



Mentoring Activities as an Effort to Increase Students' Interest and Motivation in Learning

Arie Purwa Kusuma*

STKIP Kusuma Negara, Jakarta,
Indonesia

Nurimani

STKIP Kusuma Negara, Jakarta,
Indonesia

Deswita

STKIP Kusuma Negara, Jakarta,
Indonesia

Nurina Kurniasari Rahmawati

STKIP Kusuma Negara, Jakarta,
Indonesia

Rifa Atiyyah

STKIP Kusuma Negara, Jakarta,
Indonesia

Chrisnaji Banindra Yudha

STKIP Kusuma Negara, Jakarta,
Indonesia

Article Info

Article history:

Received: March 15, 2022

Revised: May 28, 2022

Accepted: June 15, 2022

Keywords:

learning;
mathematics;
motivation;
PKBM.

Abstract

Pusat Kegiatan Belajar Masyarakat (PKBM) is a non-formal education institution owned and managed by the community. This service aims to provide a fun mathematics learning method for students at the PKBM. Besides, this service also motivates students regarding the world of work and the world of campus that they will face after graduation. The method implemented in this mentoring activity was the approach and collaboration method. This service was carried out in PKBM N 17 Penjaringan for students currently taking education and their further education. After the activity, analysis and evaluation were carried out. It was found that the students improved their understanding of mathematics and motivation. This activity received a good response from PKBM students and is expected to continue to guide students in learning mathematics.

To cite this article: Kusuma, A. P., Nurimani, N., Deswita, D., Rahmawati, N. K., Atiyyah, R., & Yudha, C. B. (2022). Mentoring activities as an effort to increase student's interest and motivation in learning. *Smart Society: Community Service and Empowerment Journal*, 2(1), 19-25.

INTRODUCTION

Education is a systematic process of creating a superior generation involving internal and external factors. Internal factors come from students, such as interest in learning, motivation, talent, and perception (both students' perceptions of subjects and teachers) (Angraini et al., 2016; Sardiyah, 2018; Sari et al., 2017). Furthermore, external factors come from outside the students, such as the learning and family environment, family socioeconomic background, and parental attention in helping to overcome learning difficulties (Akman et al., 2016; Marlina & Solehun, 2021; Suarmawan et al., 2019).

Pusat Kegiatan Belajar Masyarakat, or Community Learning Center (PKBM), is a non-formal education institution owned and managed by the community. The PKBM is regulated in the Law of the Republic of Indonesia Number 23 of 2003 concerning the National Education System, in particular article 26. As a non-formal educational institution, PKBM helps students who have dropped out of school or have not had time to complete formal education (Herlyna et al., 2019; Irmawati et al., 2017). The causes of students dropping out of school, among others, are the family's economic expenses in supporting education (Rahmad et al., 2016), unable to socialize with the school environment (Dewi et al., 2014), low student achievement (Aji et al., 2021), unwillingness to go to

* Corresponding author:

Arie Purwa Kusuma, STKIP Kusuma Negara Jakarta, INDONESIA.  arie_pk@stkipkusumanegara.ac.id

© 2022 The Author(s). Open Access. This article is under the CC BY SA license (<https://creativecommons.org/licenses/by-sa/4.0/>)

schools (Wassahua, 2016), even the low awareness of parents about the importance of education (Lestari et al., 2020). Therefore, students drop out of school due to various factors; thus, this program is held for students who drop out.

Based on an initial study by interviewing one of the PKBM managers, it was found that Package A, Package B, and Package C students had difficulty understanding several lessons, especially mathematics' description problems. This difficulty occurs repeatedly. Besides, based on the results of interviews and observations with several students, they had trouble understanding mathematics learning because the material was quite tricky. Hence, it required more time to practice solving questions. The unavailability of teaching aids that can increase their learning motivation is also one of the problems.

Innovation related to learning in PKBM is needed to overcome the lack of understanding of techniques or strategies in solving problems related to learning materials, especially mathematics. On the other hand, most students are already working, so it is difficult to manage time to study. There needs to be additional motivation for PKBM students related to learning (Rahmawati et al., 2022) so that their interest in learning grows.

