

Original Paper

Community Service Increases One-Year-Old Preschool Children's Interest in Learning Orchid Type (SPS) II

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Received: 25-07-2024; Accepted: 10-11-2024

Abstract

This community development is intended so that children can be independent in their daily learning and can increase their interest in learning. The methods used are 1) study assistance, 2) quizzes, 3) tests/practice questions, and 4) interaction/question and answer. At the end of the session, students who can answer the quiz given will get a reward. The results of this service show that children are happy, have increased interest in learning, and are comfortable when studying, both with subjects, learning materials, and the learning used, namely through the interactive quiz learning method. Immunity service activities aimed at increasing the interest in learning among one-year-old preschool children, specifically focusing on orchid types, have significant managerial implications. These activities can foster early cognitive development and curiosity in young children by integrating engaging, hands-on experiences with botanical education. By involving parents and educators in the process, the program promotes a collaborative approach to early childhood education, ensuring that learning is both fun and impactful.

Keywords: interactive quiz, education, teaching

JEL Classification: I21, I28, D13

How to cite: Prayoga, A., Perkasa, D. R., Usman, R., Zahrafaini, R., Fernando, J., Paramitra, Y., (2024). Community Service Increases One-Year-Old Preschool Children's Interest in Learning Orchid Type (SPS) II, *Entrepreneurship and Community Development (ECD)*, 2(2), 69-77



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1. Introduction

Education is an effort to help students physically and spiritually. The process of education is continuous, or it can be said to be learning without stopping so that it can sustainably produce quality national seeds. It is aimed at realizing the figure of the nation's children in the future and adhering firmly to the values of Pancasila and national culture. According to the Big Indonesian Dictionary or KBBI, education consists of the basic word educate, which means providing guidance or nurturing (teaching, leadership) related to intelligence and morals. Meanwhile, education itself means a process of changing the behavior and attitudes of a group of people or individuals in an effort to mature humans through training and teaching efforts, action processes, and ways of educating.

According to Trianto, learning is a process characterized by changes within the individual. Changes that occur because of learning activities can be realized through various changes, including changes in attitudes, understanding of knowledge, behavior, skills and abilities, or changes in other aspects and forms that occur within the individual's learning. According to Mustaqim, learning is a change in behavior that occurs due to experience and training, or it could be said through a deliberate effort or activity.

This activity brings a change in behavior; it can be a new behavior, either behavior that can be directly seen or that is invisible or hidden. It can also be concluded that learning is improving something that has been learned (Santoso & Rusmawati, 2019). In accordance with the opinion of, interest is a persistent tendency to pay attention to and remember several activities. Activities that students are interested in are paid attention to continuously, accompanied by a sense of enjoyment, and a sense of satisfaction is obtained.

Furthermore, it is explained that interest is a feeling of liking and interest in a thing or activity without anyone telling you to. Therefore, as a teacher, you must be able to adjust learning according to the characteristics of the child (Insani & Akbar, 2019) and always try to attract the attention of your students so that they have an interest in the lessons they teach. People who are interested in an activity will pay great attention to it. He does not hesitate to sacrifice time and energy for this activity. The creativity of an educator in choosing the right methods, media and approaches to conveying lesson material is what is really needed (Meryansumayeka & Aisyah, 2018).

The Community Service Team of the Faculty of Economics, Krisnadwipayana University, tries to apply interactive learning methods through interactive quizzes so that students' interest in learning at UNIT PAUD SEJENIS (SPS) ANGGREK II can be increased. This interactive so that the goal can be achieved, namely, improvement of interest in learning among the children of the ANGGREK II PAUD PRIVATE UNIT (SPS). With this activity, it is hoped that students will be more active in attending school and have a high interest in interaction in daily teaching and learning activities at the ANGGREK II PAUD PRIVATE UNIT (SPS).

This activity also aims to instill important values in education. The implementation of this activity is aimed at Early Childhood Education (PAUD) children who are in class and are, on average, 4-5 years old. At this age, it is an important period to form reasoning, logic and basic knowledge as a provision. To pursue further levels of education. At this age, children are also trying to form their personalities until they become adults because, in the science of child development, it is widely discussed that a person's basic traits and personality are formed during childhood.

In academic studies, the formulation of research problems is an important aspect that must be supported by accurate and reliable data or information so that research findings can be relied upon and relevant. This study focuses on the analysis of the influence of brand image and price on consumer purchasing decisions. A strong brand image has been shown to increase consumer loyalty, while competitive prices affect consumers' perceived value perceptions (Agus, 2018).

