

Empowerment of Children in Dawung, Matesih, Karanganyar Village Through Educational Classes in the Time of Covid-19

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ABSTRACT: One form of the implementation of Tri Darma in every university is that students are required to do Real Work Lectures (KKN). This program is a form of student service to the community which is carried out in a certain area in groups. but with the Covid-19, this service activity was transferred to their respective residences independently. The place of this research is Dukuh Sidewi RT 02/09 Dawung Village, Matesih, Karanganyar and aims to describe additional learning activities for local children in the Community Service Program through educational classes so that they do not only spend their time playing online games. The methods in this service are (1) Asking for permission to conduct KKN to the head of Dukuh Sidewi as a work partner. (2) Discuss the work program that has been prepared and adapted to the problems that exist in the children in the Dukuh Sidewi area. (3) Gathering the local hamlet children to make an educational class schedule. (4) Providing learning as well as assisting children through educational classes consisting of literacy classes, calligraphy classes, coloring classes, TPA and bilingual classes focusing on the Arabic language. The result of this service is that, with the existence of educational classes, the children become more focused in using their time, then become very spirit, enthusiastic and happy and there is an increase in the number of children at each meeting.

Keywords: KKN, Covid-19, Education Class

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INTRODUCTION

The Covid-19 pandemic is already very worrying about its spread, the increase in positive cases is increasing so rapidly in every count. It has spread throughout the world and has a very serious impact on the world order system, especially in the education system. In Indonesia, all schools were simultaneously laid off. Learning that was originally done face-to-face, now has to be done online (in a network).

Mulyadi (2019) explained that education has the meaning of a self-awareness that is present in adult humans accompanied by efforts to foster, educate, direct a good path, have benefits, and are useful for religion, homeland and nation. Therefore, it is necessary to have a role from the school, the community, even from the family which is very much needed and will determine the success or failure of the child's education. The family is the main foundation for children's education, because from there the child knows the world around him, then the community and school. WHO (2020) also issued guidelines for parents in accompanying children's success when studying at home, namely, ways to raise children when doing activities at home so that they are constructive and more positive.

From the results of observations of the children of Hamlet Sidewi RT 02/099 Dawung Village, Matesih District, Karanganyar Regency. Many children who lack guidance from parents, they spend their daily time playing online games. Without supervision, reprimand from parents. Therefore, it is necessary to have activities that can be used as a solution to the habits of activities of children around Dukuh. The hope is that it can provide useful time and add insight, knowledge, and experiences for children. The purpose of this KKN work program is to provide additional learning and activities to local children through educational classes so that they do not only spend time playing online games.

The relevant research related to the empowerment of children is from Ardhana. J. M et al (2021) with the title "Empowerment of Elementary School Students in Reading Literacy through Picture Media in Magetan". The purpose of the study was to improve the reading skills of grade I and II students by using pictorial media. Obtaining service results in the form of increasing children's reading skills by training using pictorial media. At first it was still difficult to read, but after being taught to read with illustrated media, it can improve children's reading skills. The second review of Antique research. P.U and Margaretha. P. A (2021) with the title "Empowerment of Rural Communities Through Learning Assistance Programs and Health Education (Washing Hands and Wearing Masks) During the Covid-19 Pandemic In Ketaon Village, Banyudono, Boyolali". With the results of this research, it can provide new insights related to mentoring children's learning, how to wash hands properly and correctly, and can increase public awareness about the importance of maintaining health protocols.

From the various previous relevant studies above, there are similarities and differences with this research. The similarity is that they both study community empowerment. While the difference lies in the empowerment target (object),

and the work program carried out for empowerment. With the description of the background, the focus of this research is "Empowering Children in Dawung Village, Matesih, Karanganyar Through Education Classes During the Covid-19 Period".

METHOD

This service was carried out in Dukuh Sidewi RT 02/09 Dawung Village, Matesih District, Karanganyar Regency from June 29, 2021 to July 20, 2021. The method of service for this KKN activity is divided into several steps, such as (1) Requesting permission to conduct KKN to the head of Dukuh Sidewi as a partner. (2) Discuss the work program that has been prepared and adapted to the problems that exist in the children in the Dukuh Sidewi area. (3) Gathering the local hamlet children to make an educational class schedule. (4) Providing learning as well as assisting children through educational classes consisting of literacy classes, calligraphy classes, coloring classes, and bilingual classes focusing on the Arabic language. The subjects in this study were children around Dukuh Sidewi RT 02/09 Dawung Village, Matesih, Karanganyar.

DISCUSSION AND RESULTS

Based on the results of the KKN (Real Work Course) related to the work program. There is a problem that dominates the most, namely, the children around Dukuh Sidewi RT 02/09 in the Education Sector. During the current covid-19 pandemic, children are of course still carrying out online learning, but after observing many of them still lack guidance from their parents. So that not a few children of Dukuh Sidewi are misguided in using cellphones. They should have used it for online learning, but it was mostly used for playing online games without time restrictions. Starting from the morning until the afternoon, which later can have a bad impact on them and waste a lot of time just playing online games.