Other findings from observations and interviews show that students lacked information related to material about preparing to enter the world of work or college. The PKBM students only obtained material about how to make a cover letter learn in Indonesian subject. They did not receive a briefing regarding what PKBM students should do when they graduate from PKBM (Suwanto et al., 2020). For example, students want to work in a company; however, they are not given a briefing on how to find or get a job quickly (Rahmawati et al., 2022), to make a good cover letter or curriculum vitae (Zulfitra et al., 2019), and use good job interview techniques (Almira & Rahayu, 2021). If the student's parents are financially capable, then the students want to continue to college. The students still lack knowledge about choosing a good and correct college and the chosen major. The PKBM Negeri 17 Penjaringan students in package C or equivalent to senior high school after enrolling in colleges do not select the majors related to previous education. Therefore, motivation needs to be instilled in PKBM students. The purpose of motivating to enter the world of work or college is to provide PKBM students with briefing and understanding on how to make choices after graduating from PKBM N 17 Penjaringan.

The community service team (PKM) from STKIP Kusuma Negara, which consisted of four members, felt moved to contribute solutions to these problems. Several guidance has been carried out in previous services, such as career guidance in the city of Serang (Mulyawan et al., 2020), an independent method of learning at Cipageran PKBM (Putra, 2017), and mathematics problem-solving at PKBM Mentari Fajar (Sumarjaya et al., 2018). Mentoring provides learning motivation to students so that students can excel in school (Lao et al., 2021). Dewi provided service through mentoring and found that 85% of students understood and mastered mathematics material and could apply it in everyday life Dewi et al. (2016). Agustina et al. (2019) also state that the service activities of in-depth mentoring and guidance received a positive response from the school because it was relevant to their needs. However, these activities have never been carried out at PKMB N 17 Penjaringan.

Learning assistance and motivation have been provided at PKBM N 17 Penjaringan. This service was carried out so that the students gain additional knowledge related to mathematics. It is hoped that students will acquire basic mathematical concepts with fast, easy, and exciting learning. The students are expected to be motivated to learn mathematics and improve mathematics learning outcomes. The benefits of this community service activity are to develop the numeracy potential of PKBM Negeri 17 Penjaringan students, determine goals after graduating, and be more focused on going to college or going straight to work.

METHOD

The service was carried out at PKBM N 17 Penjaringan as the provider of Package A, Package B, and Package C education. The method in implementing the mentoring activity was the approach and collaboration method. The approach was a collaboration between the STKIP Kusuma Negara and PKBM Negeri 17 Penjaringan. The community service team consisted of five Mathematics Education

Study Program lecturers. The following is presented in Figure 1, which is the stages of this service activity.



Figure 1. The Stages of the Activities

The community service team first conducted a survey or preliminary observation at PKBM Negeri 17 Penjaringan. The survey conducted by the team included the following:

1. Meeting with the PKBM Negeri 17 Penjaringan representative, Mrs. Partiningsih S.Pd. On occasion, the team observed and conveyed the activities to be carried out by STKIP Kusumanegara Jakarta. The team also listened to complaints or input on the guidance.
2. The team also communicated with several PKBM students to obtain information about implementing activities. The themes of the activities were learning assistance and motivation to increase interest in learning. So far, many students have lost their enthusiasm for learning and had difficulties with some learning material. Furthermore, the students have not received more information related to the world of work or college.

The entire community service team prepared materials to be delivered at the implementation stage. The material is divided into two sessions: mathematics enrichment material, a briefing session, and other supporting materials. The team then agreed on the mentoring schedule and submitted a proposal for the procurement of mentoring activities. The permit and report were requirements for the implementation of community service activities.

The last stage was an evaluation conducted to see whether the training was effective in improving the ability of PKBM Package B and C students to solve mathematics problems, both in classroom learning and independent learning. The team also traced the questionnaire results related to student motivation after being given a briefing about the world of college and work. This stage is important as an evaluation material for the activities and becomes the basis for further service activities.