Both are important factors that are interrelated and form the basis for purchasing decisions. Based on previous studies, a positive brand image and appropriate prices can attract consumers' attention and shape preferences in a competitive market (Kevin & Retno 2019). However, there has yet to be an in-depth study that combines these two factors comprehensively in the context of the Indonesian market, which has unique and diverse consumer characteristics. With this study, it is hoped to contribute to a better understanding of the factors that drive consumer purchasing decisions in the context of the local market.

2. Method

Research Methods in Community Service Program to Increase Children's Interest in Learning at PAUD Anggrek II

1. Program Approach

This program uses a teaching and service approach as a form of community service to support children's interest in learning. This approach divides activities into two main methods: teaching and service.

This approach involves planning interactive learning activities to arouse preschoolers' interest in learning with interesting and fun methods.

2. Teaching Methods

- **Learning Assistance:** In the early stages, children are given learning assistance with techniques that make them comfortable, including stories, songs, or visual media to introduce the material.
- **Interactive Quizzes:** Children take quizzes that are specifically designed to stimulate their interest in the subject matter. Each quiz contains simple questions that can be answered in a fun way.
- **Practice/Test Questions:** In this activity, children are invited to complete game-based exercises or tests that motivate them to complete tasks enthusiastically. Questions are presented in stages, starting from low to higher levels of difficulty, to build self-confidence.
- **Q&A Interaction:** After the quizzes and practice questions, a question-and-answer session is held to ensure that children understand the material and encourage them to participate actively. Teachers provide appreciation in the form of verbal praise or simple gifts as additional motivation.

3. Support Services

This program also provides support services such as ice-breaking sessions and short introductions before the main activity begins, aiming to create a comfortable atmosphere for children. Ice-breaking is done with light activities such as simple gymnastics movements or small games.

- **Awards for Motivation:** Giving gifts at the end of the activity aims to motivate children to participate in learning. Children who successfully answer well or show active participation are given star stickers or small gifts to increase their sense of pride and interest in learning.

4. Implementation Process

- **Preparation Stage:** Preparation includes selecting materials for learning assistance, designing quizzes and practice questions that are adjusted to the children's age, and providing gifts.
- **Implementation Stage:** The program involves implementing the above methods in stages, ensuring that each child can follow the activities well. Teachers guide children through each session, invite them to participate, and provide positive encouragement.
- **Evaluation Phase:** After the activity is completed, the team conducts an evaluation based on direct observation of the children's responses, noting an increase in interest and engagement in learning. The team also discusses this activity with local teachers to obtain input on its effectiveness.

This method aims to create an interactive learning environment and support early learning through a fun and motivating approach. The expected result is an increase in children's interest and engagement in learning, which is expected to continue in daily learning activities.

3. Results

The results obtained from this community service activity are in the form of assistance in tutoring activities related to learning materials and motivating the children of the Anggrek II Kindergarten PAUD Unit (SPS). This student mentoring activity is a community service program from the Faculty of Economics, Krisnadwipayana University, with students and lecturers as implementers,

namely as one of the activities aimed at implementing the tri dharma of higher education. This student mentoring activity provides real benefits to the students of Anggrek II PAUD Unit (SPS) in the form of new insights and knowledge given based on the experience of students and lecturers.

In implementing student assistance, this activity uses three stages, namely: (1) learning assistance, where in accompanying them in learning, the service team tries to provide learning with exciting methods to students to make it easier for them to absorb and play, because early childhood is in the golden age throughout the age range of human development. This period is sensitive; during this period, children are especially easy to receive stimuli from their environment, with a get-to-know-you session beginning so that children feel closer and more familiar with the service team, (2) practice questions and tests, and children can explore their experiences. which gives him the opportunity to know and understand the learning experiences he obtains from the environment through observing, imitating and experimenting, which takes place repeatedly and involves all the child's potential and intelligence. (3) in accompanying the students, the service team provides interaction/question-and-answer games in the form of quizzes, which are packaged in an interesting and interactive, oriented towards their learning material, by providing rewards in the form of verbal praise or appreciation and gifts in the form of goods,

Tables and Figures

This activity began with an introductory session and an ice-breaking session. An ice-breaking session is a session held to lighten the atmosphere. This is done so that children do not feel awkward when being accompanied or can be more open and interactive during learning assistance, and it is hoped that it will reduce the boredom that children feel when studying. Another aim of the ice-breaking session is to increase students' enthusiasm for learning again through activities in the form of brain exercises, small gymnastics and other games.



Figure 1. Ice-breaking and introduction session

In assisting the learning of Anggrek II PAUD Unit (SPS) students, the material is presented through forms of thinking process skills that develop in children, hones children's ability to make differences by comparing, and develops the ability to group objects based on color, shape, size, texture, and various other characteristics. For example, children's group names and flat shapes based on color. that interests them and is innovative, and the classroom atmosphere is built to be interactive. Play environment, and provide support when children are doing activities. To develop scientific thinking process skills in children.



