



KKM Mentorship: Enhancing Elementary Students' Knowledge and Motivation in Ciputri Village, Pandeglang

Pendampingan Belajar KKM: Tingkatkan Pengetahuan dan Motivasi Siswa SD Desa Ciputri, Pandeglang

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Abstract

The disparity in elementary educational quality within rural regions constitutes a systemic structural barrier to achieving national academic equity. At the micro level in Ciputri Village, students experience severe motivational stagnation and literacy deficits caused by inadequate infrastructure and minimal domestic oversight. Previous academic interventions were predominantly transactional, rigidly executed, and systematically ignored organic community participation and local cultural integration. This applied research aims to reconstruct an inclusive communal learning ecosystem by utilizing rigorous participatory methodologies. The intervention validates that deconstructing instructional hierarchies alongside implementing small group tutoring completely restored motivation, accelerated fundamental literacy, and eliminated language anxiety. The novelty fundamentally lies in deploying a comprehensive hybrid curriculum that precisely synthesizes modern cognitive competencies with affective dimensions through local arts and religiosity. These findings theoretically and practically guarantee a sociological consensus ensuring program ownership transfers, creating a sustainable rural educational empowerment framework thereby eliminating existing institutional limitations continuously and permanently.

Abstrak

Kesenjangan kualitas pendidikan dasar di kawasan pedesaan merupakan hambatan struktural sistemik dalam mencapai keadilan akademik nasional. Pada tingkat mikro di Desa Ciputri, siswa sekolah dasar mengalami stagnasi motivasi belajar dan defisit literasi akibat keterbatasan infrastruktur serta minimnya pendampingan domestik. Mayoritas intervensi akademik sebelumnya bersifat sangat transaksional, kaku, dan selalu mengabaikan aspek partisipasi organik komunitas serta integrasi kultural lokal. Penelitian terapan ini bertujuan merekonstruksi ekosistem belajar komunal yang inklusif melalui penerapan pendekatan partisipatoris. Intervensi memvalidasi bahwa dekonstruksi hierarki instruksional dan penerapan bimbingan kelompok kecil berhasil penuh merestorasi motivasi, mengakselerasi penguasaan literasi, serta mereduksi kecemasan bahasa. Kebaruan riset ini terletak pada implementasi kurikulum hibrida komprehensif yang secara presisi mengawinkan kompetensi kognitif modern dengan dimensi afektif melalui instrumen seni dan religiusitas lokal. Secara teoretis dan praktis, implikasinya menghasilkan sebuah konsensus sosiologis absolut yang menjamin pemindahan kepemilikan program, sekaligus menjadi model berkelanjutan untuk memutus ketertinggalan pendidikan pedesaan secara tuntas, permanen, otonom, dan terukur sempurna.



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A. INTRODUCTION

1. Background

Elementary education constitutes the most fundamental instrument within the architecture of human development, directly contributing to the achievement of the Sustainable Development Goals (SDGs), specifically SDG 4 concerning quality, inclusive, and equitable education.¹ At a macro level, the ideal conditions of an educational ecosystem necessitate equitable accessibility to learning facilities, sustainable academic support, and the presence of an environment capable of holistically stimulating students' intrinsic motivation and self-efficacy. The quality of elementary education is measured not solely by its physical infrastructure, but also by the system's adaptability in accommodating the cognitive and socio-emotional needs of the learners.² Nevertheless, the empirical reality across various developing nations, including Indonesia, reveals a significant structural disparity between the quality of education in urban areas and its equivalent in rural regions. This disparity stems from gaps in pedagogical capabilities, the paucity of extracurricular mentoring support, and low foundational literacy at the grassroots community level.³ Within rural ecosystems, children frequently confront a dual challenge: the limitation of instructional resources within formal schooling and the absence of a supportive environment in the domestic sphere.

Delving into the micro-level issues in the field, this structural problem is precisely visualized in Ciputri Village, Pandeglang Regency. Based on preliminary observations conducted prior to the Student Community Service (*Kuliah Kerja Mahasiswa/KKM*) intervention, elementary school students in Ciputri Village, specifically within the 1st to 6th-grade range, face specific obstacles in the form of learning motivation stagnation and low foundational cognitive literacy. The actual conditions of the community partners indicate that the majority of students have not achieved optimal mastery of fundamental competencies such as reading, writing, and arithmetic (*calistung*), and possess absolutely no exposure to foreign language instruction (English). This knowledge gap is exacerbated

¹ Nazmin Abdullah et al., "Leadership Strategies for Inclusive Education Systematic Review: How School Principals Support Special Needs Students," *Journal of Education and Learning (EduLearn)* 20, no. 2 (May 1, 2026): 985–97, <https://doi.org/10.11591/edulearn.v20i2.23614>.

