. 2 (2020): 71–76,
<https://doi.org/https://doi.org/10.14421/jga.2020.52-04>.

¹⁷ Aryani Ayu Sariska Panjaitan, Usman Radiana, and Dian Miranda, "Analisis Metode Bercerita Pada Anak Usia 5-6 Tahun," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 9, no. 1 (2020): 6,
<https://jurnal.untan.ac.id/index.php/jpdpb/article/view/38772>.

demonstrating and showing students about a certain process, situation or object, either actual or just an imitation" ¹⁸.

- Advantages of the Demonstration Method
 - a. Melalui metode demonstrasi terjadinya verbalisme akan dapat dihindari, sebab siswa langsung memperhatikan bahan pelajaran yang dijelaskan.
 - b. Proses pembelajaran akan lebih menarik, sebab siswa tak hanya mendengar, tetapi juga melihat peristiwa yang terjadi.
 - c. Dengan cara mengamati secara langsung siswa akan memiliki kesempatan untuk membandingkan antara teori dan kenyataan ¹⁹.
- Advantages of the Demonstration Method
 - a. This method requires special teacher skills, because without being supported by these things, demonstration method research will be ineffective.
 - b. Facilities such as adequate equipment, space and costs are not always available properly.
 - c. Demonstrations require careful preparation and planning in addition to often requiring quite a long time may be forced to take time or other lessons ²⁰.

Output dan Outcome

The outputs obtained from this P2M activity include::

1. Teachers are given learning methods (counseling) regarding the meaning of effective learning methods to support teaching and learning activities, explain the meaning of storytelling methods, play methods and demonstration methods that can help teachers facilitate lesson plans in schools.
2. From the results of the counseling, the teachers understood the content of the material and at the end of the session were given a question and answer time. Several questions were received from the teachers including:
 - a. What is an effective learning method for PAUD students?

¹⁸ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana, 2016); Sutriana, Johaness Sapri, and Nina Kurniah, "PENERAPAN METODE DEMONSTRASI DALAM PERMAINAN TRADISIONAL UNTUK MENINGKATKAN KETERAMPILAN SOSIAL DAN MOTORIK KASAR (Studi Pada Siswa PAUD Semarang Sanggar, Arga Makmur)" 8, no. 1 (2019), <https://ejournal.unib.ac.id/index.php/diadik/article/viewFile/7202/3509>.

¹⁹ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*.

²⁰ Syaiful Sagala, *Konsep Dan Makna Pembelajaran Untuk Memantu Memecahkan Problematika Belajar Dan Mengajar* (Bandung: Alfabeta, 2013).

- b. How do students easily understand the material being taught?
 - c. How to explain to parents that students don't need to be burdened with homework?
3. To evaluate the level of understanding of the teachers on the content of the extension materials, the researchers made visits to several PAUDs. The PAUD visited will be observed by researchers, whether it is true that the teachers who have received counseling can implement it. If it is properly implemented in accordance with the given learning method and PAUD students can accept it well, then these teachers really understand and can apply it. However, if these PAUD students find it difficult to understand the material taught by their teachers, the researchers will help to provide the right and easy method for PAUD students.

Outcome yang didapat dari kegiatan pengabdian kepada masyarakat ini diantaranya adalah:

1. Dengan adanya program P2M yang berupa penyuluhan mengenai metode pembelajaran yang efektif ini diharapkan dapat meningkatkan pengetahuan guru-guru PAUD tentang metode bercerita, metode bermain dan metode demonstrasi yang menggunakan teknik dan alat peraga yang mudah didapat dan sederhana. Sehingga para guru tidak perlu membeli alat-alat yang mahal.
2. Kegiatan-kegiatan serupa dapat berdampak pada peningkatan kemampuan guru dalam menciptakan kreasi baru yang sederhana dan mudah khususnya dalam pembelajaran PAUD.

STT Widya Agape, especially the Postgraduate majoring in Christian Religious Education (CRE) Strata Two (S2) can contribute in the form of counseling on effective learning methods so that it can be useful for PAUD teachers, PAUD students, and also the people of Banjar District.

METHODS

Forms of activity

The Community Service Research (P2M) activity at PAUD Banjar District, Pandeglang Regency was carried out on 6 and 20 February 2019 at one of the PAUD in Banjar District. Activities carried out include counseling on effective learning methods for PAUD teachers. The number of PAUD in Banjar District is 15 PAUD and 12 PAUD are participating in P2M.

Target

The extension activities of effective learning methods for PAUD teachers in Banjar District are aimed at:

First, there are 15 PAUD teachers who teach in Banjar District PAUD spread across villages. There were 12 PAUDs participating in the Learning Method Counseling on February 6, 2019, with 23 teachers participating in the PKM.

