

IMPLEMENTATION OF A TUTORING PROGRAM AS A FORM OF COMMUNITY SERVICE TO SUPPORT CHILDREN'S EDUCATION IN BUNIKASIH VILLAGE

Muhammad Al Mighwar¹, Muhammad Alghiffary², Paisal Muhamad Sodikin¹, Biyona Maharani Harahap¹, Sofiatul Afidah²

¹UIN Sunan Gunung Djati Bandung

²UIN KH Abdurrahman Wahid Pekalongan

*Corresponding Author: malmighwar@uinsgd.ac.id

ARTICLE INFO

Article history:

Received: 23rd Aug 2026

Accepted: 19th Oct 2026

Published: 19th Oct 2026

Keywords:

Tutoring program, community service, Ki Hajar Dewantara, Vygotsky, learning independence, Bunikasih Village.

ABSTRACT

Tutoring programs are a form of community service that can support children's educational development outside the formal school environment. This study aimed to describe the implementation of a tutoring program in Bunikasih Village. The program was conducted in Hamlet 2 from July 31 to August 8, 2026, On Friday and Saturday, targeting kindergarten, elementary, and junior high school students. A descriptive case study approach was employed through learning needs identification, planning, implementation, evaluation, and reflection. Data were collected through observation, documentation, and field notes. Activities included assistance in reading, writing, arithmetic, exercises, question-and-answer sessions, homework assistance, and educational games adapted to participants' abilities. Ki Hajar Dewantara's educational philosophy served as the primary theoretical foundation, emphasizing education as a process of guiding children's potential development. Vygotsky's Zone of Proximal Development (ZPD) supported the implementation through scaffolding, including examples, guidance, prompting questions, and gradual assistance. The results indicated that the program encouraged active participation, questioning, task completion, and gradual development of independent learning. Therefore, tutoring programs can serve as a relevant form of community service to support children's education through appropriate guidance and learning assistance.

How to cite: Mighwar, M.A., Alghiffary, M., Sodikin, P. M., Harahap, B.M., Afidah, S. (2026). Implementation of a Tutoring Program as a Form of Community Service to Support Children's Education in Bunikasih Village. *Jurnal Pemberdayaan Masyarakat Madani (JPMM)*, 10(1), 160-177. <https://doi.org/10.21009/JPMM.010.1.12>

* Corresponding Author.
malmighwar@uinsgd.ac.id

INTRODUCTION

Education is a crucial aspect of a child's development because it not only imparts knowledge but also helps develop skills, potential, and character (Musanna, 2017). The educational process does not take place only at school; it can also occur within the family and the community. Every child has different abilities, needs, and levels of understanding, so they require appropriate forms of support. One form of support that can be provided is tutoring, which helps children understand the material, overcome learning difficulties, and boost their confidence in learning (Yanuarti, 2017).

Tutoring can serve as a supplementary learning activity for children outside of formal education. Through these activities, children have the opportunity to review material, ask questions, practice solving problems, and receive help when they encounter difficulties (Asa, 2019). Tutoring programs must take into account the abilities and characteristics of each participant so that the learning process can proceed optimally. This approach is in line with the philosophy of Ki Hajar Dewantara, who viewed education as a process of guiding children's development in accordance with their potential and needs (Nasution & Sari, 2022).

Ki Hajar Dewantara's philosophy serves as the primary foundation for the implementation of tutoring programs because it views children as individuals with potential to be developed. The role of educators is not merely to convey material, but to provide guidance, set an example, offer motivation, and encourage students. This principle is reflected in the motto: "Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, Tut Wuri Handayani". During tutoring sessions, students can provide examples when explaining the material, boost children's morale when they encounter difficulties, and encourage them to learn independently (Kusumastita, 2020).

In addition to Ki Hajar Dewantara's ideas, the process of learning support can be reinforced by Vygotsky's sociocultural theory. This theory emphasizes that the development of a child's abilities is influenced by social interactions and the learning environment. One of its key concepts is the Zone of Proximal Development (ZPD), which refers to the gap between what a child can do independently and what they can achieve with the help of others. In tutoring sessions, this concept can be applied through scaffolding that is, providing support in the form of examples, instructions, guiding questions, and feedback tailored to the child's abilities (Silalahi, 2019).