² David Clarke and Alli Klapp, "Relationships between Academic Self-Perceptions and Grade Outcomes between Year 6 and 12 of the Swedish Compulsory School System," *Frontiers in Education* 11 (June 10, 2026), <https://doi.org/10.3389/educ.2026.1818447>.

³ Xuedi Pi, Jianping Huang, and Jiong Niu, "How Rural School Teachers Can Support the Learning Adjustment of Left-behind Children under the 'Double-reduction' Policy," *Future in Educational Research* 2, no. 2 (June 25, 2024): 93–108, <https://doi.org/10.1002/fer3.31>.

by socio-economic constraints; a significant majority of parents are employed in time-consuming agrarian or informal sectors, resulting in minimal capacity to provide structured academic mentoring at home. The learning process in Ciputri Village is frequently reduced to a mere mechanical obligation within the classroom, lacking a continuous, comprehensive, participatory, and engaging learning ecosystem within the community. Should this phenomenon of demotivation and *learning loss* remain unaddressed, the potential for establishing an intergenerational cycle of poverty will become increasingly entrenched, systematically restricting the future social mobility of children in the community.

To reinforce the depth of the manuscript and the rationale for this intervention program, a mapping of previous literature and community service programs (*state of the art*) is absolutely necessary to identify the academic positioning of this applied research. A thematic synthesis of various recent publications over the past five years reveals four dominant discourses regarding rural educational empowerment approaches. First, literature focusing on conventional literacy and numeracy interventions in multigrade rural schools finds that program success is highly contingent upon instructional modification; however, these initiatives often stagnate due to logistical constraints and minimal involvement of the family ecosystem.^{4,5}

Second, the discourse concerning the introduction of English as a Foreign Language (EFL) to early childhood learners in developing nations highlights the effectiveness of the Multiple Intelligences approach. These studies demonstrate that a pressure-free learning environment can significantly reduce foreign language anxiety and enhance students' cognitive resilience.^{6,7,8} Third, research evaluating psychosocial support for left-behind children in rural areas confirms that strategic mentoring by external facilitators

⁴ Mellony Graven and Robyn Jorgensen, "Early Numeracy Opportunities through Number Stories with Marginalised Families," *ZDM – Mathematics Education* 56, no. 3 (June 29, 2024): 319–33, <https://doi.org/10.1007/s11858-023-01537-9>.

⁵ Masnaeni Masnaeni et al., "Parental Involvement in Mathematical Literacy Development: A Crosscultural Systematic Literature Review of Home-Based Practices and Their Impact," *Union: Jurnal Ilmiah Pendidikan Matematika* 13, no. 4 (December 31, 2025): 1192–1212, <https://doi.org/10.30738/union.v13i4.20152>.

⁶ Trisnowati Tanto et al., "English Teaching Assistance Employing the Multiple Intelligences Theory to Kasih Bangsa Elementary School Students," *Journal of Innovation and Community Engagement* 5, no. 1 (February 25, 2024): 62–71, <https://doi.org/10.28932/ice.v5i1.7722>.

⁷ Muhammed K k and Adem Kantar, "Socio-Emotional Learning Predicts EFL Learners' Flourishing: A Two-Wave Longitudinal Model of English-Speaking Anxiety and Resilience," *Journal of Human Behavior in the Social Environment*, March 4, 2026, 1–14, <https://doi.org/10.1080/10911359.2026.2629328>.

⁸ Hui Wang and Meagan M. Patterson, "Academic Resilience in Learning English as a Foreign Language: Relations to Classroom Climate and Beliefs about Language Learning," *Studies in Educational Evaluation* 87 (December 2025): 101517, <https://doi.org/10.1016/j.stueduc.2025.101517>.

