

## Provision of Learning Room Facilities for School Age Children to Increase Learning Motivation in Semen Village, Gandusari, Blitar Regency, East Java

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**Abstract**, Blitar City is part of Blitar Regency in East Java Province. Here, there is also the tomb of Bung Karno, the First President of the Republic of Indonesia and the Proclaimer of Indonesian Independence. The existence of Bung Karno's grave is part of the tourism program in Blitar. In addition, there are other tourist attractions such as in the Semen Village, Gandusari District, Blitar. The existence of this tour will make the community around Semen Village to improve the quality of their education. This educational process requires a good learning space so as to make the educational process more comfortable. This is often done with the learning process carried out at home or around the house due to the covid 19 pandemic era. This service is carried out to improve the educational learning process in Semen Village, Gandusari District, Blitar by providing and increasing the space with a wider capacity. The methodology used is to build a study room using technology as a result of research that has been carried out by the main author. The building is made of Precast Composite Concrete. In addition, the authors conducted a survey on the existence of the construction of learning spaces to the user community. The hope of this service is that the existence of this increased study space will further increase the enthusiasm of the younger generation to learn and be ready to increase the tourism potential in Semen Village, Gandusari District, Blitar.

**Keywords:** Community service, learning room, covid 19 pandemic.

## INTRODUCTION

### Community Service Background

One of the real contributions to the world of higher education is the Tri Dharma higher education activity, one of which can be implemented through community service activities. Through this program, the performance of a university can be measured by both the Ministry of Education and Culture, Research and Technology and the wider community. Through community service activities, long-term synergy is created between the community and the campus world. The process of building a learning space for the Semen Gandusari village community is an integrated step with the development of the tourist destination environment for the Semen Gandusari village, Blitar, which is a tourist spot located in Semen Village, Gandusari District, Blitar Regency, East Java, Indonesia.

Tourism Village in the village of Semen Gandusari Blitar is a tourist spot that is crowded with tourists on weekdays and holidays. This place is very beautiful and can give a different sensation to our daily activities. Tourism Village in the village of Semen Gandusari Blitar has a charm of beauty and is a source of income for the local village (Fatmawati, 2016). There is a lot of tourism potential in Blitar that deserves to be developed and has a selling value. The Tourism Village in Semen Gandusari Village, Blitar, is very suitable to fill vacation activities and learning activities that have a natural nuance, especially during long holidays such as national holidays or other holidays. The beauty of the Tourism village in Semen Gandusari village, Blitar, is suitable for learning for all age groups for local residents and residents outside the city. Through outdoor learning in tourist villages, it adds knowledge and insight for school-age children aged 6 to 14 years. The existence of the provision of learning spaces in tourist areas is very appropriate and able to increase the interest and motivation of school students at certain times and can be a variation of the atmosphere for them in an effort to minimize student boredom when exploring daily learning activities at school (Indarto, 2014). With a mountainous feel, Semen Gandusari village is a village in Blitar Regency, East Java Province, Indonesia which has economic value for increasing the income of residents in that location. With a strategic location, village tourism objects located on the western slopes of Mount Kawi are easily accessible from all directions and become an alternative tourist destination that is worth a visit (Fahrudin, 2021).

### Partner Profile

The profile of Semen village, Gandusari sub-district, Blitar district, East Java is presented in full below:

**Tabel 1.** Demographic profile of Semen Gandusari village, Blitar district, East Java

No.	Total Population	Gender		Number of Family Heads	Number of Poor Families
		Man	Women		
1.	8.280	4.197	4.083	2.701	665

The ratio and population condition of Semen village can be seen in table 1 above, with a population of 8,280 sufficient to support the process of developing facilities and infrastructure at the village location. The mindset of the community that is still not 100% modern is the potential to be developed through various forms of integrated counseling and training through community service activities so that the local community can be trained, skilled, have adequate knowledge and insight as a driving force for development in the village.

