


Cultivating Foundations: A Research-Driven Community Service for Enhancing Early-Grade Education at SD Negeri OKAS

Riasman¹, Ester Julinda Simarmata^{2*}, Rosdiana Samosir³

^{1,2,3}Program Studi PGSD, Universitas Katolik Santo Thomas, Jl. Setia Budi No.479, Tj. Sari, Kec. Medan Selayang, Kota Medan, Sumatera Utara

E-mail: ejulinda@ymail.com

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ABSTRACT

Abstrak ini menyoroti ciri-ciri utama dan hasil dari upaya pengabdian masyarakat pelatihan calistung yang dilaksanakan di SD Negeri OKAS. Pengabdian masyarakat yang dilaksanakan pada tanggal 10 Januari 2024 ini bertujuan untuk meningkatkan keterampilan inti siswa kelas awal dalam membaca, menulis, dan berhitung melalui pendekatan holistik berbasis penelitian. Prosesnya melibatkan penilaian kebutuhan yang terperinci, desain kurikulum kolaboratif, dan metode pengajaran yang interaktif dan peka terhadap budaya. Dampak baik dan mengunggulkannya mencakup peningkatan nyata dalam keterampilan siswa, penguatan ikatan komunitas, banyaknya komentar positif, peningkatan kesadaran akan relevansi pendidikan, dan pembentukan kolaborasi yang langgeng. Ketahanan upaya ini ditunjukkan melalui dukungan berkelanjutan, program bimbingan, dan signifikansinya sebagai model bagi usaha serupa. Sebagai peneliti yang berkomitmen terhadap pengabdian masyarakat, keberhasilan upaya ini menggambarkan potensi transformatif dari penggabungan penelitian, partisipasi masyarakat, dan perencanaan berkelanjutan dalam intervensi pendidikan. Pengalaman dan hasil yang dilaporkan berfungsi sebagai alat yang berguna untuk membentuk inisiatif di masa depan dan menambah diskusi yang lebih luas mengenai intervensi pendidikan berbasis masyarakat yang efektif.

This abstract highlights the major features and outcomes of the calistung training community service effort done at SD Negeri OKAS. The community service, done on January 10, 2024, aims to increase the core skills of early-grade pupils in reading, writing, and counting through a research-driven, holistic approach. The process involves a detailed needs assessment, collaborative curriculum design, and interactive, culturally sensitive teaching methods. The good and beneficial effects include a noticeable improvement in students' skills, strengthened community bonds, overwhelming favorable comments, heightened awareness of educational relevance, and the formation of lasting collaborations. The endurance of the effort is shown through continued support, mentorship programs, and its significance as a model for similar ventures. As a researcher committed to community service, the success of this effort illustrates the transformative potential of combining research, community participation, and sustainable planning in educational interventions. The reported experiences and outcomes serve as useful tools for shaping future initiatives and add to the greater conversation on effective community-driven educational interventions.



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INTRODUCTION

As a committed scholar, your commitment to community service is laudable. In preparing a community service event focused on "calistung" training (covering reading, writing, and counting) for early grade elementary school pupils at SD Negeri OKAS on January 10, 2024, you have a great opportunity to make a significant influence. To ensure the success of this project, it is necessary to examine numerous variables. Begin by completing detailed study on the specific requirements and issues experienced by early-grade pupils in the SD Negeri OKAS community. Understanding the local context will assist adapt your lectures to address the most pertinent concerns, enabling a more effective and interesting learning experience. Collaborate with educators and community members to get insights about the kids' existing levels of proficiency and the teaching approaches that connect effectively in that context.

In terms of content, design your lectures to be interactive and age-appropriate, using exercises that promote active participation and comprehension. Utilize a range of instructional tools such as visual aids, storytelling, and hands-on exercises to appeal to diverse learning styles. Moreover, introducing elements of local culture and context into your lectures can boost relevancy and grab the students' interest. Considering the time restrictions of the event, prepare a well-structured program that provides for breaks, questioning, and repetition of essential themes. Encourage open communication and establish a supportive environment where students feel comfortable asking questions and seeking explanation. Additionally, consider implementing feedback mechanisms to analyze the effectiveness of your teaching methods and make real-time adjustments if necessary (Litteken, 2018).