Scaffolding is implemented in stages, and support is gradually reduced as the child begins to complete tasks independently. This approach allows the child to receive support tailored to their level of difficulty without making them dependent on a support person. Research (Yusril, 2024) and (Susanti et al., 2024) This shows that the use of scaffolding within the Zone of Proximal Development (ZPD) can help students overcome learning difficulties through support tailored to their ability levels. Thus, Vygotsky's theory supports Ki Hajar Dewantara's ideas in explaining how the process of guiding children can be carried out through appropriate interaction and mentoring.

As part of Group 251's Community Service Program (KKN) in Bunikasih Village, a tutoring program was implemented as a form of community service to support children's education. The program was designed for children in kindergarten, elementary school, and junior high school, with materials and methods tailored to the participants' needs. The students served as mentors who helped the children understand the material, provided motivation, and encouraged independent learning. Based on this description, This article discusses "Implementation of a Tutoring Program as a Form of Community Service to Support Children's Education in Bunikasih Village" using the ideas of Ki Hajar Dewantara as its primary foundation and Vygotsky's theory as a supporting framework for understanding the learning support process.

LITERATURE REVIEW

A study of Ki Hajar Dewantara's philosophy of education shows that education is not only focused on the transmission of knowledge but also on the process of helping students develop in accordance with their potential and life circumstances. (Ainia, 2020) explains that Ki Hajar Dewantara's ideas on education are relevant to the concept of "Merdeka Belajar," particularly in providing students with the space to grow and learn in accordance with their needs and potential. This perspective shows that educators serve as mentors who assist students in their developmental process, rather than merely as providers of instructional content. This principle is relevant to tutoring programs because KKN students play a role in supporting children according to their individual abilities and learning needs.

Ki Hajar Dewantara's philosophy also emphasizes the importance of the educator's role in creating an educational process that is in line with children's development. ('Aziz, 2016) shows that Ki Hajar Dewantara's philosophy views educators as figures who can serve as role models for children while also providing guidance throughout their developmental process. Meanwhile, (Indrakurniawan et al., 2024) explains that Ki Hajar Dewantara's philosophy of education also emphasizes the importance of taking culture and the environment into account in the educational process. This is particularly relevant to the tutoring activities in Bunikasih Village because the mentoring process takes place directly within the community and is tailored to the students' circumstances.

In addition to Ki Hajar Dewantara's perspective, research on Vygotsky's theory provides a foundation for understanding the importance of interaction in children's learning process. (Xi & Lantolf, 2021) explains that the Zone of Proximal Development (ZPD) is a broader concept than simply providing scaffolding, because the ZPD relates to the developmental process that occurs through interactions among learners, more capable individuals, tasks, and the social environment. Thus, children's abilities can develop when they are given the opportunity to interact and complete tasks that are slightly beyond their current independent capabilities. This concept aligns with tutoring programs that provide support tailored to each child's ability level.

The application of the ZPD in learning activities can be achieved by providing gradual and adaptive support. (Recha & Hidayati, 2026) explains that the implementation of the ZPD must take into account the dynamic relationship between students, facilitators, tasks, learning aids, and the type of assistance provided. This means that facilitators need to tailor their assistance to the child's needs and avoid providing excessive assistance. In tutoring sessions, this principle can be applied by providing examples, instructions, guiding questions, and feedback when a child encounters difficulties, and then gradually reducing assistance as the child begins to complete tasks independently.

Based on these studies, there is a connection between Ki Hajar Dewantara's ideas and Vygotsky's theory in the implementation of academic tutoring. Ki Hajar Dewantara provides a foundation for education as a process of guiding the development of children's potential, while Vygotsky explains the process of skill development through appropriate interaction and support. Research (Rasyidin et al., 2024) It also shows that Ki Hajar Dewantara's ideas are relevant to the implementation of guidance and counseling in helping students develop to their full potential. Based on this review, this study adopts Ki Hajar Dewantara's theory as the main framework and Vygotsky's theory as a supporting framework to analyze the implementation of an academic tutoring program as a form of community service aimed at supporting children's education in Bunikasih Village.

MATERIAL AND METHOD

The community service activity was carried out through a tutoring program for children in Hamlet 2, Bunikasih Village, using a descriptive case study approach. The program was held from July 31 to 8 August , 2026, On Friday and Saturday, targeting children in kindergarten (TK), elementary school (SD), and junior high school (SMP). The program consists of the following stages: identifying learning needs, planning activities, conducting tutoring sessions, and evaluation and reflection. Learning activities are tailored to the participants' grade levels and needs, and include guidance in reading, writing, and arithmetic; practice problems; question-and-answer sessions; and educational games.