(including university students) acts as a crucial social support network that restores children's learning adaptation.^{9,10,11} Fourth, studies related to the implementation of Community-Based Participatory Research (CBPR) and culturally responsive Social-Emotional Learning (SEL). Educational interventions that integrate local wisdom have proven to generate significantly superior knowledge retention and community acceptance compared to top-down interventions that are foreign to the partners' social institutions.^{12,13,14}

Through the thematic synthesis above, a common thread can be drawn leading to the identification of a fundamental solution gap (*gap analysis*). The dominant weakness of preceding community service mentoring programs lies in their asymmetrical and transactional nature. The majority of interventions remain trapped in a unidirectional knowledge transmission approach (teacher-centered), divorcing the development of cognitive dimensions (literacy/numeracy/language) from affective-cultural dimensions (character building/religion), and possessing a massive "blind spot" regarding organic community participation. Numerous KKM or community service programs have proven successful in artificially inflating academic scores during the program's tenure, yet completely fail in establishing partner independence (*sustainability*) post-program because local communities are positioned merely as passive objects of academic charity, rather than as co-creators of education.

Based on these identified gaps, the novelty and added value offered by this community service program are explicitly asserted. Unlike preceding programs that predominantly focused on passive socialization approaches or short-term cognitive interventions lacking grassroots involvement, this program proposes a novel solution via

⁹ Pi, Huang, and Niu, "How Rural School Teachers Can Support the Learning Adjustment of Left-behind Children under the 'Double-reduction' Policy."

¹⁰ Jiachun Liang et al., "Improvement in the Psychological Resilience of Rural Left-behind Children: The Influence of Social Services from 15 Social Organisations," *International Social Work* 68, no. 1 (January 23, 2025): 112–25, <https://doi.org/10.1177/00208728241283350>.

¹¹ Jia Zhuang and Qiaobing Wu, "Interventions for Left-behind Children in Mainland China: A Scoping Review," *Children and Youth Services Review* 166 (November 2024): 107933, <https://doi.org/10.1016/j.childyouth.2024.107933>.

¹² Jianghong Liu et al., "Community-Based Participatory Research (CBPR) Approach to Study Children's Health in China: Experiences and Reflections," *International Journal of Nursing Studies* 48, no. 7 (July 2011): 904–13, <https://doi.org/10.1016/j.ijnurstu.2011.04.003>.

¹³ William E. Rosa et al., "Community-Based Participatory Research: A Lifeline to Achieve People-Centered Care," *Frontiers in Public Health* 13 (December 15, 2025), <https://doi.org/10.3389/fpubh.2025.1693459>.

¹⁴ Xueqin Lin et al., "Fostering Culturally Responsive Social-Emotional Learning Practices in Rural Transitional Kindergarten Classrooms," *Behavioral Sciences* 15, no. 9 (August 23, 2025): 1147, <https://doi.org/10.3390/bs15091147>.

a learning mentoring method grounded in Community-Based Participatory Research (CBPR), which hybridizes the academic curriculum with local cultural wisdom. This novelty is actualized across three dimensions: (1) methodological novelty, namely a radical transition from passive lectures toward dialogical facilitation that merges educational games with structured mentoring; (2) substantive novelty, through the integration of essential cognitive materials (foundational literacy/numeracy and beginner-level English) with affective character building (expressive arts and Quranic recitation) specifically tailored to accommodate the capacity of rural students; and (3) target context novelty, wherein the mentoring team acts as a catalyst to reconstruct a communal learning space outside formal school hours that inclusively involves village officials and parents.

As a primary argument, this intervention is designed to deliver a positive disruption to the learning demotivation patterns among elementary students in Ciputri Village. The concrete solution implemented by the mentoring team involves the operation of a communal tutoring center adaptive to *multigrade learning* (grades 1 through 6) utilizing a personalized small-group mentoring ratio. This program tangibly (*impactfully*) facilitates partner independence by not only transforming students' behavior—shifting their perception of learning activities from a burden to an enjoyable exploratory experience—but also by revitalizing the function of the KKM post as the intellectual cultural center of the village. The ultimate achievement of this community service initiative is the measurable acceleration of students' numeracy and literacy comprehension, increased self-confidence in English pronunciation, and the formation of a collective consciousness among Ciputri Village officials and parents to sustain and replicate this tutoring mechanism as a continuous community social asset post-withdrawal of the KKM students.

2. Research Questions

The intellectual construct of this community service manuscript is articulated through three analytical research questions that will serve as the evaluative framework in the discussion section:

- a. How does the application of the Community-Based Participatory Research (CBPR) methodology deconstruct psychological resistance and reconstruct intrinsic learning motivation among 1st to 6th-grade elementary students in Ciputri Village within a communal learning space outside formal school hours?