Second, PAUD students in Banjar District are: PAUD Al-Muhajirin 03, PAUD An-Nisa, PAUD Al-Hadd, PAUD Melati Bodas, PAUD Cinta Kasih, PAUD Kutuba Al-Ikhlas, PAUD As-Syarfiyah, PAUD Azzakiyyah, PAUD Al-Hikmah, PAUD As-Sa'adah, PAUD Cikal Bakal, and PAUD Bani Idris.

Three, parents/guardians of PAUD students in Banjar District.

Extension activities for effective learning methods are carried out through the following stages:

Activity preparation:

First, the P2M site survey activity is in one of the PAUDs in Banjar District.

Second, the application for a permit for P2M activities through the Banjar District Head.

Third, the administration (correspondence) through the Banjar sub-district head.

Fourth, preparation of tools and materials as well as accommodation.

Fifth, the preparation of the place for P2M counseling on February 6, 2019, using one of the PAUD in Banjar District.

Sixth, preparation for the practice of effective learning methods for PAUD teachers on February 20, 2019.

Counseling activities:

Extension Activities on February 6, 2019

At this inaugural meeting, researchers arrived at PAUD As-Sa'adah in Gunungputri village and met with the owner of the PAUD. This activity was carried out at 14.00 WIB and was opened by the Banjar District Head. The activities carried out include:

First, the opening and remarks from the Banjar District Head, Drs. Doni Hermawan.

Second, the remarks of the Regional Coordinator (Korwil) and Branch Coordinator (Korcam).

Third, remarks from the owner of PAUD As-Sa'adah.

Fourth, the opening prayer by the alumni of Paud As-Sa'adah.

Fifth, the introduction of researchers to PAUD teachers.

Sixth, counseling regarding the understanding of effective learning methods, including the Storytelling Method, the Playing Method and the Demonstration Method.

Seventh, provide some examples of effective learning methods in accordance with the syllabus and Learning Research Plan (RPP) in each PAUD.

Eighth, discussion/question-and-answer sessions with PAUD teachers regarding learning methods that are in accordance with the subject to be taught.

Ninth, the color of the sari.

Tenth, the plan is to continue the learning method practice activities, namely on Wednesday, February 20, 2019 and will be planned in 3 PAUD.

Picture 1. Opening



Picture 2: Group Discussion



Learning Method Practice Activities on February 20, 2019

In the practice of effective learning methods on February 20, 2019, researchers visited 3 PAUDs selected according to the direction of Korcam. The PAUD selected were: PAUD Al-Hadd in Kadulimus village, PAUD Annisa in Kadumaneuh village and PAUD Melati Bodas in Cibodas village. Given the conditions of PAUD which are far apart and the time is very short, the researcher only visited 3 PAUD.

First, at 8.30 Wib arrived at Al-Hadd Early Childhood Education and provided material on playing methods for PAUD students and put them into practice. (Photo attached).

Second, at 9.15 Wib arrived at PAUD Annisa and provided material on demonstration methods for PAUD students and put them into practice.

Second, at 10.00 Wib arrived at Melati Bodas PAUD and provided material on playing methods for PAUD students and put them into practice. (Photo attached).

Third, provide direction for parents/guardians in each PAUD visited.

Picture 3. Practice Discussion Method



Picture 4. Closing



Fourth, at 11.00, research discussions with existing PAUD teachers and ask for feedback from P2M activities.

Fifth, the color of the sari.

Sixth, the closing of activities by the Banjar sub-district head, namely Drs. Doni Hermawan.

Closing

First, the provision of door prizes for PAUD teachers who were able to answer questions during the counseling activity on February 6, 2019.

Second, a group photo with the participants of PAUD teachers and the District Coordinator.

Third, a visit to several PAUDs on February 20, 2019 in accordance with the direction of the sub-district coordinator, three PAUD were selected, namely: PAUD Annisa, PAUD Al-Hadd and PAUD Melati Bodas.

Fourth, giving prizes for students who are able to answer questions during the visit session on February 20, 2019.

Fifth, giving souvenirs to the Banjar sub-district head, Drs. Doni Hermawan on February 20, 2019.

Sixth, making a report on PKM activities and approved by the Chairperson of STT Moriah.

RESULT AND DISCUSSION

Description of Activity Process

Extension activities on effective learning methods for PAUD teachers in Banjar District, Pandeglang Regency were carried out on February 6 and 20, 2019. On February 6, 2019 counseling activities were carried out at PAUD As-Sa'adah, Gunungputri Village. The activity began with the opening of the PKM by the Head of Sub-district Doni Hermawan at 14.00 Wib and was followed by the reading of the Holy Quran by Ahmad Sirojudin. The activity on February 6, 2019 was attended by 23 teachers from 12 PAUD in Banjar sub-district. The activity was also attended by the owner of PAUD As-Saadah or Ponpes Sa'adatuddaroen Mr. Ust Muhamad Leli. Also attended by the Sub-district Coordinator (Korcam) Mrs. Nani Nuraeni and Mr. Agus Rahmat representing the Regional Coordinator (Korwil) of Banjar District.