Support was provided by applying Vygotsky's Zone of Proximal Development (ZPD) principle through scaffolding in the form of examples, instructions, guiding questions, and assistance tailored to each child's abilities. Assistance was provided gradually and reduced as children began to complete tasks independently. Data on the implementation of the activities were collected through observation, documentation, and field notes. The data is used to describe the program implementation process, the children's responses and engagement, the types of support provided, and the development of the children's independent learning skills while participating in the tutoring activities.

RESULT AND DISCUSSION

Program Implementation

The results obtained from data collection using the field notes method were gathered daily based on observations made throughout the duration of the tutoring program. Observations were conducted in person to assess the conditions and processes of the learning activities, ranging from student attendance and readiness, their engagement during the activities, their responses to the material presented, to their interactions with the student mentors. Field notes are compiled based on the actual conditions observed during the activities, thereby providing a clearer and more systematic picture of the implementation of the tutoring program.

Field notes also include observations regarding the students' progress during the activities, such as their enthusiasm and motivation to learn, their ability to understand the material, their active participation in answering and asking questions, and their responses to the games and educational activities provided. In addition, various challenges encountered during the learning process, along with efforts to resolve them, are also recorded for evaluation purposes. Thus, the field notes can provide insight into the students' progress, engagement, and development during the tutoring program and serve as a basis for refining and improving activities in subsequent sessions.

Location : Madrasah As-sa'adah RT 02/RW 03, Dusun 02, Bunikasih Village

Participants : Elementary school children, grades 1 - 5

Table 1. Table of Implementation and Observation Results of the Tutoring Program

Date	Activities	Field Notes / Implementation	Observation Results	Documentation
Friday, July 31, 2026	Introduction, basic arithmetic, literature, singing, drawing, and alphabet memorization	The activity began with an introduction between the university students and the children. The children were generally enthusiastic, although some were still shy and passive during the first interaction. The	The first day of the tutoring program ran well. The children showed enthusiasm, especially during singing and drawing activities. Their academic	

		activity continued with simple arithmetic exercises according to the children's abilities. In the literature activity, the children were guided to create simple rhymes to introduce themselves. Learning activities were also accompanied by singing to create a more enjoyable atmosphere. The children then drew pictures according to their creativity. At the end of the activity, first-grade children practiced memorizing the alphabet by saying and repeating the letters together.	abilities varied, particularly in basic arithmetic and alphabet recognition. Some children still needed assistance in recognizing numbers, performing basic calculations, and remembering or distinguishing several letters. Activities involving games, singing, and creativity helped create a more enjoyable learning environment.	
--	--	---	--	--

Saturday, August 1, 2026	English, Hijaiyah letters, Arabic numbers, multiplication, and division	The learning materials were divided according to the children's grade levels and abilities. Grade 2 and 3 children learned the English alphabet and numbers through repetition and interactive activities. Grade 1 children learned	The activity ran well, and the children showed good enthusiasm. Grade 2 and 3 children were able to follow the pronunciation of English letters and numbers, although some still needed	
--------------------------	---	--	--	---

		Hijaiyah letters and Arabic numbers by reading and repeating them together. Grade 4 and 5 children learned multiplication and division through examples and individual exercises, with direct assistance provided to children who experienced difficulties.	guidance. Grade 1 children needed repeated practice to recognize Hijaiyah letters and Arabic numbers. Grade 4 and 5 children showed different levels of ability in multiplication and division, so some required simpler examples and individual assistance.	
--	--	---	--	--

Friday, August 7, 2026	Riddle games, addition, writing about future aspirations, and English	Grade 2 and 3 children participated in riddle games about animals, objects, and fruits. Grade 1 children learned simple addition and were then asked to write about their future aspirations or desired professions. Grade 4 and 5 children learned numbers in English through activities involving recognition, pronunciation,	The activity ran well and received a positive response from the children. The riddle games attracted their attention and created a more enjoyable learning atmosphere. Grade 1 children showed different levels of ability in addition and some still	
------------------------	---	---	---	---

		and repetition.	required assistance. The activity of writing about future aspirations allowed the children to express their wishes and hopes for the future. Grade 4 and 5 children were generally able to follow the English lesson, although some still needed repetition to improve pronunciation and memorization.	
--	--	-----------------	--	--