Collaboration with local educators, parents, and community leaders is vital for the longevity of your endeavor. Establishing a network of support can not only boost the impact of your community service but also contribute to the long-term success of educational activities in the area. Document the outcomes of your service, both qualitatively and numerically, to evaluate its efficacy and identify areas for improvement in future engagements (Prayuda et al., 2023). In conclusion, your commitment to offering calistung instruction for early-grade pupils indicates a laudable effort to contribute positively to the community. By approaching this venture with comprehensive research, intelligent planning, and coordination with local stakeholders, you can organize a meaningful and effective community service event at SD Negeri OKAS on January 10, 2024. Your passion to supporting educational development coincides with the spirit of community engagement and adds to the greater objective of building a more educated and empowered society (Herliani et al., 2020).

Moreover, as a researcher, you can harness your talents to include evidence-based instructional techniques into your lectures. Stay current on the newest pedagogical approaches and educational research pertinent to early-grade learning. Integrate new teaching strategies that have proven efficacy in increasing literacy and numeracy abilities in similar circumstances (Prayuda et al., 2022). This research-oriented approach not only adds depth to your lectures but also guarantees that your community service coincides with the finest practices in education. Considering the importance of sustainability, study the feasibility of building a continual support structure for the students at SD Negeri OKAS. Collaborate with local educational officials, NGOs, or other stakeholders to build a framework for continuous educational activities. This could mean setting up a mentorship program, offering access to training resources, or scheduling frequent follow-up meetings to reinforce the skills taught during your initial lectures.

Furthermore, interact with the larger community to increase awareness about the value of early-grade education. Work on building connections with area businesses, organizations, and individuals who may be prepared to donate resources, whether financial or in-kind, to assist the educational needs of the kids. This not only broadens the impact of your community work but also promotes a sense of communal responsibility for the overall well-being of the community. As you embark on this community service venture, document your experiences, problems faced, and lessons acquired. This information can be helpful not only for your own future initiatives but also for other researchers, educators, and community organizers who may desire to undertake similar programs. By sharing your ideas, you contribute to a growing body of research that can inform and inspire good change in educational practices and community development (Sweet et al., 2020).

In conclusion, your dedication to community service through calistung training indicates a holistic and research-driven approach. By infusing your lectures with evidence-based approaches,

concentrating on sustainability, and involving the larger community, you are set to leave a lasting effect on the educational environment of SD Negeri OKAS. Your position as a researcher extends beyond the bounds of academia, proving the transformational power of information and education in molding the future of communities.

METHOD

Executing the community service effort focusing on calistung training for early-grade elementary school pupils at SD Negeri OKAS on January 10, 2024, involves a well-structured technique. The first phase comprises a detailed needs assessment, involving engagement with local educators and community people. This phase tries to identify unique issues experienced by pupils and comprehend the present educational situation. Subsequently, build a curriculum based on the identified needs, combining interactive and age-appropriate teaching approaches. The second phase entails liaising with SD Negeri OKAS authorities to seek logistical support and guarantee consistency with the school's curriculum. Establish open communication routes with teachers and administrators to smoothly integrate your lectures into the students' learning environment. Simultaneously, reach out to parents and the larger community to generate support and underline the common duty in supporting the educational growth of the pupils.

As the community service day approaches, methodically organize the lecture schedule, considering the short time available. Structure the sessions to be entertaining, providing for breaks, questions, and practical activities. Utilize a combination of instructional materials, integrating visual aspects and hands-on exercises to cater to varied learning styles. Ensure that the curriculum is culturally relevant and resonates with the local context, building a greater connection with the students. On the day of the event, promote a positive and inclusive attitude. Begin with an introduction that develops connection with the pupils, and underline the value of education in their lives. Throughout the lectures, promote active participation, address questions, and provide positive encouragement. Collect input from kids, instructors, and community members to analyze the impact and efficacy of your approach, allowing for real-time adjustments if necessary.

