International Journal of Business and Quality Research

https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

Increasing Student Motivation and Learning Outcomes Through the Learning Assistance Program in Lubuk Betung Village

Fannia Andriani Putri[1], Ahlan Dhuha[2], Dela Darmawansyah[3], Rezza Amanda[4] , Fatrisia Yuristi[5], Wildani Qurlullah Dwi Juansa Putra[6] , M Afif Riskiansyah[7] , Erina Putri Rumintan[8] , Rachma Afrillia Putri[9] , Saprinurdin[10]

[1]Faculty of Teacher Training and Education, Universitas Bengkulu.
[2,4] Faculty of Engineering, Universitas Bengkulu
[3] Faculty of Agriculture, Universitas Bengkulu
[5,6] Faculty of Law, Universitas Bengkulu
[7,9] Faculty of Economics and Bussiness, Universitas Bengkulu
[8] Faculty of Social and Political Science, Universitas Bengkulu
[10] Universitas Bengkulu
*Corresponding author : fannia.fa@gmail.com

Abstract

Limited access to additional learning in the 3T area is one of the obstacles to improving student motivation and learning outcomes. This service aims to improve student motivation and learning outcomes through a learning assistance program in Lubuk Betung Village. The activity involved 10 elementary school students and was carried out through pre-tests, learning assistance, as well as post-tests and evaluations. The material includes basic English and numeracy with interactive learning methods, educational games, and practice questions. The results showed an increase in the average English score from 43 to 79 and in numeracy skills from 52 to 89. In addition, students show increased motivation to learn, which is characterized by activeness, enthusiasm, and confidence during learning. The learning assistance program has proven to be effective in improving students' literacy, numeracy, and learning motivation skills in Lubuk Betung Village.

Keywords: Learning Assistance, Learning Motivation, Learning Outcomes, Literacy, Numeracy.

INTRODUCTION

As one of the main pillars in producing quality human resources, education is an aspect that needs to be considered and improved in quality. Through education, individuals not only gain knowledge, but also obtain solutions in facing various obstacles in life, have

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

skills as provisions, and also improve critical thinking skills. Good quality education is the foundation of the success of education in a region. With quality education, individuals have room to grow and develop to challenge progress, even though they are in a limited area in terms of ease of access to services(Adiyanti & Afandi, 2023) .

The main aspects that still need more attention in students' abilities are literacy and numeracy. Literacy is interpreted as the ability to understand, not just reading at a glance, this is often the wrong focus for some people. The ability to understand reading and interpret how this reading can be meaningful is an aspect that is still low in the index in Indonesia. In addition, numeracy skills are also a basic competency that students need to master because they are related to the ability to use mathematical concepts to solve problems in daily life. Therefore, strengthening literacy and numeracy from an early age is an important step in improving the quality of learning and student learning outcomes (Damanik & Handayani, 2023; Juriah et al., 2025)

The specific problem that occurs in Lubuk Betung Village is the lack of access to additional learning outside of school. Starting from the absence of institutions that provide this service, and if there is, the priorities and needs of the community do not lead to this. They consider education important, but only limited to school, without further encouragement or additional lessons to boost students' abilities. This condition causes students' opportunities to develop academic skills, especially in literacy, numeracy, and English, to be limited, so that targeted and sustainable learning assistance efforts are needed (Ihtiari & Mubarokah, 2024).

Low motivation to learn causes students to be less enthusiastic in participating in learning activities and do not have independent learning habits. In addition, some students still show a lack of confidence when asked to answer questions or express opinions. From the academic aspect, basic English and numeracy skills are also still relatively low, which can be seen from the limitations of mastery of basic vocabulary, understanding simple instructions, and the ability to perform basic calculation operations. This condition is further exacerbated by the unavailability of additional learning programs outside of school that can help students deepen the material and develop their learning potential (Fadillah et al., 2026) .

THEORETICAL REVIEW

In an effort to overcome these problems, the service team implements a learning assistance program that is designed systematically and centered on students. This program includes basic English learning, strengthening numeracy skills, interactive learning through discussion and hands-on practice, the use of educational games to increase student involvement, practice questions to reinforce the material, and evaluation through pre-tests

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

and post-tests to measure improvement in learning outcomes. This approach is expected to be able to create a pleasant learning atmosphere so that students are more active, confident, and motivated in following the learning process.