RESULTS AND DISCUSSION

The results of this service activity are divided into two. The first activity was student assistance through mentoring activities, and the second activity was providing motivation related to the world of work and the world of campus. This service activity was one of the community service programs for lecturers as an effort to implement the *tri dharma* of higher education. This community service activity provided many benefits, insights, and knowledge to students at PKBM Negeri 17 Penjaringan, especially in increasing achievement and learning motivation. The implementation of this mentoring activity consisted of six stages: (1) assisting students regarding lessons they found difficult to understand in mathematics, (2) Ice Breaking, (3) question and answer, (4) games and interesting quizzes that motivated students in learning through material-oriented motivation, (5) motivation about the world of work and campus world, (6) giving verbal compliments as rewards.

The mentoring was presented in interesting and innovative ways added with motivation. This interesting and innovative learning was focused on motivation by telling inspirational stories. The motivation was oriented to the material to be studied using a parable relevant to students' everyday life or in contextual teaching. Unique natural phenomena 'were presented using videos or a practicum using props. The media can foster curiosity and interest to become more motivated when learning. Mentoring activities at PKBM Negeri 17 Penjaringan can be seen in Figure 2.



Figure 2. Mentoring Activities at PKBM Negeri 17 Penjaringan

Ice breaking (small exercises, brain exercises or other games) was given, so students become enthusiastic again about learning. The ice-breaking was an activity to ease the learning atmosphere. The activities eliminated various boredom in learning.

The question and answers were carried out to determine the extent of the student's understanding of the explanations. The students were allowed to ask questions and the mentors (lecturers) allowed other students to answer these questions. The presenters must support the students' answers and answer if there are questions that cannot be answered. The students who asked and answered questions were given special points (stars) to motivate them.

The game of a challenging quiz (Who Dares Quiz) aimed to hone students' abilities through challenging problems. The game contained instructions to complete the empty word with several letters or numbers. The mentors distributed obtain additional star points to be exchanged for rewards at the end of the learning activity. This stage was also used to determine the students' abilities.

Next was the stage to distribute rewards through verbal praise, appreciation, and goods. This stage aimed to stimulate students' activeness and enthusiasm in learning activities. The rewards were for those who participated in learning activities. The mentors also gave candy and snacks to students with the most star points. Giving rewards increases students' learning motivation, as [Santoso & Rusmawati \(2019\)](#) stated.

The development of student learning outcomes, on average, shows a positive development towards a better direction based on the questions and answers sessions. These results show that the mentoring activities improved students' learning outcomes.

The students showed positive motivation development based on the results of oral interviews. Most students showed a strong desire to continue to excel and pursue higher education. Some students showed strong aspirations to become doctors, pilots, police officers, presidents, directors, sailors, ministers, midwives, or teachers. The observations showed that the students were an enthusiastic attitude in participating in mentoring activities. They became more motivated when studying together. Some even say that learning with such a mentoring pattern was fun.

There were several obstacles faced by students in learning at PKBM: a) not all students had a supportive learning infrastructure, and b) students who studied while working struggled harder. Parents' attention toward education was the most prominent factor causing the low interest in learning. The students are not interested in learning because there is no time for learning ([Suriani, S., & Yusnadi, 2019](#)).

The next activity was the motivation about the world of campus and the world of work. The team explained how to compete in the digital world, the job opportunities, the advantages of campuses, and what majors are relevant to student's interests, talents, and abilities. The mentors provided inspirational stories, either experienced by others or direct experiences, such as the experience of getting scholarships, awards and creating jobs thanks to the higher education taken. This activity encouraged students to be motivated in the world of education and the desire to continue their higher education. Figure 3 depicts this service activity.



Figure 3. (a) Motivation about Careers and Majors in College, (b) Group Photo at the End of the Activity.

The activities were quite effective in motivating students to go to school well based on the student's attendance, which was relatively stable. Therefore, good service reduces the number of students who skip school.

PKBM N 17 Penjaringan provides good services in equality education. PKBM has a good self-image. A good self-image becomes PKBM's capital to be trusted by the community to send their dropped-out students to school. Program sustainability efforts are made by providing adequate facilities to improve students' literacy outside of school by implementing mentoring activities so that students become more comfortable learning. Overall, student learning satisfaction is still largely fulfilled by implementing learning in formal schools due to adequate time allocation and infrastructure.