Figure 2. Skills practice session for grouping flat shapes

In the next learning stage, interaction/question and answer and fun games are provided, which are packaged interestingly and interactively. An interesting game that challenges children by playing by clapping to the rhythm of the music and patterns. For students who can play correctly and quickly, they will be given points in the form of stars which can be exchanged for rewards that will be given at the end of the session.



Figure 3. Gun games session playing claps following the rhythm of the music and patterns.

In providing fun games, the service team also provides several rewards, both in the form of appreciative praise and in the form of goods. The purpose of providing this reward is so that

students can be more active and enthusiastic in participating in the learning assistance sessions. Providing this reward is in accordance with research conducted, where this can increase learning motivation and make a good contribution to students.



Figure 4. Giving rewards

The Anggrek II PAUD Unit (SPS) learning assistance activity ended with several questions and a prayer together to end the learning activity. Based on the results of direct interviews with the students, good results were obtained, and their learning motivation increased. This, of course, must be supported and directed by the school and parents so that their dreams can be achieved. Furthermore, the results of observations were positive and reflected in the very enthusiastic attitude of the students during the learning assistance process. Some children stated that they were more motivated and happier with the learning methods provided during the learning assistance period.



Figure 5. Discussion session and prayer together to end the learning activity.

After the learning assistance activity was completed, the service team had a short discussion with the teacher who was the on-site teaching staff. Several problems were found experienced by students in the teaching and learning process at the Angrek II PAUD Unit (SPS), including 1) several children did not have adequate learning equipment, so the school provided them with it, 2) school facilities were lacking adequate in supporting teachers and students to learn optimally, 3) students' learning interests are very diverse, some are motivated in learning and some are less motivated in learning. One of the dominant factors causing this low motivation is the role of parents in motivating their children to study hard and because of the lack of time that students have because they have to help their parents work.



Figure 6. Discussion session with the teacher

The following are indicators of the success of the program to increase children's interest in learning at PAUD Angrek II Unit:

1. **Increased Interest in Learning:** Seen from the active involvement of children in learning activities, positive responses to interactive quizzes, and enthusiasm in participating in learning sessions.
2. **Engagement in Learning:** Measured from the presence of children during the program and their active participation in interactive sessions and games provided.
3. **Increased Social Interaction Skills:** This indicator can be assessed by children's ability to interact with friends and teachers during question-and-answer sessions and group games.
4. **Feedback from Parents and Teachers:** This indicator involves assessments from parents and teachers regarding changes in children's attitudes towards learning at home and school, such as children's interest in learning further outside the program.
5. **Reward Achievement:** The number of children who successfully receive rewards during the program indicates their understanding of the material presented.

These indicators can help assess the program's effectiveness, ensuring that the goal of increasing children's interest and involvement in learning at PAUD has been achieved.

4. Discussion and Benefits

Discussion is a crucial part of a scientific article where an in-depth interpretation of the results and benefits of your study of community development. The discussion should involve a dynamic

process and comparison with some relevant previous studies based on specific scholarship. Discuss each result carefully to produce representative conclusions and follow the objectives and benefits of the study. This part should explore the significance of the results and benefits of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.

5. Conclusion

The community service activities conducted at the Anggrek II PAUD Unit have successfully increased children's interest in learning through engaging, interactive methods like games and quizzes. These activities contributed significantly to the participants by enhancing their enthusiasm for learning, encouraging active participation in class, and fostering a positive learning environment. For the broader community, particularly educators and parents, this program underscores the importance of interactive teaching approaches in early childhood education. By incorporating these methods, schools and communities can support children's cognitive and social development, establishing a foundation for lifelong learning. Additionally, involving parents in this learning process strengthens the community's role in education and builds a supportive network for children's growth and academic success.

Recommendations

We increase community service activities; it is recommended that the learning programs implemented at PAUD Anggrek II be more interactive and interesting for young children. The use of creative learning methods, such as educational games, picture stories, and physical activities that involve body movement, can make children more interested and motivated to learn. Apart from that, involving parents in learning activities through workshops or educational sessions about the importance of their support in the child's learning process can also increase the effectiveness of the program. Developing a learning environment that is fun and supports children's exploration is also important to foster a sustainable interest in learning.

Acknowledgment

Thanks are expressed to the Faculty of Economics, Krisnadwipayana University, Jakarta and the Anggrek II PAUD Unit (SPS) who have contributed and helped this community service program run smoothly.

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