- b. To what extent is a hybrid curriculum design—integrating cognitive competencies (literacy, numeracy, and foundational English) with affective-cultural competencies (expressive arts and Quranic recitation)—effective in mitigating the knowledge gap among students from rural backgrounds?
- c. How does the mechanism of empowerment transformation manifest within the target partners, and to what extent does the responsibility of local stakeholders (parents and village officials) ensure the sustainability of this tutoring program as an autonomous educational ecosystem following the Student Community Service (*Kuliah Kerja Mahasiswa/KKM*) intervention?

3. Research Methodology

This section analytically and operationally delineates the design of the community service activities engineered to resolve the structural problems faced by the partners in Ciputri Village. The implementation method adopted is anchored in the Community-Based Participatory Research (CBPR) approach. The fundamental justification for selecting this method is predicated on the postulate that resolving educational stagnation in rural areas cannot be executed through technocratic approaches that are elitist and exclusive in nature. Conversely, CBPR necessitates the comprehensive involvement of the target community (students, parents, and village leaders) as equal partners in identifying problems, executing solutions, and evaluating outcomes.¹⁵ This approach has been empirically proven to be the most effective instrument for dismantling power hierarchies between outsiders (researchers/volunteers) and the local community, eliminating class bias, and guaranteeing that the implemented interventions possess authentic cultural relevance and sustainability.¹⁶

The primary target audience for this initiative comprises 20 elementary school students across various grade levels, ranging from grades 1 through 6, residing in Ciputri Village, Pandeglang, Banten. The selection of these partners was not based merely on convenience, but rather through diagnostic assessments confirming that this demographic cohort is at the most vulnerable phase concerning the risk of *learning loss*. Geographically and socioculturally, Ciputri Village represents a rural regional typology

¹⁵ Ann Marie Crosse et al., "Bridging Knowledge Systems: A Community-Participatory Approach to EcoHealth," *International Journal of Environmental Research and Public Health* 18, no. 23 (November 26, 2021): 12437, <https://doi.org/10.3390/ijerph182312437>.

¹⁶ Anisa N. Goforth et al., "Cultural Adaptation of an Educator Social-Emotional Learning Program to Support Indigenous Students," *School Psychology Review* 53, no. 4 (July 3, 2024): 365–81, <https://doi.org/10.1080/2372966X.2022.2144091>.

isolated from access to commercial tutoring and advanced digital literacy. This intervention was facilitated by 6 (six) student volunteers from the Student Community Service (*Kuliah Kerja Mahasiswa/KKM*) Group 71 of Bina Bangsa University (UNIBA) in 2026, each leveraging their multidisciplinary expertise (Elementary School Teacher Education, Management, Communication Studies, and Industrial Engineering) to design a holistic learning approach..

The operational stages of the activity were executed through a systematic flow encompassing three primary phases:

- a. Preparation Phase (Observation and Intervention Design): This stage commenced with a participatory audience involving village officials and students' parents to map out a consensus regarding the tutoring schedule and materials. The volunteer team subsequently designed a modular syllabus adopting the principle of instructional differentiation, considering the cognitive diversity of students ranging from grades 1 through 6. The materials were partitioned into four domains: Literacy-Numeracy (*Calistung*), Basic Linguistics (English), Motor/Art Skills (Drawing and Coloring), and Character Education (Quranic Recitation).
- b. Implementation Phase (Program Intervention): Mentoring sessions were executed intensively for the duration of the KKM, occurring three times a week (Tuesdays, Thursdays, and Fridays) from 14:00 to 16:00 WIB. The implementation was conducted through a tutor rotation mechanism and the division of students into small groups (*small-group tutoring*) to ensure an optimal mentoring ratio. Each session began with ice-breaking activities to reduce cognitive fatigue following formal schooling, proceeded with interactive core learning modules, and concluded with reflection and the provision of psychological incentives (*positive reinforcement*).
- c. Follow-up Mentoring Phase: A transitional stage wherein the students gradually transferred the locus of learning control to the community. This included the handover of teaching materials, visual aids, and simple mentoring guidelines to representatives of the village youth and parents to ensure the continuation of communal learning habits.