Saturday, August 8, 2026	Tutoring Program Closing, Sharing of Impressions and Messages, and Gift Distribution	The final tutoring session began with a closing activity attended by the children and university students. The activity included a brief reflection on the tutoring sessions that had been conducted. The children were then given an opportunity to share their impressions, messages, and experiences during the tutoring program.	The closing activity ran smoothly and received a positive response from the children. The children actively shared their impressions and messages, although some were still shy when speaking in front of others. The gift	
--------------------------	--	--	--	---

		Several children expressed their happiness and gratitude for participating in the activities. The session continued with the distribution of gifts as an appreciation for the children's enthusiasm and participation throughout the program. The activity ended with a group photo and a closing message from the university students.	distribution created enthusiasm and happiness among the children. The activity also showed that the tutoring program had created positive interactions between the children and university students.	
--	--	---	--	--

1. Implementation of the Tutoring Program

The tutoring program was implemented in Hamlet 2, Bunikasih Village, as a form of community service in the field of education. The program took place from July 31 to August 8, 2026, On Friday and Saturday. Participants came from various educational levels, namely kindergarten (TK), elementary school (SD), and junior high school (SMP). Given this diversity in skill levels, the mentoring process must be tailored to each child's abilities, age, and learning needs.

The activities begin with an assessment of the participants' learning conditions and needs. This assessment is conducted to determine the children's basic abilities in reading, writing, arithmetic, understanding lesson material, and completing assignments. This identification phase serves as the foundation for students to determine the appropriate content and format of the mentoring. An approach that tailors activities to participants' circumstances was also observed in the tutoring program in Gebang Village, which utilized group learning, individual mentoring, and creative learning materials to help participants understand the material (Muna et al., 2024).

Once the participants' needs were identified, activities were designed based on their

educational level. Preschoolers were given activities to introduce them to letters and numbers, simple reading, and educational games. Elementary school students received guidance in reading, writing, and arithmetic, as well as practice problems and help with their school assignments. Meanwhile, middle school students were primarily given practice problems, question-and-answer sessions, material reviews, and support for the learning difficulties they faced. These activities are organized so that the learning process can proceed in accordance with the students' abilities.

The tutoring sessions take place in a relaxed and communicative atmosphere. The students not only provide explanations but also encourage the children to discuss, ask questions, complete exercises, and participate in games related to the material. An active and enjoyable approach to tutoring activities was also observed in the Community Service Program (KKN) in Ciklapa Village, which demonstrated the children's enthusiasm and interest in participating in the tutoring activities (Pratama et al., 2022).

2. Education as a Process of Guiding Children According to Ki Hajar Dewantara

Ki Hajar Dewantara's philosophy serves as the primary foundation for the implementation of the tutoring program. Education is not merely understood as the act of imparting knowledge to children, but as a process of guiding their development so that their inherent potential can flourish. This principle is particularly well-suited to tutoring activities because students serve as mentors who assist children in the learning process without taking over the entire process.

During the activities, children are given the opportunity to try to complete tasks according to their abilities. When they encounter difficulties, the students provide the necessary guidance and assistance. Once the child begins to understand the material, they are once again given the opportunity to complete assignments independently. This approach demonstrates that the educational process is geared toward helping children develop, rather than merely pursuing end results.

Ki Hajar Dewantara's philosophy also positions educators as those responsible for providing guidance and encouragement to students. A study by Rasyidin et al. (2024) explains that Ki Hajar Dewantara's ideas are relevant to student mentoring activities, particularly in helping students achieve optimal development. These ideas can be applied through the role of educators or mentors who not only teach but also guide and support students.

This principle is evident in the tutoring activities through the application of the motto "Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, Tut Wuri Handayani." Students set an

example when explaining the material, build motivation when children encounter difficulties, and provide encouragement when children begin to learn independently. Thus, the tutoring activities are not only focused on academic abilities, but also provides an educational experience that fosters children's development.

Ki Hajar Dewantara's ideas are still considered relevant to current developments in education. Pratiwi and Slamet (2024) point out that Ki Hajar Dewantara's ideas are closely related to learning that provides space for students to develop according to their needs and characteristics. This reinforces the use of Ki Hajar Dewantara's philosophy as the primary foundation for tutoring activities in Bunikasih Village.

3. Application of the Zone of Proximal Development in Learning Support

In addition to using Ki Hajar Dewantara's philosophy as the primary theory, the tutoring activities also utilize Vygotsky's theory as a supporting framework, specifically the concept of the Zone of Proximal Development (ZPD). The ZPD concept explains that there are certain skills that a child cannot yet perform independently, but can achieve with assistance from someone more capable.