Korcam and Korwil as well as PAUD As-Sa'adah administrators helped prepare a place for researchers to carry out PKM activities. The place used for this activity is one of the classrooms at PAUD As-Sa'adah. The activity involves Banjar District because the

existence of PAUD is part of the existing education in Banjar District. The choice of PAUD As-Sa'adah as the place for P2M activities to be carried out is that it already has an operational permit, the room is quite large and the location is very strategic for researchers and teachers. (The structure of the As-Sa'adah PAUD is attached).

Before conducting counseling activities, the presenters introduced themselves first and explained the aims and objectives of this activity. As well as explaining the background of the researchers doing P2M activities. In accordance with the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, article 60 part a, namely Lecturers carry out education, research, and community service, lecturers are obliged to carry out P2M activities.

The activity of providing material by the researcher lasted for approximately 2x45 minutes. This activity was guided by Mr. Eman Supriatna, S.Hum, M.Pd as the moderator of the main event. Researchers explain effective learning materials for PAUD students with Power Point. The researcher as well as resource person explains by providing theories and several videos that support the learning. The material that the researcher describes is how effective the playing method, the storytelling method, and the demonstration method are on several subjects that will be taught by PAUD teachers.

PAUD teachers in carrying out learning refer to the syllabus that has been given by the UPT Pendidikan from the District. The syllabus that has been given for one semester must be carried out by making a Learning Research Plan (RPP). Each PAUD teacher brought a lesson plan during this activity and the researchers adjusted the learning materials in providing examples according to the lesson plan.

Various obstacles faced by PAUD teachers in researching learning activities in each PAUD include:

First, the lack of supporting books according to the material to be taught.

Second, the lack of indoor teaching aids that will be used during learning activities.

Third, the lack of outdoor play equipment such as: skateboards, single bowl swings and seesaws.

Picture 5. Surfing board

Picture 6. Single Swing



Surfboards. This game serves to balance the child's gross motoric and also the flexibility of the child's body.

Single Swing: this game is useful for stimulating children's gross motoric, body kinesthetic, intrapersonal in terms of courage and interpersonal in children taking turns in using the game.

Picture 7. Mangkok Putar



Gambar 8. Jungkat Jungkit



Swivel Bowl: this game is able to train children's gross motor skills, bodily kinesthetic, body balance and train spatial intelligence when children drive the steering wheel and imagination.

Seesaw: trains balance, intrapersonal courage, self-confidence, kinesthetic body and also children's gross motor skills.

Fourth, very simple facilities such as small study rooms and old/unmaintained buildings.

Fifth, limited bathroom.

Sixth, Human Resources (HR) who are still high school graduates or equivalent.

The above constraints faced by PAUD teachers in Banjar District make teachers have to

be even more extravagant in providing effective methods of learning. And at the end of the session the researcher gave the opportunity for the teachers to ask questions related to the material that had been presented. There were 3 questions from the counseling participants related to the content of the material. After answering the questions from the 3 participants, the researcher evaluates the provision of material that has been delivered by asking questions and providing opportunities for participants to answer these questions. Participants who are able to answer the questions get a door prize as a sign of appreciation and after that the counseling activity is closed with a group photo activity between the researcher and PAUD teachers (photo is in the attachment).

The researcher explained each question posed by the participants. The questions are:

What is an effective learning method for PAUD students?

Answer: The learning method for PAUD children is an effective and fun PAUD learning method. Everyone can teach but not necessarily can teach TK or PAUD. Teaching PAUD means teaching children who are in their golden age. A period where children's potential is developing and the time is right to make them become independent and knowledge-hungry learners. Researchers share motivations on how best to become an PAUD teacher or for other early childhood services who can answer the challenges of the 21st century. This is an effective and fun PAUD Learning Method. Play is effective learning in PAUD. For children, playing is an activity that is directly attached to the nature and development needs of children. Early childhood learns more from the experience of interacting with concrete objects and people around them - friends, teachers, parents, than through written symbols (read and write arithmetic). Play is defined as an activity that is voluntary, spontaneous, process-focused, intrinsically rewarding, fun, active, and flexible. The more an activity has these characteristics, it means that the activity is increasingly a play (Solehudin, 1996). In playing, children can do activities that practice their abilities and skills in trying, researching and discovering new things. Activities carried out by children while playing can make children active and interactive, both physically and mentally so that they can support the empowerment of various aspects of child development based on their own wishes and desires.