**Tabel 2.** Education level of the residents of Semen Gandusari village, Blitar, East Java

No.	level of education	Total	Total Neighborhood Association	Total Citizens Association	Number of Village Institutions
1.	SD	2.967			
2.	SMP	1.285	58	14	4
3.	SMA	937			

As seen in table 2 above, the education level of the local community in Semen Gandusari village is still at the maximum level of high school graduation. This is a deficiency or obstacle for local villages in developing village potential. Because to achieve this goal, the maximum education that residents have is a bachelor's level or a certain level of education whose graduates are trained and skilled in accommodating problems in the village so that they are able to independently find solutions in development (Chaeruman, 2020). The State of Indonesia still has obstacles and limitations in the process of developing the skills of its population, in an effort to support the development of social and economic conditions, especially in rural areas. Whatever the natural potential and population of a village, it is a resource that should be developed by a second party, such as local government, academics, civil society and other parties who have expertise

in their fields. Thus, this contribution is able to provide a positive value in the development of facilities and infrastructure needed by rural residents such as the one in Semen village, Gandusari sub-district, Blitar district, East Java.

**Tabel 3.** Livelihoods of the villagers of Semen Gandusari, Blitar, East Java

No.	Livelihoods	Total	Village Credit Agency	Community Education Institute
1.	Farmer	4.633		
2.	Breeder	1.866		
3.	State Civil Apparatus	912	11	11
4.	Driver	126		
5.	Other	743		

The data display in table 3 above, reflects the diversity of the patterns of residents who are still agrarian. Of course, the condition of the local village still relies on economic life based on natural and agricultural products. However, one sector that strongly supports the development of village progress is the tourism sector in the form of tourist villages. Village tourism potential that can be developed more optimally can be seen in the image below:



**Figure 1.** The natural potential and tourism destinations of Gandusari that deserve to be developed to increase the income and welfare of the residents

Figure 1 above provides a new vehicle in the process of providing a learning space whose location is integrated with a tourist atmosphere with a rural location. Even learning rooms built in village tourist sites, if developed properly in addition to providing benefits for village residents, especially school-age children, the available buildings can actually become profitable economic potential (Istifadah, 2020). The existence of a learning room if developed professionally can bring potential income for villagers because the room if built en masse can be rented out to city dwellers who come to the village to study while traveling (Damanik, 2019). This can be done for students who are in the city coming to the village on the weekends. Of course,

the design of learning at tourist sites will provide their own motivation for these students because their learning locations become more varied and not monotonous in their classrooms only. Actually, the potential for developing learning spaces like this is still not widely developed in Indonesia (Asmuni, 2020). The learning process of school students actually cannot be separated from the influence of nature. For most students, schools in the open with adequate facilities will give strength to the soul and spirit of students in increasing students' knowledge and insight about nature. Furthermore, the development of such potential on a large scale requires the role and contribution of investors (Liunardi & Carina, 2020).

## **METHODS**

In the process of implementing community service activities, the community service team or PKM team at Narotama University Surabaya, carries out the following activity stages:

1. Preparation of Activities, forming a team of implementing activities led by the chief executive of abdimas activities, that is Dr. Ir. H. Sri Wiwoho Mudjanarko, team members involved lecturers across study programs, that is civil engineering and management studies, civil engineering students and activity partners that is Semen Gandusari village, Blitar, East Java.
2. The activity partner is Semen village, Gandusari, Blitar district, East Java province. Semen village was chosen because this village is located in a tourist destination, which greatly supports the integration of future facility development, especially those related to the provision of learning facilities and increasing the provision of facilities and infrastructure for the progress and welfare of the villagers.
3. Evaluation of activity results, in the process of implementing community service activities, the PKM team is always accompanied by the Semen village apparatus, in discussion activities, receiving input and other directions as part of one of the activities in the partnership. Evaluation basically aims that everything that is done can accommodate and be in accordance with the wishes of the villagers of Semen.
4. Measurement of achievement indicators, in the process of implementing PKM activities, the PKM team conducted interviews and filled out questionnaires to residents of Semen village. The goal is to measure the level of success and achievement of PKM activities in accordance with the wishes and desires of the villagers. Through the measurement of achievement indicators, it can be seen the level of achievement of the implementation of community service activities regarding the provision of learning spaces.