CONCLUSION

Based on the background of the problem stated in the introduction and the results of the analysis of the implementation of community service activities, motivational factors influenced students' interest in learning at PKBM N 17 Penjaringan. The toughest challenges students face are that some go to school while working and have difficulty dividing their time, energy, and thoughts. Providing good teaching services and an overview of the world of work and the world of campus has an effective effect on strengthening students' motivation. Students' motivation must always be maintained and improved by improving learning and counselling services for students in PKBM. Students must have the fighting power to pursue the ideals of a better future.

ACKNOWLEDGMENT

Thank you to the Head of STKIP Kusuma Negara, for his moral and material support in this community activity. Also, thank you to Mrs Partiningsih, the head of PKBM N 17 Penjaringan, for allowing the team to perform community service. Finally, many thanks to the PKBM students who participated in this activity.

REFERENCES

Agustina, E., Rohmah, A., & Kuspiyah, H. (2019). Pendampingan bimbingan belajar bahasa inggris dan bakti sosial di Yayasan Pendidikan dan Sosial Roudlotut Thullab. *Jurnal Indonesia Mengabdi*, 1 (1), 1-5.

Aji, N., Rustiyarso, & Salim, I. (2021). Analisis faktor penyebab anak putus sekolah dalam program pendidikan gratis kabupaten Kayong Utara. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 10(1), 1-9.

Akman, Tafsir, A., & Tanjung, H. (2016). Pengaruh faktor internal dan eksternal motivasi terhadap mutu pendidikan di universitas Al Washliyah (UNIVA) Medan. *Jurnal EduTech*, 2(2), 14-28.

Almira, R. E., & Rahayu, E. (2021). Evaluasi hasil individu program bootcamp digital Ruangguru 2018-2019 di PKBM Intan Bandung. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 13(2), 709-726. <https://doi.org/10.37680/qalamuna.v13i2.1061>

Angraini, W. D., Aminuyati, A., & Achmadi, A. (2016). Analisis faktor-faktor yang mempengaruhi hasil belajar mata pelajaran Ekonomi Kelas XI IIS SMA. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 5(8), 1–11.

Dewi, N. A. K., Zukhri, A., & Dunia, I. K. (2014). Analisis faktor-faktor penyebab anak putus sekolah usia pendidikan dasar di kecamatan Gerokgak tahun 2012 / 2013. *Jurnal Juruan Pendidikan Ekonomi*, 4(1), 1–12.

Herlyna, H., Mukhtar, M., & Sari, E. (2019). The evaluation of paket C equivalency program implementation in Tangerang District, Indonesia. *Advances in Social Science, Education and Humanities Research*, 178(1), 567–573. <https://doi.org/10.2991/icoie-18.2019.121>

Irmawati, A., Wibowo, U. B., & Hastutiningsih, A. D. (2017). Peran pusat kegiatan belajar masyarakat (PKBM) dalam mengurangi buta aksara di kabupaten Karimun. *Jurnal Pendidikan Dan Kebudayaan*, 2(1), 81–92. <https://doi.org/10.24832/jpnk.v2i1.579>.

Lao, H. A. E., Tari, E., Nahas, I., Wijaya, H., & Darmawan, I. P. A. (2021). The use of e-learning in motivating students to excel towards learning outcomes. *Journal of Education and Learning (EduLearn)*, 15(3), 458–464.

Lestari, B. A. Y., Kurniawan, F., & Bayu Ardi, R. (2020). Penyebab tingginya angka anak putus sekolah jenjang sekolah dasar (SD). *Jurnal Ilmiah Sekolah Dasar*, 4(2), 299–308. <https://doi.org/10.23887/jisd.v4i2.24470>

Marlina, L., & Solehun. (2021). Analisis faktor-faktor yang mempengaruhi hasil belajar bahasa indonesia pada siswa kelas IV SD Muhammadiyah Majaran Kabupaten Sorong. *Jurnal Keilmuan, Bahasa, Sastra, Dan Pengajarannya*, 2(1), 66–74.