The evaluation methods and success indicators were designed using triangulation instruments to rigidly measure the transformation. Cognitive evaluation was measured

using a qualitative pre-test and post-test comparison (via literacy-numeracy diagnostic worksheets and English vocabulary pronunciation), conducted periodically on a weekly basis. Affective and motivational evaluations were assessed through participatory observation utilizing a *student engagement rubric*, which monitored metrics such as the frequency of questioning initiatives, task completion rates, and voluntary participation. Success indicators were declared met if: (a) a minimum of 80% of the target audience maintained consistent attendance levels; (b) there was a measurable improvement in the speed and accuracy of literacy-numeracy decoding; and (c) a social agreement was established with village authorities regarding the sustainability of the learning space post-KKM.

Table 1. Program Intervention and Evaluation Plan

Intervention Aspect	Method / Approach	Evaluation Instrument	Success Indicator (Target)
Motivation & Participation	Community-Based Participatory Research (CBPR); Psychological Incentives	Participatory Observation; Weekly attendance records.	Stable/increased attendance of at least 80% of the total 20 students.
Cognitive (Literacy-Numeracy & EFL)	Small-group tutoring; Multiple Intelligences	Weekly Formative Assessments (Equivalent Pre-test / Post-test).	Improved basic numeracy accuracy and pronunciation of 10 new vocabulary words per week.
Affective (Arts & Character)	Culturally Responsive Approach (Quranic Recitation & Expressive Arts)	End-of-session reflection; Fine motor skills assessment.	Active participation without coercion; increased focus and social etiquette.
Community Sustainability	Strategic partnership with parents & village officials	Post-program evaluation interviews with stakeholders.	Written/verbal commitment from village officials to maintain the literacy space.

B. DISCUSSION

1. Deconstruction of Spatial Hierarchy and Restoration of Learning Motivation

The primary fundamental challenge identified by the community service team during the initiation week was the passive resistance exhibited by the elementary school students of Ciputri Village. This phenomenon emerged from the perception that supplementary tutoring was merely an equivalent to formal schooling, which is often viewed as repetitive and intimidating. In numerous conventional elementary education institutions, children frequently become objects of a purely instructional transmission model that triggers academic anxiety, a condition that massively paralyzes their intrinsic

motivation.¹⁷ In response, a crucial step operationalized within the CBPR framework involved deconstructing the hierarchy between the university students (acting as teacher representatives) and the elementary students. The UNIBA KKM 71 Team modified the communal post into a psychological safe space that stimulated freedom of expression devoid of academic pressure.



Figure 1. Preparation and Initial Conditions of the Ciputri Elementary School Student Tutoring Program

The social dynamics recorded during the preparation phase (Figure 1) indicate that upon the elimination of power relations, the students' level of acceptability increased drastically. The integration of ice-breaking activities and informal communication predicated on positive affirmation functioned to recalibrate the children's self-defense mechanisms. This corroborates the social support theory articulated by Pi et al. (2024) regarding learning adaptation, which posits that the presence of a supportive, non-judgmental authority figure correlates directly with elevated self-efficacy among children from constrained socioeconomic backgrounds.¹⁸ The operational evidence of this transformation is demonstrated by the stable participation of 20 students (ranging from grades 1 to 6) who attended voluntarily according to the established schedule, necessitating absolutely no coercion from their parents.

2. Literacy-Numeracy Transformation through Small-Group Tutoring Intervention

The examination of cognitive capabilities focused on the fundamental instruments of academic decoding: reading, writing, and arithmetic (*calistung*). The demographic

¹⁷ Sally M. Hage, "Prevention with Children and Youth," in *An Ounce of Prevention* (Cambridge University Press, 2024), 61–152, <https://doi.org/10.1017/9781009244503.005>.

¹⁸ Pi, Huang, and Niu, "How Rural School Teachers Can Support the Learning Adjustment of Left-behind Children under the 'Double-reduction' Policy."

complexity of the partner community, characterized by a multigrade structure (grades 1–6), rendered a monolithic curriculum irrelevant. Therefore, the team adopted a small-group tutoring model predicated on capability differentiation (Figure 3). The university students tactically served as facilitators executing *scaffolding*, providing intensive interventions during the initial phase of alphabet recognition or basic arithmetic operations, and gradually reducing assistance to stimulate the students' independent cognition.



Figure 2. Small-Group-Based Literacy and Numeracy Tutoring Center

Weekly formative evaluation results validated a highly persistent acceleration in cognitive comprehension among the participants. The lower-grade student cohort, previously diagnosed with impediments in recognizing double syllable patterns, gradually became capable of constructing words with significantly clearer articulation. Specifically within the numeracy sector, a fundamental transition occurred from calculation patterns based on mechanical memorization (*rote memorization*) toward a comprehensive conceptual understanding of two-digit addition and subtraction operations, achieved through the utilization of visualization mediums and the manipulation of concrete objects.

