
Assistance in Learning to Count for SDN Ngimbang Students through Singing

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Abstract: *This activity aims to assist students learning to count who are still experiencing difficulties at Ngimbang State Elementary School. Mastery of mathematical calculations at a basic level is very important as an effort to build a strong foundation in understanding basic mathematics. This community service uses the singing method. The results of this service were attended by 30 grade 1 students, with 20 students able to count well and 10 students who were still lacking. This mentoring activity was carried out well. Students were very enthusiastic about following it. This service is a community service that aims to improve the numeracy skills of grade 1 students through the use of singing as a fun and interactive learning approach. It can be seen that grade 1 students who previously had absolutely no understanding of counting, have now made significant progress. The use of singing media is a very effective and exciting learning method for improving numeracy skills for elementary school students.*

Introduction

Simple counting is usually introduced before students enter elementary school age. Numbers and calculations which are the basic systems of mathematics are the basic concepts of counting. One of the things that makes students experience difficulties in learning mathematics is that mathematics is an abstract subject (Fatmawati, 2014). Numeracy is the foundation for many mathematical skills that are important in everyday life, basic mathematics teaching must be planned to support children in understanding basic mathematical ideas thoroughly (Novia Titriana & Ansori1, 2023). Counting is not difficult to learn as long as the delivery strategy is appropriate and appropriate to the

ability level of the students learning it (Lukman Hakim & Mulyati Mustika Sari, 2019).

Based on the results of observations, shows that grade 1 students at Ngimbang State Elementary School are relatively low in numeracy skills. Some students enjoy playing more because they don't like counting. After all, it is complicated and there is a lack of media that makes students interested in counting. To create fun learning, we have developed an innovative and interactive method by utilizing singing as a learning tool. Through this approach, we hope that students can experience the joy of learning to count so that they can gain a strong foundation for developing better mathematical skills in the future. Singing was chosen as a learning medium because it has a strong attraction for children. Music and songs not only create a pleasant learning environment but also help improve memory and understanding of counting. Through rhythmic songs, new words can be easily understood, memorized, and applied in everyday life. Educators need to continue to innovate in finding effective ways to teach numeracy to students. By combining the joy of singing and learning to count, it is hoped that students will be more enthusiastic and motivated in learning.

Assistance in learning to count through the use of singing media aims to guide students in understanding the concepts of addition, subtraction, and numbers. Students will be better able to understand these ideas when they are taught in an engaging and participatory way. Assistance in learning to count is a necessary strategy for students who have difficulty in counting and involves students actively in learning. This service aims to improve students' ability to count.

Method

This service was carried out at Ngimbang State Elementary School. This community service applies the singing method with a focus on improving the counting skills of grade 1 students at Ngimbang State Elementary School. This activity is carried out from July to August 2023. This activity was carried out for grade 1 students with a total of 30 students. The flow of this activity begins with the stages of preparation, implementation, evaluation, and report writing. At the preparation stage, the things to pay attention to are (a) identifying the target of activities in this mentoring service, the target of the activity is focused on grade 1 students at Ngimbang State Elementary School (b) Preparation of singing media-related to material, which has been prepared as well and as attractively as possible.

At the implementation stage, the things to pay attention to are (a) Assistance in learning to count using singing to improve the numeracy skills of Ngimbang State Elementary School students. Through this activity, students are expected to be able to master numeracy material. (b) The material that will be given is counting consisting of

addition and subtraction. Then at the evaluation stage, the aim is to determine the effectiveness of using singing media. The final stage is the report writing stage. A report is generated after all programs are implemented.

Result

Mentoring activities are carried out in three stages. The following are the stages of assistance carried out:

1. Preparation Stages

This stage includes conducting surveys and observations at locations and targets, coordinating with the school, asking permission from the class teacher, and compiling materials to support counting using singing media.

2. Implementation Stages

This implementation stage is carried out after the preparation stage has been completed. This stage includes explaining counting, namely addition and subtraction. The first material is about counting tricks on addition and subtraction operations using singing for approximately 90 minutes. The first material given includes addition and subtraction number symbols, simple addition, and simple subtraction. At the beginning of the mentoring, students seemed still confused and needed to adapt to the concept of counting using singing. The longer the assistance lasts, the more comfortable and enthusiastic the students appear to be in the activity.



Figure 1. Student Mentoring Activities

3. Evaluation Stages

At this stage, the level of success in this community service activity will be evaluated by observing and checking the results of the mentoring. In the evaluation activity, it was found that assisting students in counting using singing as a medium was very effective.

Discussion

Planning is needed in learning activities. With planning, activities are directed according to the goals that will be achieved within a certain time. Based on the results of the mentoring activities carried out, the planning for students' numeracy skills using singing media is: before the teacher starts learning, the teacher first prepares the materials, media, or methods that will be used to be taught to students. The important thing in planning is to encourage the teacher's role to improve or develop students' creative insight into numeracy skills through the medium of singing. According to Sarwiyah, learning planning is the process of preparing learning materials, using media, using approaches, selecting learning methods, and assessing learning within a time allocation that is carried out to achieve predetermined learning objectives. Based on the results of the mentoring carried out, it is by Marwiyah's theory (Marwiyah et al., 2018), because in planning the application of the singing method to numeracy skills, several things are initially determined, namely the theme that will be taught, the method that will be used, the assessment that will be used, and the singing method for numeracy for students.

According to Andy Wiyani (Wiyani & Barnawi, n.d.), the learning implementation stage consists of initial, additional, and development activities. Based on the results of mentoring, the implementation of learning is adjusted to the learning plans that have been prepared previously. When assisting students' numeracy skills using singing, the teacher is carried out according to conditions and desires that are considered conducive, such as singing while sitting in a circle, or standing in a circle while moving the body, and is carried out according to the students' wishes. The teacher carries out initial activities using the singing method. The teacher invites the children to stand in a circle while singing along with the body movements modeled by the teacher. Students imitate repeating the singing as a form of conveying the purpose of singing.

Based on the results of the mentoring, it is relevant to the theory expressed by Howard Gardner (Yus, 2011) where the teacher provides an assessment or evaluation to know the development of children who are developing and who are not yet developing, where the teacher assesses since the child comes to school starting from habituation, opening, core and closing activities which will later be assessed and included in the daily

report. It can be seen from the results of the activity that students who initially were not able to count well-experienced improvement. Based on the results of observations, the application of singing media in numeracy for Ngimbang Elementary School students can increase the number of students who can count well from 20 students to 25 students. In this way, it can be seen that there has been an increase of 15.5%, so it can be said that around 83.3% can understand counting and the remaining 16.7% cannot understand counting.

Conclusion

The conclusions obtained from this mentoring activity are; (1) Students can count on addition and subtraction material, this can be seen from the students' ability to solve the questions that have been given. (2) Students get a fun and easy method to overcome difficulties in understanding mathematical material, especially addition and subtraction arithmetic operations.

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