This concept is applied through the use of scaffolding during the tutoring process. Students provide assistance in the form of examples, instructions, probing questions, additional explanations, and feedback. The level of assistance is tailored to each child's ability. Children who are still struggling receive more help, while those who already understand the material are given the opportunity to complete the task with less assistance.

The use of scaffolding is consistent with Fatkhurrozy's (2024) research, which explains that scaffolding within the Zone of Proximal Development (ZPD) can be implemented by providing guidance, additional information, and feedback to help students overcome learning difficulties. This approach can also encourage students' active engagement in the learning process.

During tutoring sessions in Bunikasih Village, for example, when a child is unable to solve a math problem, the student mentor does not immediately provide the answer. The mentor first gives a simpler example problem, then asks questions that guide the child to discover the steps to solve it. Once the child understands the method, they are given another problem to work on independently.

Scaffolding is also used in reading activities. If a child has difficulty reading a word, the student first demonstrates how to pronounce it and then asks the child to repeat it. If the child still has difficulty, assistance is provided for the parts of the word that the child has not

yet mastered. As the child's skills begin to develop, the level of assistance is gradually reduced.

This strategy is consistent with the research by Susanti et al. (2024), which shows that scaffolding within the Zone of Proximal Development (ZPD) is implemented by providing support to students based on their abilities and needs. Thus, guidance is not provided uniformly to all students, but is tailored to each child's individual abilities.

4. Development of Children's Engagement and Independence

Throughout the program, children's engagement was one of the aspects monitored through observation and field notes. This engagement was evident in the participants' active participation in answering questions, completing exercises, asking questions when they encountered difficulties, discussing topics with facilitators, and participating in educational games.

Tutoring sessions provide children with an opportunity to interact directly with their tutors. Children not only receive instruction but are also given the chance to discuss the difficulties they are experiencing. This makes the learning process more interactive and allows students to identify which parts of the material the participants have not yet understood.

These findings are consistent with the tutoring activities conducted by Pratama et al. (2022), which showed that KKN-based tutoring programs can be successful when participants demonstrate enthusiasm and interest in participating in the activities. This indicates that participant engagement is a key factor in the success of tutoring programs.

In addition to fostering engagement, the activities are also designed to develop the children's independence. Independence is fostered by giving children the opportunity to try to complete tasks on their own before receiving help. Facilitators do not immediately provide the answers when children encounter difficulties, but instead offer hints that help the children find the answers on their own.

Providing assistance in stages gives children the opportunity to develop their problem-solving skills. Once a child is able to perform a specific task, the level of assistance is reduced so that the child can complete it independently. This strategy aligns with the principle of scaffolding, which views assistance as a bridge toward more independent learning (Fatkhurrozy, 2024).

5. The Use of Educational Games to Increase Children's Engagement

Educational games are used as one of the activities in tutoring sessions, especially for preschool and elementary school students. The use of games is intended to make learning activities more engaging and to reduce the overly rigid atmosphere of the classroom. The games

remain aligned with learning objectives so that children can gain knowledge while enjoying the process.

In practice, games can be used to introduce letters, numbers, vocabulary, and math skills. Children are given the opportunity to learn through activities that involve movement, communication, and interaction with peers. This approach helps create a more enjoyable learning environment.

The use of games as part of tutoring activities is also supported by research by Saragih et al. (2026), which shows that educational games can be used in tutoring activities to foster students' intrinsic motivation to learn. Games can make participants more interested in participating in the activities because the learning process is presented in a more enjoyable format.

In the context of the activities in Hamlet 2, educational games are not treated as separate, supplementary activities distinct from learning. Rather, games are used as a means of conveying or reinforcing the material. Thus, play-based activities still serve an educational purpose and can be used to increase participant engagement.

6. Children's Motivation to Learn in the Tutoring Program

Motivation to learn is one of the aspects that is closely monitored during the activities. Motivation can be seen in the children's willingness to attend, participate in activities, complete assignments, ask questions, and keep trying when they encounter difficulties. Therefore, the students strive to create an atmosphere that makes the children feel comfortable while participating in the tutoring program.

The approaches used include acknowledging the children's efforts, giving them opportunities to ask questions, using language that is easy to understand, and offering a variety of activities. Children are not simply given tasks continuously; they are also encouraged to participate in discussions and engage in more enjoyable activities.

These findings are consistent with those of Pratama et al. (2022), who found that tutoring activities in the KKN program can increase children's enthusiasm and interest in the learning process. A similar finding was reported by Suwandi et al. (2022), who noted that tutoring support can be used as a means to boost the learning motivation of elementary school students.