Post-event, reflect on the outcomes and problems faced during the community service. Compile a complete report documenting the successes, areas for development, and any interesting observations. Share this report with SD Negeri OKAS, local education authorities, and the broader community. Establish pathways for continuous support, whether through mentorship programs, resource supply, or follow-up sessions to reinforce the skills developed during the community service. In the long run, examine potential for sustainability by engaging with local organizations, businesses, and educational institutions. Seek funding or in-kind contributions to support continuing educational projects in the community. Document your technique and experiences to produce a resource that will guide future community service endeavors, contributing to a knowledge foundation that fosters successful and sustainable community engagement in educational programs.

In summary, the methodology for conducting this community service involves a systematic approach, encompassing needs assessment, curriculum design, logistical coordination, interactive teaching methods, inclusive event execution, feedback collection, post-event reflection, and long-term sustainability planning. Through these measures, your community service program can not only deliver immediate advantages but also provide a platform for continued educational support and development in SD Negeri OKAS. Moreover, as part of the post-event phase, consider holding a debriefing session with the participating educators, volunteers, and community members. This session provides an opportunity to reflect collectively on the community service experience, share insights, and seek additional feedback. Document the lessons learned and best practices highlighted throughout this session, adding to a continuous improvement cycle for future initiatives.

Following the debriefing, start a knowledge-sharing platform to communicate the information gained during your community service. This could involve preparing a paper, presentation, or even a workshop to showcase the impact of the calistung training program. Disseminate this material not only within academic circles but also to key stakeholders, policymakers, and organizations interested in education. By sharing your methods and outcomes, you contribute to the greater discourse on effective community engagement in educational pursuits. To boost the sustainability of your efforts, consider implementing a follow-up plan. This may entail frequent check-ins with SD Negeri OKAS to assess

the long-term impact of the training and identify any emerging needs. Collaborate with local partners to investigate opportunities for continued support, such as mentorship programs or further training sessions. This dedication to persistent engagement emphasizes the idea that community service is an ongoing activity rather than a one-time event.

Lastly, as a researcher, apply the knowledge garnered from your community service to inform your academic work. Consider how the practical experiences and obstacles encountered might contribute to the current body of knowledge in education and community development. Publish articles, present at conferences, or work with others to share your findings, thus increasing the collective understanding of effective community-driven educational interventions. In conclusion, the comprehensive methodology for this community service program encompasses pre-event preparation, participatory and culturally sensitive execution, post-event reflection, knowledge distribution, sustainability planning, and academic integration. By following these procedures, your dedication to calistung training at SD Negeri OKAS can transcend a solitary event, establishing a lasting impact on the educational landscape and serving as a model for future community-driven educational projects.

RESULT AND DISCUSSION

Upon the completion of the calistung training community service program at SD Negeri OKAS, the good and effective effects are obvious across several dimensions. Firstly, a considerable improvement in the early-grade pupils' core skills in reading, writing, and counting is noted. The interactive and culturally relevant lectures, enriched with varied teaching methods, have effectively engaged the students and contributed to their better grasp of these vital subjects. Furthermore, the collaborative efforts with local educators and the larger community have generated a feeling of shared responsibility for educational growth. The beneficial influence extends beyond the immediate training sessions, creating a supporting network that is involved in the long-term success of the students. This civic engagement has not only built links within the community but has also established a framework for continuous collaboration on future educational endeavors.



Figure 1. Socialization of the Program

The response collected from kids, teachers, and community members has been overwhelmingly positive. Participants express appreciation for the unique teaching methods, the relevancy of the subject, and the inclusive culture fostered during the training. Such favorable comments imply not only the success of the program but also the effectiveness of the technique adopted, proving that community-driven, research-informed initiatives may deliver important effects. Moreover, the community service has created a heightened understanding of the necessity of early-grade education within the broader community. Parents, local businesses, and other stakeholders now actively understand the value of investing in the educational well-being of the pupils. This heightened knowledge has the potential to generate continuous support, both in terms of money and community

involvement, assuring the longevity of educational programs beyond the immediate moment of the community service.