## **RESULT AND DISCUSSION**

### **Work Implementation**

Before the learning room construction process is carried out, at the initial stage it is necessary to prepare the design of the building, especially related to land area, building location, exterior design properly and carefully. The design of the building has been discussed with village officials and community representatives to suit their designation and needs. The construction of the learning room is in a green open space without destroying nature with a strategic location in the middle area of the village which is integrated with village tourism activities in Semen Gandusari village, Blitar. So that the process of selecting the location for the placement of the building being built does not interfere with the infrastructure and facilities of other villages in the Semen village. The process of designing buildings and learning rooms is as follows:

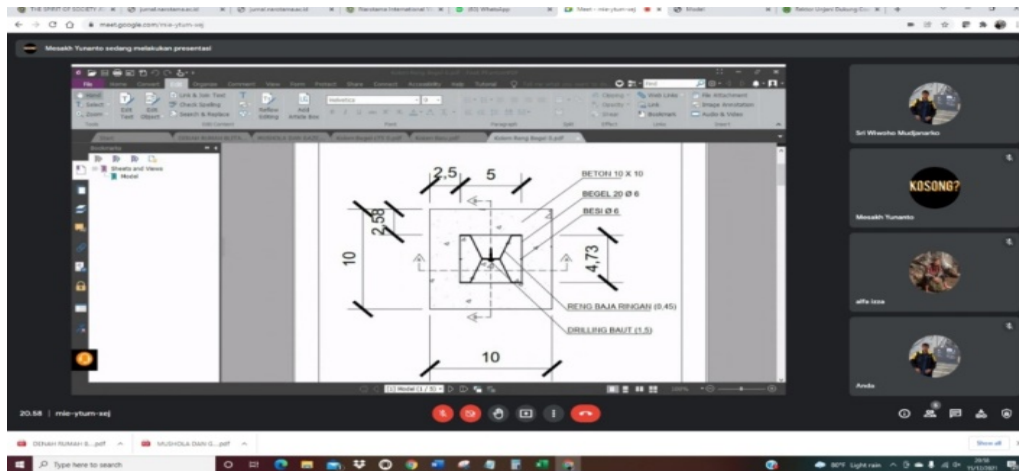


Figure 2. Design or design of learning space 2021

The design of the learning room shown in Figure 2 above is a follow-up to the development process that was carried out in 2019 in the form of a joglo using a hollow foundation and was built through a community service grant program. The view of the 2019 joglo building looks like picture 3 below:



Figure 3. The results of the implementation of community service in 2019

This community service activity in 2021 is actually a development of community service activities in 2019 with the same location or place. Only the shape of the building is different, if it used to be a joglo, the current building is a room. However, the goal is the same, namely to provide a learning space for residents, especially school-age children. The process of working on this learning room looks like the following:



**Figure 4.** Stages of the learning room construction process along with building drawing designs

This building model is designed using precast composite concrete so that an efficient, vibration-resistant house is obtained, a more affordable cost and a more guaranteed building quality. In the future, all types of buildings tend to be more suitable to use this model design. The impact of the modernization of building design but without leaving the quality of the foundation and physical building in the long term. The construction of a learning room with a size of 6x3 meters is quite spacious and can accommodate school-age children up to 25, because the interior design is made in such a way with many windows so that air circulation is well maintained and healthy. The modeling of buildings like this was very enthusiastically welcomed by local residents because of the multifunctional design of the buildings and rooms. For community service programs, the shape of the building will actually be more developed but still have the principle of cheap buildings but still maintain quality and of course also healthy.