Kurniawati et al. (2023) also demonstrated that reading, writing, and arithmetic tutoring programs can help improve children's motivation to learn in rural settings. These findings reinforce the idea that tutoring activities not only help children understand the material but can

also serve as a means to rekindle their interest in learning.

In the program implemented in Bunikasih Village, the children's motivation was also fostered through closer relationships between the college students and the participants. The mentors worked to create an atmosphere in which the children did not fear making mistakes. The children were taught that mistakes are part of the learning process, encouraging them to try again.

7. Tutoring as a Form of Community Service

The tutoring program is one form of student community service in the field of education. Through this activity, students can make a direct contribution to meeting the educational needs of children in the community. Tutoring was chosen because education is one of the areas where college students can provide direct support. Children have the opportunity to receive help in understanding school material, completing assignments, and developing basic skills such as reading, writing, and arithmetic.

Community service activities in the form of tutoring have also been widely carried out in various regions. Muna et al. (2024), for example, implemented a tutoring program for elementary school students in Gebang Village using a group learning approach, individual mentoring, and creative learning materials. The program focused not only on academic abilities but also on the participants' social skills and self-confidence.

Tomahuw et al. (2024) also demonstrate that tutoring for children aged 4–12 can be used as a means to help improve students' understanding of the learning material. This suggests that tutoring can be an appropriate form of community service to support children's educational needs within the community.

Activities in Bunikasih Village have their own unique characteristics because the program targets kindergarten, elementary, and junior high school students. This diversity among participants requires students to adapt when selecting materials, methods, and forms of guidance. As a result, students serve not only as teachers but also as mentors who tailor activities to the participants' needs.

8. Evaluation of Activity Implementation

Evaluations are conducted to assess the process and progress of activities throughout the tutoring program. Evaluation data is collected through observation, documentation, and field notes. These three sources are used to describe participant engagement, children's responses to activities, the types of support provided, and changes in children's ability to complete tasks more independently.

Observations were conducted throughout the learning process. Students observed how the children participated in activities, understood the material, completed assignments, and responded to the assistance provided. The results of these observations were used to determine the support strategies for the next session.

Documentation is used to support records of activity implementation, while field notes are used to record various incidents that occur during the activities. Through these three sources, the evaluation focuses not only on the final results but also on the process the children go through while participating in the tutoring program.

Evaluation is also conducted through student reflections after the activity is completed. These reflections are used to determine whether the material presented was appropriate, whether the methods used were well-received by the participants, and which aspects still need improvement. If a child has difficulty understanding a particular topic, the student can adjust the way the material is presented or provide simpler examples during the next session.

This type of evaluation approach is important because participants have varying abilities. A method that is effective for one child may not necessarily yield the same results for another. Therefore, evaluation and reflection are essential to ensuring that tutoring activities remain tailored to the participants' needs.

9. Integration of the Ideas of Ki Hajar Dewantara and Vygotsky

Based on the implementation of the activities, the ideas of Ki Hajar Dewantara and Vygotsky's theory can be viewed as two complementary perspectives. Ki Hajar Dewantara's ideas serve as the primary theoretical framework for understanding the goals and direction of education, while Vygotsky's theory serves as a supporting framework for explaining the mentoring process carried out during the tutoring sessions.

Ki Hajar Dewantara viewed education as a process of guiding children so they can develop in accordance with their own potential. In the context of this activity, the students do not force the children to master the material at the same pace, but rather provide guidance tailored to each child's individual abilities. The children are given the freedom to experiment, ask questions, and grow through their own learning process.

Meanwhile, Vygotsky's theory explains how such assistance can be provided through the concept of the Zone of Proximal Development. Children who are not yet able to complete tasks independently are provided with assistance through scaffolding. This assistance can take the form of examples, instructions, questions, or feedback. As children begin to complete tasks on their own, the assistance is gradually reduced.

Both schools of thought converge on the importance of the mentor's role in supporting children's development. Ki Hajar Dewantara emphasizes the role of the educator as a guide, while Vygotsky emphasizes the role of more capable individuals in providing support to children. Research by Rasyidin et al. (2024) shows that Ki Hajar Dewantara's ideas can be applied in the process of mentoring students. Meanwhile, the study by Susanti et al. (2024) shows that scaffolding within the ZPD can be used to provide support based on students' abilities.