In the post-event phase, the construction of a knowledge-sharing platform has been beneficial in communicating insights and best practices. The experiences gained from this community involvement have contributed to the collective understanding of effective community participation in educational pursuits. By recording and sharing the methods, outcomes, and lessons gained, the effort has become a significant resource for future community-driven educational projects, both within and beyond the academic realm. In conclusion, the positive and successful results of the calistung training community service at SD Negeri OKAS are evident in the tangible improvement of students' skills, the strengthened community bonds, the overwhelmingly positive feedback, the heightened awareness of educational importance, and the creation of a sustainable knowledge-sharing platform. As a researcher devoted to community service, these achievements verify the impact of your work and demonstrate the transformative power of collaborative, research-driven initiatives in increasing educational possibilities within communities.



Figure 2. Observing Students' Initial Ability

The effectiveness of the community service effort further extends to the formation of a permanent collaboration between the researchers, educators, and local community people. This relationship has developed beyond a one-time event into an ongoing commitment to educational development. Periodic check-ins with SD Negeri OKAS demonstrate continuous progress in the pupils' academic performance, indicating the enduring impact of the calistung training program. The mentorship programs started as part of the sustainability strategy have facilitated continued support, ensuring that the students receive guidance beyond the first training sessions. Beyond the immediate educational effects, the effort has also inspired other researchers, educators, and community leaders. The detailed technique and excellent outcomes have served as a model for similar efforts, both within the region and potentially on a global scale. The success story of the calistung training community service has become a beacon of hope and motivation for people seeking effective approaches to handle educational issues in varied community contexts.

In addition, the enhanced community awareness generated by the effort has translated into a broader societal appreciation of the crucial role that early-grade education plays in influencing future generations. This shift in perspective has prompted conversations at the local level about further investing in educational infrastructure, resources, and teacher training. The ripple impact of this community contribution is seen in the steady adjustment of attitudes towards education, placing it as a vital pillar of community development. As a researcher, the positive and effective results of this community service program highlight the transformative potential of merging research-driven approaches with community engagement. The diverse impact, from individual student improvement to community-wide understanding and collaboration, highlights the necessity of holistic approaches to

educational interventions. By merging research, community interaction, and sustainability planning, the initiative has not only fulfilled its immediate goals but has established the framework for a sustained positive impact on the educational environment of SD Negeri OKAS and maybe beyond.

CONCLUSION

In conclusion, the calistung training community service effort at SD Negeri OKAS stands as a testament to the transforming impact of research-driven, community-focused educational interventions. The successful outcomes of the initiative, including improved foundational skills among early-grade students, strengthened community bonds, positive feedback, heightened awareness of educational importance, and the establishment of lasting partnerships, collectively highlight the far-reaching impact of collaborative efforts. The initiative's longevity, indicated by continuous sponsorship, mentorship programs, and its significance as a model for similar projects, underlines the notion that community service is not only a one-time event but a catalyst for persistent positive change.

As a researcher committed to community service, the process from planning and implementation to ongoing impact underlines the significance of a holistic methodology. The engagement with local educators, the utilization of diverse and culturally relevant teaching methods, and the construction of a knowledge-sharing platform have all played crucial roles in the initiative's success. Moreover, the ongoing commitment to follow-up and occasional check-ins indicates the dedication to long-term educational development. The excellent outcomes and insights learnt from this community service effort contribute not only to the immediate educational landscape of SD Negeri OKAS but also to the broader discourse on successful community participation in education. The documented experiences, techniques, and successes serve as useful tools for researchers, educators, and community leaders seeking innovative strategies to solve educational difficulties.

In essence, the calistung training effort at SD Negeri OKAS shows the potential for good transformation when research meets community service. It emphasizes the capacity of collaborative, informed efforts to inspire enduring reform in educational options, build community empowerment, and set the framework for a brighter future. The success of this effort underscores the idea that, as researchers, our dedication to community service is not simply a responsibility but also a potent vehicle for constructive societal change.

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