English learning assistance is chosen as the material to be taught. This will open up new insights for them to get to know foreign languages. The experience and also the excitement of getting to know a new language are the opening so that they can have the opportunity to achieve one of the important skills, namely speaking a foreign language. In addition, numeracy skills are taught in the form of numeracy exercises, to find out the method of quick counting and make it easier for them to continue learning at school. In this case, the learning process will be packed with interactive and fun, interspersed with various Edugames and also easy-to-understand explanations. This will help boost students' motivation to learn, and provide them with an enjoyable learning experience (Stuart, 2025).

The learning assistance program is based on the theory of Vroom et al. (2015) learning expectation which is put forward by the one who states that motivation is an internal and external motivation that generates the spirit of learning so as to encourage students to achieve learning goals. The higher the motivation that students have, the greater the effort made in understanding the material and completing the study assignment. In addition, learning also refers to the theory of constructivism put forward by Lev Vygotsky, which emphasizes that knowledge is built through social interaction and direct learning experiences. Therefore, interactive and collaborative mentoring activities are believed to be able to increase student involvement in the learning process while strengthening concept understanding (NCERT, 2019).

A number of previous studies have shown that learning assistance programs have a positive impact on improving learning outcomes and student motivation. The article from Saputri et al. (2023) reports that mentoring that is carried out regularly with active learning methods is able to increase material understanding, confidence, and student participation during the learning process. Research by Nirfayanti (2025) also shows that the use of interactive learning media, educational games, and structured exercises can improve the literacy and numeracy skills of elementary school students, especially in areas with limited access to education. These findings reinforce that learning assistance programs are one of the effective alternatives to help address the disparity in educational services in the 3T region

Mentoring that is carried out consistently not only improves students' understanding of the subject matter, but also builds learning habits, discipline, and confidence in following the learning process. Research by Muklas et al. (2023) also shows that the implementation of community-based learning assistance programs is able to have a positive impact on

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

students' academic development, especially in areas that have limited access to educational services. In addition, the involvement of students or volunteers as learning companions also creates a more communicative and fun learning atmosphere so that students participate more actively during the activity (Haris Akbar et al., 2024; Mulyanto et al., 2024; Ulum et al., 2024) .

Based on the background and problems that have been described, this service aims to increase the learning motivation and learning outcomes of students in Lubuk Betung Village through a learning assistance program. The program is focused on strengthening basic English and numeracy skills by implementing interactive and fun learning. The success of the program was evaluated through a comparison of pre-test and post-test results as an indicator of improving students' academic ability after participating in mentoring activities.

METHOD

Research Design

This community service activity employed a One-Group Pretest–Posttest Design to evaluate the effectiveness of a learning assistance program in improving elementary school students' English and numeracy skills. Students' initial abilities were measured using a pre-test before the intervention, while a post-test was administered after the completion of the program to assess learning improvement. In addition, classroom observations were conducted throughout the activities to identify changes in students' learning motivation and participation. This design enables the comparison of participants' performance before and after the intervention to determine the program's effectiveness (Syafnita, 2023).

Setting and Study Population

The program was conducted in Lubuk Betung Village as part of the Community Service Program (KKN) Group 94 of the University of Bengkulu. The participants consisted of 10 elementary school students who were selected because they had limited access to supplementary learning services. The activity was implemented after coordination with the village government and the students' parents to ensure smooth participation throughout the program.

Instruments

Two kinds of instruments were used to collect data during the program. The primary instruments were pre-test and post-test questions, which assessed students' basic English proficiency and numeracy skills according to their educational level. In addition, an observation sheet was used to monitor students' learning motivation during the mentoring

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

sessions based on indicators such as activeness, enthusiasm, self-confidence, participation in learning activities, and discipline. Interview and evaluation guidelines were also employed to obtain feedback from participants regarding the implementation of the learning assistance program.