These empirical findings explicitly confront the weaknesses of preceding community service methods that frequently homogenized literacy and numeracy (*calistung*) materials without conducting preliminary diagnostic assessments. When situated within contemporary literary discourse, these findings offer a solution to the

problematics highlighted by Graven and Jorgensen as well as Masnaeni et al.^{19,20} Both preceding studies found that conventional literacy and numeracy interventions in multigrade rural schools frequently culminate in stagnation due to limited instructional modification and minimal mentoring involvement from the family ecosystem. Addressing this gap, this community service intervention demonstrates that the presence of university students as communal *scaffolding* agents can substitute for the absence of domestic academic support at home. Consequently, personalized instructional adaptation through *small-group tutoring* is convincingly validated as a definitive solution for dismantling the disparities in literacy and numeracy competencies among children in rural regions.

3. Cultural Innovation in Foreign Language Literacy (EFL)

The most crucial domain for academic discourse in the implementation of this program lies in the inclusion of a foundational English curriculum (Basic English). In many remote and rural areas, foreign language instruction is frequently marginalized under the pretext of children's cognitive unreadiness and limitations in instructional infrastructure. Rejecting this premise, this program boldly proposes a novelty by implementing English as a Foreign Language (EFL) filtered through the lens of Howard Gardner's Multiple Intelligences theory.[1] The process of language internalization is no longer conducted through exposure to rigid and mechanical grammatical structures, but rather dynamically operationalized through highly interactive kinesthetic, auditory, and visual approaches.



Figure 3. Tutoring Practices and Basic English Interaction

¹⁹ Graven and Jorgensen, "Early Numeracy Opportunities through Number Stories with Marginalised Families."

²⁰ Masnaeni et al., "Parental Involvement in Mathematical Literacy Development: A Crosscultural Systematic Literature Review of Home-Based Practices and Their Impact."

Through the modification of cognitive games, such as environmental noun association and participatory pronunciation, the students of Ciputri Village exhibited absolutely no symptoms of foreign language anxiety. Conversely, post-session evaluations confirmed that the majority of students actually perceived new vocabulary as exploratory game elements that successfully challenged their curiosity. The students' ability to transcribe simple dictated words (e.g., animal names and numbers in English), alongside their courage to pronounce basic greetings in front of the tutors, served as solid indicators of success.

When engaged in dialogue with contemporary literary discourse, this achievement empirically confirms and simultaneously expands the theoretical foundation of the findings by Tanto et al., Kök and Kantar, and Wang and Patterson.^{21,22,23} These three preceding studies highlighted that the application of a multiple intelligences approach in creating a learning environment free from academic pressure has proven significantly capable of reducing language anxiety and triggering students' cognitive resilience in learning EFL. Addressing the contextual gap of these studies, this community service intervention demonstrates practically that when contextualized appropriately and responsively to children's psychological conditions, the mastery of a foreign language can transform radically. English is no longer perceived as an elitist instrument of segregation for urban societies, but is instead successfully reconstructed into an inclusive and enjoyable means of intellectual recreation for rural children.

4. Harmonization of Social-Emotional Learning (SEL) Through Art-Based and Local Religiosity Approaches

The development of the cognitive domain was simultaneously integrated with the restoration of the affective dimension, recognized in modern literature as Social-Emotional Learning (SEL). A prevailing weakness of numerous imported SEL frameworks is their incongruence with the sociocultural foundations of local communities.²⁴ To address this blind spot, the community service team hybridized the curriculum through art-based interventions (drawing/coloring) and religious character building (Quranic

²¹ Tanto et al., "English Teaching Assistance Employing the Multiple Intelligences Theory to Kasih Bangsa Elementary School Students."

²² Kök and Kantar, "Socio-Emotional Learning Predicts EFL Learners' Flourishing: A Two-Wave Longitudinal Model of English-Speaking Anxiety and Resilience."

²³ Wang and Patterson, "Academic Resilience in Learning English as a Foreign Language: Relations to Classroom Climate and Beliefs about Language Learning."

²⁴ Goforth et al., "Cultural Adaptation of an Educator Social-Emotional Learning Program to Support Indigenous Students."

recitation).