Thus, the integration of these two theories is evident in the implementation of tutoring in Bunikasih Village. The students strive to provide guidance without taking over the children's learning process. Assistance is provided when needed and phased out as the child becomes more capable. This approach ensures that tutoring sessions are not only focused on completing assignments but also on developing the participants' skills and independence.

Based on this entire process, the tutoring program can be understood as a community service activity that supports children's education while also serving as a space for applying Ki Hajar Dewantara's educational principles and Vygotsky's learning theory. Ki Hajar Dewantara established the principle that education must guide children's development, while Vygotsky explained the importance of support and interaction in helping children achieve higher levels of competence.

CONCLUSION AND RECOMMENDATION

The tutoring program held in Hamlet 2, Bunikasih Village, from July 31 to August 8, 2026, is one of the community service initiatives carried out by Group 251 of the Community Service Program (KKN) to support children's education in the local community. This program is aimed at children in kindergarten, elementary school, and junior high school, with activities tailored to the participants' ages, abilities, and learning needs. Activities include guidance in reading, writing, and math, practice problems, question-and-answer sessions, homework, and educational games.

Based on the results of the program, tutoring serves not only as an extracurricular activity to help children understand school material, but also as a supportive process that encourages children's engagement and independence in learning. Children are given the opportunity to ask questions, try to complete assignments, engage in discussions, and receive help when they encounter difficulties. The use of educational games also helps create a more engaging learning environment, encouraging participants to take a more active role in the activities.

Ki Hajar Dewantara's philosophy serves as the primary foundation for the program's implementation, particularly regarding education as a process of guiding children to develop their inherent potential. This principle is applied by giving children the space to develop according to their individual abilities without imposing uniform outcomes. The role of students in these activities is not merely to deliver content, but also as a mentor who sets an example, builds enthusiasm, and encourages children to learn independently.

Meanwhile, Vygotsky's theory, through the concept of the Zone of Proximal Development (ZPD), is used to support the explanation of the process of providing assistance to children. Scaffolding is implemented through examples, instructions, guiding questions, and gradual assistance. This assistance is reduced as the child begins to complete tasks independently. Thus, the guidance process does not create dependence but is aimed at helping the child achieve higher levels of competence.

Overall, the tutoring program in Hamlet 2, Bunikasih Village, demonstrates that community service activities in the field of education can provide opportunities for students to contribute directly to the community's educational needs. The integration of Ki Hajar Dewantara's philosophy and Vygotsky's theory demonstrates that the mentoring process can be carried out by viewing the child as an individual with the potential to develop, while the mentor provides guidance and assistance as needed. Therefore, it is hoped that the continued implementation of tutoring activities with the involvement of parents, the community, and the local educational environment will continue to support the development of children's academic abilities, engagement, and independence in learning in Bunikasih Village.

REFERENCES

- Aziz, H. (2016). Guru Sebagai Role Model Pendidikan Karakter Anak Usia Dini: Perspektif Pendidikan Islam dan Ki Hajar Dewantara. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 1(2), 1–14.
- Ainia, D. K. (2020). Merdeka belajar dalam pandangan Ki Hadjar Dewantara dan relevansinya bagi pengembangan pendidikan karakter. *Jurnal Filsafat Indonesia*, 3(3), 95–101.
- Asa, A. I. (2019). Pendidikan karakter menurut ki hadjar dewantara dan driyarkara. *Jurnal Pendidikan Karakter*.
- Indrakurniawan, M., Wulandari, R., Rocmah, L. I., Maharani, O., Rokhman, F., Wagiran, W., Hartono, H., Bambang, B., Sriwidiastuty, A., & Mudin, I. (2024). KI HAJAR DEWANTARA'S PERSPECTIVE ON CULTURE-BASED EDUCATION IN INDONESIA'S EDUCATIONAL SYSTEM. *INTERNATIONAL JOURNAL*, 1(4), 151–156.
- Kurniawati, D. C., Kurniawati, P., Agustino, D. A., & Aprisco, H. (2023). Program Bimbingan Belajar Calistung (Membaca, Menu-lis, Berhitung) untuk Meningkatkan Motivasi Belajar Anak-Anak di Desa Dorogowok. *Jurnal Pengabdian Indonesia*, 1(1), 20–25.
- Kusumastita, I. I. (2020). Implementasi trilogi pendidikan Ki Hajar Dewantara untuk tenaga pendidik di Indonesia. *Reforma: Jurnal Pendidikan Dan Pembelajaran*, 9(2), 104–113.
- Lestari, W. J., & Syafrinal, I. (2022). Inovasi Pendampingan Bimbingan Belajar Anak Sekolah Dasar untuk Meningkatkan Motivasi Belajar. *ABDIKAN: Jurnal Pengabdian Masyarakat Bidang Sains Dan Teknologi*, 1(1), 25–32.
- Muna, R., Rizal, M., Pandupi, S., Syifa' Al Fakhri, M., Mutmainnah, N., Setianingsih, R., Ikmaludin, M. A., & Abdussalam, S. (2024). PENGABDIAN MASYARAKAT MELALUI PROGRAM BIMBINGAN BELAJAR PADA SISWA SD DI DESA GEBANG KECAMATAN GEMUH. *Jurnal Pengabdian Kepada Masyarakat*, 3(1), 31–44.
- Musanna, A. (2017). Indigenisasi Pendidikan: Rasionalitas Revitalisasi Praksis Pendidikan Ki Hadjar Dewantara. *Jurnal Pendidikan Dan Kebudayaan*, 2(1), 117–133.
- Nasution, I. P., & Sari, S. (2022). The Role of Ki Hajar Dewantara in Instilling Character Education in Students: Peranan Ki Hajar Dewantara Dalam Menanamkan Pendidikan Karakter Pada Siswa. *Jurnal Bahasa Indonesia Prima (BIP)*, 4(2), 254–261.
- Pratama, R., Prasetya, R. C., & Ali, N. (2022). Bimbingan Belajar Dalam Meningkatkan Motivasi