Therefore, it is necessary to hold a work program to address these problems, which can be in the form of useful activities so that they can support the hamlet children in their learning process at school. The work program in empowering the children of Dukuh Sidewi is in the form of an educational class, there are five participatory actions that are carried out within a period of two weeks with five meetings. In each meeting with different classes. The order in each meeting is, the first meeting of the calligraphy class, the second meeting of the coloring class, the third meeting of the literacy class, the fourth meeting of the bilingual class, and the last meeting of the TPA. And in each class, the children are given food to increase their enthusiasm in attending the class as well as in terms of learning. Not only that, Children are also required to adhere to health protocols such as wearing masks, washing hands, and using hand sanitizer. If there are children who forget or intentionally don't wear masks, they will be given masks and hand sanitizers because they have been prepared as anticipation. The results of the participatory actions obtained from the five are as follows:

The first meeting

At the first meeting this was a calligraphy class. Children are given learning related to the procedures for writing Arabic letters properly and correctly according to the rules. This class starts at 08.00 am until 12.00 noon WIB with a total of 8 children. The learning steps are, at the beginning the children are distributed A4 paper and a crushed snowman marker (a marker for calligraphy) and given instructions on how to use the marker correctly. Then an example is given on the blackboard how to write correctly, starting from the letter "alif" to the letter "yes". Children imitate each letter that has been exemplified.



Figure 1. Calligraphy Class Activities

After being given the lesson, the children came forward one by one to practice writing the hijaiyah letters they had learned on the blackboard. But there are only a few who come forward. After that, the work of writing calligraphy was collected to be assessed and given again for a group photo session. It was seen that the children were very enthusiastic in joining this class, because of their enthusiasm in asking questions and their unyielding attitude when practicing writing the hijaiyah alphabet.

Second meeting

The class at the second meeting was coloring class. In this coloring class, the number of children who were initially only 8 in the first meeting, increased in the second meeting with a total of 16 children. The class started as usual, reading a prayer then giving the children coloring material in the form of paper that already contains pictures. For coloring tools, the children have brought

their own from home. Even though it has been provided, you still have to bring it so you don't fight with each other and have to queue for a long time. So you can freely color.



Figure 2. Coloring Class Activities

This coloring class starts at 09.00 am until 12.00 pm. Children are very interested in this class, it can be seen from each of them who not only asked for one picture, but some were able to color 2 to 3 pictures. After finishing coloring, the children were asked to bring all their work to do the documentation together.

Third Meeting

At this meeting, the children did learning in the form of literacy classes, namely reading terraces. So, children are provided reading books. However, on this reading terrace only Islamic children's magazines are provided, because they are expected to provide insight and usefulness about Islam to children. The technique in this literacy class is that children choose their own magazine they like and then are given time to read in a place that is comfortable for them. After all of them finished reading, the children were invited to come forward to read briefly and then tell what they got in the magazine. It is intended that children get new insights from other magazines. Because every magazine has a different theme and title.



Figure 3. Literacy Class Activities

Class starts at 9:00 am to 12:00 noon. Every one of them looked so happy to join the class. Every day, the number of children is always increasing in each class. Starting from the beginning, there were only 8 children at the first meeting, now at the third meeting there are even more.

Fourth Meeting

At the fourth meeting, the learning was in the form of a bilingual class, which is a language class. Children are given learning about language acquisition, but this class only focuses on Arabic. This learning contains basic Arabic knowledge for children such as learning numbers in Arabic and Arabic songs for children. All materials are associated with Arabic songs and are given movements in order to make it easier for children to understand the material provided.



Figure 4. Bilingual Class Activities

The children were very enthusiastic and happy with the existence of this bilingual class, seen from the increase in the number of children and the unyielding attitude in learning in this class. Initially they were very difficult to follow the lesson because it was the first time they had studied Arabic in depth, but with repeated repetitions they were finally able to practice the material presented. By singing the material presented and accompanied by body movements, they can practice it together or together.

Fifth Meeting

At the last meeting in this education class, it was filled with TPA. TPA is filled with learning by reading and writing iqro and the Koran for those who can. Not only that, it is also filled with tahfidz and adapted to the memorization of each child. Technically, each child is grouped first, those who are still in iqro and those who are already in the Koran. Then they are given a forward reading order, while waiting for their turn, the children are asked to write down the iqro or Al-Quran that they will read.



Figure 5. Landfill activities

As for the technicalities in tahfidz, the children immediately deposited and continued until they memorized the existing ones. However, the order is made so that they are organized and do not fight over each other to deposit. This class is held in the afternoon after Asr until before sunset. After finishing writing, reading, and depositing memorization, the children are allowed to take a break so they are not bored in attending class.

CONCLUSIONS AND RECOMMENDATIONS

The "Education Class" work program to address these problems can be in the form of useful activities so that they can support the hamlet children in their learning process at school. There are five participatory actions carried out within a period of two weeks with five meetings. In each meeting with different classes. The order in each meeting is, the first meeting of the calligraphy class, the second meeting of the coloring class, the third meeting of the literacy class, the fourth meeting of the bilingual class, and the last meeting of the TPA. And in each class, the children are given food to increase their enthusiasm in attending the class as well as in terms of learning. Not only that, children are also required to adhere to health protocols such as wearing masks, washing hands, and using hand sanitizer.

Based on the results of the explanation above, it can be concluded that with the existence of educational classes, children are more focused in utilizing

their time, children are very enthusiastic and happy with the educational classes, it can be seen from the increase in the number of children in each meeting. Children also get additional knowledge, insight, and experience. This can be seen from their enthusiasm when attending class. Children whose activities were initially only playing online games, were finally able to be given a solution with educational classes. The time they use becomes more useful because there is someone who directs and pays attention.

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