Figure 4. Expressive Drawing and Coloring Tutoring Session

The coloring and drawing sessions (Figure 4) functioned beyond the boundaries of mere aesthetic activities; they were tactically operationalized as a medium for cognitive relaxation and attention stabilization. This enhancement in fine motor capacity correlated directly with the children's endurance when subsequently re-exposed to mathematical calculation materials. Furthermore, as a community with a deeply embedded religious structure, Quranic recitation tutoring (Figure 5) was articulated as a manifestation of culturally responsive pedagogy. The university students transmitted values of discipline, social ethics, and communicative etiquette through the medium of structured religious studies.



Figure 5. Character Education and Quranic Recitation Tutoring

The implementation of this cultural intervention proved to be the master key in securing buy-in from the community. Parents and village officials, who might harbor inherent skepticism toward modern academic methods, instantaneously dismantled their resistance upon observing that this program preserved local wisdom. This substantiates the premise that educational innovations implanted with respect for a society's organic value system will generate absolute levels of social cohesion and participation.

5. Contextual Elevation, Achievement Evaluation, and Sustainability

The evaluation mechanism presented in Table 2 empirically demonstrates the timeline of cognitive achievements and the level of motivational endurance, as represented by the students' weekly attendance.

**Table 2. Recapitulation of Cognitive and Affective Indicator Achievements
(5-Week Duration)**

Evaluation Metric	Week 1	Week 2	Week 3	Week 4	Week 5
Attendance Rate	80% (16 students)	90% (18 students)	100% (20 students)	100% (20 students)	100% (20 students)
Cognitive Progress in Literacy-Numeracy (Scale 1-5)	2.1 (Poor)	2.8 (Fair)	3.5 (Good)	4.2 (Excellent)	4.6 (Excellent)
EFL Vocabulary Retention (Average Words/Child)	2	5	9	15	22
Active Engagement Indicator	Passive/Hesitant	Initiating	Interactive	Highly Interactive	Independent/C ompetitive

The data in Table 2 does not merely display numerical figures; rather, it confirms the occurrence of a learning behavior evolution. The acceleration from a passive attitude in the first week to competitive independence by the fifth week constitutes valid evidence of awakened self-efficacy. On a macro scale, this elevates the status of Ciputri Village's local achievements into the discourse of universal development. The empowerment of foundational literacy and numeracy competencies is a *sine qua non* (absolute prerequisite) for the realization of Sustainable Development Goal (SDG) 4 concerning the guarantee of inclusive, quality education. When literacy instruments are properly calibrated from elementary education onwards, the opportunities for social mobility among rural communities to break free from the curse of structural poverty will expand exponentially.

Ultimately, a crucial pillar of Community-Based Participatory Research is the transition of program ownership from external initiators to complete community ownership (*transfer of ownership*). The success of this program transcends the parameters of the 40-day KKM period's conclusion. Through a space of constant dialogue among the university students, parents, and the Village Head of Ciputri, a sociological

consensus has been constructed. The community is fully cognizant of the determinacy of their role in maintaining the continuity of this communal learning space. The handover of operational equipment and learning modules is not interpreted as the termination of a project, but rather as the passing of the baton for knowledge reproduction. Definitively, this tutoring mentoring program contributes conceptually and practically to the praxis of community service, providing a best practice demonstrating that the combination of precise pedagogical intervention, cultural sensitivity, and the institutionalization of community participation is capable of restoring academic hope and disrupting the cycle of educational marginalization in peripheral areas.

C. CONCLUSION

The implementation of the Community-Based Participatory Research (CBPR) methodology has proven successful in deconstructing psychological resistance and restoring the intrinsic learning motivation of elementary students in Ciputri Village through the creation of a safe, non-hierarchical communal learning space free from academic pressure. Furthermore, the hybrid curriculum design—which integrates cognitive competencies (the application of small-group tutoring for literacy-numeracy and multiple intelligences for English) with affective-cultural competencies (arts and Quranic recitation)—demonstrates high effectiveness in accelerating comprehension and comprehensively addressing the knowledge gap among rural students. This empowerment transformation does not merely halt at academic improvement; rather, it has successfully engendered a solid sociological consensus among the university students, parents, and village officials through an inclusive space for dialogue. This participatory consensus ultimately guarantees the occurrence of a transfer of ownership, wherein local stakeholders assume full responsibility for maintaining the sustainability of this tutoring program as an autonomous educational ecosystem post-KKM student intervention.

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