How can PAUD students easily understand the material being taught?

Development-oriented learning must be in accordance with the child's age level, meaning that learning must be of interest, the abilities that are expected to be achieved, and the learning activities are challenging for children at that age. Some easy and interesting ways to make PAUD students better understand the material given are:

First, study in groups. As early as possible, children should be taught to socialize with friends their age. Make it a habit to invite children to study together with friends. This method will make children more excited to learn.

Second, props. PAUD children will of course have difficulty understanding something if it is only given orally. It will be much easier for them to learn if the teacher uses props that attract children's attention.

Third, it is repeated. Children have extraordinary memories if we provide the right stimuli, one of which is repeated. Don't be bored to keep repeating something you want to teach your child.

Third, play with color. PAUD age children are very sensitive to stimuli of various types of colors. Use media that play bright colors so that children are more interested in learning.

Fifth, provide a Live Example. PAUD children easily understand something when they see it directly. For example, if you want to teach your child to pray before eating, then you as a teacher need to do it directly and repeatedly so that the child remembers it well.

Sixth, follow the child's mood. Do not impose learning methods on PAUD children. As a teacher, you can ask children to determine for themselves what learning style they want to do according to their mood.

How to explain to parents that students don't need to be burdened with homework?

Hearing the word homework must be familiar to our ears, especially for children who are carrying out school activities. Homework (PR) given by teachers who teach in class to increase the quality of PAUD children to college. Homework is always related to the educational process, although homework is considered unimportant for PAUD children, there are still some teachers or even parents who want their children to be given homework, which is intended to improve quality

through academic training activities. But homework actually becomes a burden for students today, especially for early childhood, because with homework it will make them lose their youth. In this era, it turns out that there are many pros and cons that occur in the community regarding the provision of homework in schools for both PAUD and tertiary children. Because it turns out that PR has become a scary word for today's students. Giving homework to school children actually becomes a burden for some of their parents, because if children can't do their homework, they will definitely get bad grades, are lazy to study at home and make them afraid that their class teacher will scold them. Therefore, actually a lot of homework is not done by students but is done by their parents. And the definition of public relations is now a scary thing not a pleasant homework. The researcher immediately conveyed this not only to the PAUD teachers but also to the parents/guardians of the PAUD students that the researcher visited.

On February 20, 2019 starting at 08.30 WIB to 12.00 WIB the researchers visited 3 PAUD selected from 12 PAUD who took part in P2M. This is in accordance with the researcher's agreement with the Korcam and Korwil. Because PAUD is different from one village to another and the long distance does not allow researchers to visit one by one. So the results of the voting that were carried out selected 3 PAUD, namely: PAUD Annisa, PAUD Al-Hadd, and PAUD Melati Bodas (photo is in the attachment).

The research activities were assisted by 1 student from STT Moriah (Tuti Susanti, student of PAK S1 Department) and 2 technical researchers, namely Siti Nurbaeti (village employee of Cibeureum village, Banjar sub-district) and Siti Rosanah (Teacher of RA Al-Hikmah). This activity aims to see whether the material provided by the researcher can be applied to the three selected PAUDs. So that researchers can directly meet with students and provide direction for teachers in carrying out learning.

Program Sustainability

Research activities, community service on counseling effective learning methods were carried out well, even the teachers were enthusiastic about participating in this activity and hoped to continue with the provision of other materials related to learning. The Technical Implementation Unit (UPT) of Banjar District Education hopes that this

activity is the first time this activity has been carried out in Banjar District specifically for PAUD teachers. The Banjar sub-district head also urged researchers to carry out this activity not only for PAUD teachers but also for other education level teachers. School administrators also hope that there will be ongoing activities so that they can increase students' knowledge.

CONCLUSION AND SUGGESTION

Conclusion

Several things can be concluded from the results of Research and Community Service activities, as follows:

First, PAUD teachers' understanding of effective learning methods for PAUD students can be increased by conducting counseling.

Second, PAUD teachers' understanding of the importance of effective learning methods for PAUD students in order to increase success in learning the subjects.

Third, the understanding of parents/guardians of PAUD students improves how their children learn and understand every subject explained by PAUD teachers and does not force their children to complete homework (PR) correctly.

Suggest

Based on the evaluation of community service activities that have been carried out, some suggestions can be made as follows:

First, the time for conducting research activities and community service needs to be increased so that the objectives of the activity can be fully achieved.

Second, the existence of follow-up activities in the form of similar training is always held periodically so as to improve the ability of teachers in carrying out the teaching and learning process.

Third, research and community service are not only focused on PAUD teachers but also at other levels of education in Banjar District, Pandeglang Regency.

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