#### **Implementation of FGD (Focus Group Discussion)**

This activity is focused on the tasks of each team member who has responsibility in their field. The purpose of the FGD is of course to discuss if obstacles or problems are found, so that team members can give each other the best solutions. The FGD (Focus Group Discussion) activities are shown in the image below:



**Figure 5.** FGD activities as a monitoring tool for overall activity readiness

### **Learning Room Development Goals**

In accordance with the concept and purpose of implementation, the construction of this learning room is focused on meeting the availability of space which can basically be used as a multifunctional space for villagers. So if the villagers have certain activities and need room facilities then this building is ideal for use. However, community life in the village always requires a special room that can be used at any time when they carry out certain activities, for example, study groups for school-age children, recitation rooms, meeting rooms for Family welfare education women, village meeting rooms and so on. With the presence of this building, although the shape is simple, the benefits for the villagers are felt. This is part of the government's concern for the lives of villagers and the general public so that their lives are more prosperous under any conditions. The implementation of this abdimas activity is due to the 2021 MBKM Policy Research Program Funding Assistance program and PTS Research Results-Based Abdimas which is an assistance scheme managed and developed by the Secretariat of the Directorate General of Higher Education, Research and Technology, the Directorate General of Higher Education, Research, and Technology, Ministry of Education, Culture, Research and Technology. By considering the support for PTS in terms of research and community service, it is hoped that it can spur PTS to improve the science and technology culture, and play a role in socio-economic activities towards a more prosperous Indonesia. In the future, the provision of learning spaces to support learning facilities should be increased in rural areas. The goal is to catch up with the education of the villagers.

### **Measuring Achievement Indicators**

One of the tools to indicate whether or not the implementation of the activity is achieved or not, in accordance with expectations, according to or not with the objectives as revealed by Damayanti et al, 2017 it is necessary to carry out a series of tests which can be in the form of post-test, analysis of consumer satisfaction indicators or test models. others, to determine the percentage of achievement of an activity implementation. In providing this learning room facility, interviews and filling out questionnaires have been carried out on 84 residents of Semen Gandusari Blitar village as representatives or samples of activity subjects. The formulation for the achievement indicator is as follows:

1. If the percentage of activity achievement indicators, the value is equal to or greater than 85%, then the provision of learning space in Semen Gandusari Blitar village is considered capable of meeting the desires and needs of the residents for learning facilities.
2. If the percentage of activity achievement indicators, the value is less than or less than 85%, then the provision of learning space in Semen Gandusari Blitar village is considered not able to meet the desires and needs of the residents for learning facilities.

**Table 4.** Activity achievement indicators

No.	Indicator	Indicator Value				Amount
		VA	A	D	DA	
1.	Accuracy of building location	31	38	8	7	
2.	Building legality	48	34	0	2	
3.	Usability and benefits	31	52	0	1	
4.	Create togetherness	42	28	9	5	
5.	Improving village facilities	39	35	6	4	84
6.	Creating economic value	54	12	9	9	
7.	Meets basic needs	61	11	8	4	
8.	Beneficial for all parties	49	26	7	2	
9.	Integrated with village environment	32	39	4	9	
<b>Amount</b>		<b>387</b>	<b>275</b>	51	43	<b>662/756=87,56%</b>

Explanation: VA=very agree, A=agree, D=disagree, DA=do not agree

If you look at the results in table 4 above, the achievement indicator value is 87.56% greater than 85%, this means that the activities carried out in the Semen Gandusari village, Blitar, East Java, are accepted by the residents and are considered to have benefits according to the wishes and needs of the current residents. this. So that it can be concluded that partners in the activity of providing learning space recognize the implementation of work that is carried out well.

## CONCLUSION

There are several conclusions that can be underlined in the implementation of this community service activity, i.e:

1. The existence of the building, its location and its designation have received legality from local residents and village officials. So that there are no problems or obstacles in the field.
2. The designation of the learning room building has been recognized for its shape, design and usefulness by the residents, so that the presence of this learning room is in accordance with the wishes and needs of the residents.
3. The building erected on a plot of land is multifunctional for the needs and benefits of the villagers, so that all levels of the population in the village can use it as needed.
4. The learning room building has been integrated with the tourist area environment in the village of Semen gandusari, Blitar, East Java, so that the process of its establishment does not violate the rules that apply in the village.
5. In the future, residents want this kind of program to continue and they welcome it enthusiastically.
6. Future use of the learning space is left entirely to the residents in coordination with the local kelurahan in the maintenance process and so on.

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## Conflicts of Interest



There is no conflict of interest in the writing of this article, either between fellow authors or with outside parties as research partners or other parties who contribute

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