Data Collection

Data collection was conducted in four stages. The first stage involved preparation and preliminary observation, including coordination with the village government and parents, preparation of learning materials, and development of the pre-test and post-test instruments. The second stage consisted of administering the pre-test to determine students' initial English and numeracy abilities. The third stage involved implementing the learning assistance program through face-to-face interactive learning activities, including basic English instruction, numeracy exercises, educational games, discussions, practice questions, and hands-on learning activities designed to encourage active participation and improve learning motivation (Stuart, 2025). The final stage consisted of administering the post-test and conducting classroom observations to evaluate changes in students' academic achievement and learning motivation following the intervention.

Data Analysis

The data of *the pre-test* and *post-test results* were analyzed in a quantitative descriptive manner by calculating the average score before and after the implementation of the mentoring program. The average score comparison is used to determine the improvement of students' abilities after participating in activities. The average value is calculated using the following formula (Riyanto, 2007).

$$\bar{X} = \frac{\sum X}{N}$$

Description:

- $\bar{X}$= average value
- $\sum X$= total student score
- N= number of students

The results of the calculation of the average *pre-test* and *post-test* were then compared to see the improvement of students' ability in the English aspect and calculation after participating in the learning assistance program. The higher the average post-test score compared to the average pre-test, the more effective the mentoring program will be in improving student learning outcomes. The data from the observation of learning motivation

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

were analyzed descriptively to support quantitative findings regarding changes in participants' learning behavior during the activity.

RESULTS

The results of the study show that the learning assistance program implemented in Lubuk Betung Village has a positive impact on improving student learning outcomes. The activity was carried out in three meetings, starting with observation and *pre-test* to find out the initial abilities of students, followed by the implementation of learning assistance through the delivery of English and arithmetic materials, practice questions, and educational games, then ended with *post-tests* and evaluations. During the activity, all participants followed each series of learning enthusiastically and actively participated.



Figure 1 : Observation and *Pre-test*

Mentoring activities are carried out in an interactive learning atmosphere so that students are encouraged to actively ask questions, discuss, and complete the exercises given. In addition to delivering basic English and numeracy materials, the service team also uses simple learning media and educational games to increase students' interest in learning materials.



Figure 2 : Implementation of Learning Assistance

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

The results *of the pre-test* and *post-test* showed an improvement in both aspects of learning measured. The average English proficiency score increased from 43 in *the pre-test* to 79 in the *post-test*. Meanwhile, in arithmetic skills, the average student score increased from 52 to 89 after participating in the mentoring program. The increase shows that learning assistance activities are able to make a positive contribution to improving students' academic abilities, especially in English and numeracy materials.

Table : 1 Value of learning English

No	Student Initials	Value	
		Pre-test	**Post-test**
1.	AI	40	80
2.	QI	40	70
3.	FI	30	70
4.	FK	40	80
5.	ON	50	80
6.	FZ	50	80
7.	AND	60	90
8.	DL	30	70
9.	OR	50	90
10.	FN	40	80
Average		**43**	**79**

The data in Table 1 shows a significant increase in students' pretest and *posttest* scores . In English learning, students' *pre-test* scores tend to be much lower because they still lack background in foreign languages, so that some basic vocabulary that goes into the *pre-test* questions cannot be answered by students because they have not received much input for the use of these vocabulary.

Table : 2 Calculated values

No	Student Initials	Value	
		Pre-test	**Post-test**
1.	AI	60	90
2.	QI	60	100
3.	FI	40	80
4.	FK	50	80

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

5.	ON	50	90
6.	FZ	40	80
7.	AND	50	90
8.	DL	40	80
9.	OR	70	100
10.	FN	60	100
Average		**52**	**89**

The data in Table 2 shows that all participants experienced an increase in numeracy skills after receiving learning assistance. Some students who previously obtained scores below 50 managed to achieve scores of 80 to 100 on the post-test. This shows that the exercises carried out gradually and repeatedly can help students better understand the concept of basic calculation operations.

The improvement in student learning outcomes in English and numeracy skills shows that learning assistance programs have a positive impact on the learning process. An increase in the average score of English from 43 to 79 and numeracy skills from 52 to 89 indicate that the provision of additional learning outside of school hours can help students understand material that has not previously been mastered optimally. These results show that learning assistance is an effective form of intervention to support the student learning process, especially in areas that have limited access to additional educational services.