- Belajar Anak Sekolah Dasar Di Desa Ciklapa Tahun 2022. JPKMI (Jurnal Pengabdian Kepada Masyarakat Indonesia), 2(1), 126–132.
- PRATIWI, A. D., & SLAMET, S. (2024). LITERATUR REVIEW: RELEVANSI PENERAPAN KURIKULUM MERDEKA DENGAN KONSEP PEMIKIRAN KI HAJAR DEWANTARA. JURNAL PEMBELAJARAN, BIMBINGAN, DAN PENGELOLAAN PENDIDIKAN Учредители: State University of Malang (UM), 4(9), 10.
- Rasyidin, M. U., Rozzana, A. G., Brimannisa, F., Mahardika, M. I., Mahmud, Z. S. El, & Ramli, M. (2024). Peran Pemikiran Ki Hajar Dewantara Dalam Pelaksanaan Bimbingan Dan Konseling. Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan, 4(3), 5.
- Recha, A. N., & Hidayati, N. (2026). Implementation Of The Zone Of Proximal Development (ZPD) In Vygotsky's Theory. Indonesian Journal of Educational Technology, 5(1), 9–22.
- Saragih, M. J., Nababan, E. B., Dirgantoro, K. P. S., Rahmadi, P., & Listiani, T. (2026). Menumbuhkan motivasi belajar intrinsik siswa melalui kegiatan bimbingan belajar dengan permainan edukatif. Jurnal Inovasi Hasil Pengabdian Masyarakat (JIPEMAS), 9(1), 172–182.
- Silalahi, R. M. (2019). Understanding Vygotsky's zone of proximal development for learning. Polyglot: Jurnal Ilmiah, 15(2), 169–186.
- Susanti, N. E., Utami, I. W. P., & Trisanti, D. Y. (2024). Analisis Penerapan Scaffolding pada Zone of Proximal Development (ZPD) dalam Implementasi Kurikulum Merdeka (IKM) di SMKN 10 Malang. Jurnal MIPA Dan Pembelajarannya, 4(5). <https://doi.org/10.17977/um067.v4.i5.2024.2>
- Tomahuw, R., Santi, S., & Hapsari, R. R. P. D. (2023). PENDAMPINGAN BIMBINGAN BELAJAR ANAK USIA 4–12 TAHUN GUNA MENINGKATKAN PEMAHAMAN SISWA DI KELURAHAN KOANG JAYA. Jurnal Pengabdian Kepada Masyarakat, 1(2), 55–59.
- Xi, J., & Lantolf, J. P. (2021). Scaffolding and the zone of proximal development: A problematic relationship. Journal for the Theory of Social Behaviour, 51(1), 25–48.
- Yanuarti, E. (2017). Pemikiran pendidikan ki. Hajar dewantara dan relevansinya dengan kurikulum 13. Jurnal Penelitian, 11(2), 237–265.
- Yusril, F. (2024). Penerapan Scaffolding pada Zone of Proximal Development (ZPD) Kelas XI SMAN 1 Malang. Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan, 4(3), 14.