Mulyawan, G., Hidayat, D. R., & Badrujaman, A. (2020). Program bimbingan karir untuk meningkatkan kemauan kerja siswa kesetaraan paket C di Kota Serang. *Dinamisia: Jurnal Pengabdian Kepada Masyarakat*, 4(2), 250–254.

Putra, R. A. (2017). Penerapan metode pembelajaran mandiri dalam meningkatkan hasil belajar peserta didik (studi pada program pendidikan kesetaraan paket c di PKBM bina mandiri cipageran). *Jurnal Pendidikan Luar Sekolah*, 13(1), 23–36.

Rahmad, M., Madan, M., & Risfaisal, R. (2016). Perilaku sosial anak putus sekolah. *Jurnal Equilibrium Pendidikan Sosiologi*, 4(2), 184–193.

Rahmawati, N. K., Ma'ruf, A. H., Ahmad, A., & Nurimani, N. (2022). Pendampingan pembelajaran dan pemberian motivasi dalam meningkatkan minat belajar bagi anak-anak di PKBM. *Journal of Social Outreach*, 1(1), 43–52.

Santoso, A., & Rusmawati, Y. (2019). Pendampingan belajar siswa di rumah melalui kegiatan bimbingan belajar di desa Guci Karanggeneng Lamongan. *Abdimas Berdaya: Jurnal Pengabdian Masyarakat*, 2(2), 36–43.

Sardiyanah. (2018). Faktor yang mempengaruhi belajar. *Al-Qalam Jurnal Kajian Islam & Pendidikan*, 10(2), 66–81.

Sari, N., Suryanti, K., Manurung, S. M., & Sintia, S. (2017). Analisis penggunaan media pembelajaran untuk meningkatkan motivasi peserta didik terhadap pembelajaran fisika kelas XI MIPA 1 SMA Titian Teras Muaro Jambi. *Jurnal Pendidikan Fisika Dan Keilmuan (JPFK)*, 3(2), 110–112. <https://doi.org/10.25273/jpfk.v3i2.1297>

Suarmawan, K. A., Meitriana, M. A., & Haris, I. A. (2019). Faktor-faktor eksternal yang mempengaruhi hasil belajar ilmu pengetahuan sosial siswa kelas VIII di SMP Negeri 3 Singaraja tahun ajaran 2018/2019. *Jurnal Pendidikan Ekonomi*, 11(2), 529–531.

Sumarjaya, I. W., Joni, M., Rupiasih, N. N., & Sibarani, J. (2018). Meningkatkan kemampuan pemecahan masalah matematika siswa paket b dan c di PKBM Mentari Fajar menggunakan metode polya. *Buletin Udayana Mengabdi*, 17(3), 130–135.

Suriani, S., & Yusnadi, Y. (2019). Faktor-faktor penyebab rendahnya minat belajar warga belajar paket C di kelompok belajar kemuning desa asahan mati kecamatan Tanjungbalai kabupaten Asahan. *Journal of Millennial Community*, 1(1), 1–8.

Suwanto, S., Eka, P. D., Agusentoso, R., Juanda, A., & Kurniawan, P. (2020). Menggali potensi, memotivasi dan mengarahkan generasi muda menyongsong dunia kerja pada PKBM Cipta Tunas Karya Cipondoh kota Tangerang. *Jurnal Pengabdian Dharma Laksana*, 2(2), 132–136. <https://doi.org/10.32493/j.pdl.v2i2.3982>

Wassahua, S. (2016). Analisis faktor-faktor penyebab anak putus sekolah di kampung Wara Negeri

Hative Kecil kota Ambon. *Jurnal Al-Iltizam*, 1(2), 93–113.

Zulfitra, Susanto, Mubarok, A., Sutoro, M., & Anwar, S. (2019). Manajemen bisnis sebagai sarana untuk menumbuhkan pengusaha-pengusaha baru. *Jurnal Abdi Masyarakat Humanis*, 1(1), 29–36.