DISCUSSION

The implementation of mentoring also has an influence on student learning motivation. Based on the results of observations during the activity, students showed significant changes in learning behavior. At the beginning of the activity, some students still looked passive, shy to ask questions, and lacked confidence when asked to answer questions. However, after participating in several mentoring sessions, students began to show higher enthusiasm, actively discuss, dare to answer questions, and be more confident in completing the exercises given. These changes show that a pleasant learning atmosphere is able to encourage more active student involvement in the learning process.

The results of this service are also in line with various previous studies that stated that learning assistance programs have a positive impact on improving learning outcomes and student motivation. These results are in line with the constructivist theory applied in this devotion, where the result is that students not only experience an increase *in post-test*

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

International Journal of Business and Quality Research
https://e-journal.citakonsultindo.or.id/index.php/IJBQR
E-ISSN: 2985-9468

scores, but also demonstrate higher courage to ask questions, answer questions, and interact during the learning process.(Ncert, 2019)

One of the factors that supports the increase in motivation is the use of interactive and educational games during the mentoring process. Games not only function as an entertainment medium, but also as a means of learning that is able to increase students' attention, curiosity, and engagement with the material studied. Through learning activities that are packaged in a fun way, students do not feel burdened when learning English or arithmetic materials. This condition shows that a conducive learning environment and the use of varied learning methods are external factors that are able to arouse students' enthusiasm for learning.

In this service activity, the use of educational games, interactive learning, and direct mentoring by students is an external stimulus that is able to increase students' interest and enthusiasm to participate in each learning series. Thus, the increase in motivation shown by students is the result of creating a more interesting, communicative, and supportive learning environment for students. The findings are in line with the theory of learning motivation put forward by the one who explains that motivation can be built through good interaction built around the learning environment (Nirfayanti, 2025; Vroom et al., 2015).

Students begin to show positive changes in learning behavior after participating in mentoring. They become more disciplined in participating in activities, more active in doing exercises, and more confident in conveying answers and opinions during the learning process. Another study by explaining that learning assistance that is carried out consistently not only improves students' academic understanding, but also builds learning habits, discipline, and confidence Saputri et al. (2023).

The presence of students as companions not only acts as material presenters, but also as facilitators who provide motivation, guidance, and personal assistance to students. A closer relationship between the companion and the participant creates a comfortable learning environment so that students are more courageous to ask questions, discuss, and try to complete each given exercise. In addition, research on community-based learning assistance states that the involvement of students or volunteers as learning assistants is able to create a more communicative and fun learning atmosphere so as to increase student participation. This condition was also seen during service activities in Lubuk Betung Village Mulyanto et al. (2024).

Overall, the results of the service show that learning assistance programs provide benefits that are not only limited to improving academic scores, but also expanding students' opportunities to gain literacy and numeracy reinforcement beyond formal learning in school. For students in Lubuk Betung Village who have limited access to tutoring, this

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

activity is a means to enrich knowledge while strengthening basic competencies that are indispensable in the learning process. Therefore, learning assistance activities are expected to be carried out on a sustainable basis as one of the efforts to improve the quality of education, foster learning motivation, and support the development of students' literacy and numeracy skills in the 3T area.

CONCLUSION

The learning assistance program implemented in Lubuk Betung Village effectively improved students' learning outcomes and learning motivation. This was evidenced by the increase in the average English score from 43 in the pre-test to 79 in the post-test and the improvement in the average numeracy score from 52 to 89. In addition to academic achievement, students demonstrated greater activeness, enthusiasm, and self-confidence throughout the learning process. The integration of interactive learning methods, educational games, and direct mentoring created an engaging learning environment that supported students' literacy and numeracy development. These findings indicate that learning assistance programs can serve as an effective strategy for enhancing educational outcomes in communities with limited access to supplementary learning services.

Limitations

This community service activity has several limitations. First, the program involved only 10 elementary school students from a single village, limiting the generalizability of the findings to other educational settings. Second, the implementation was conducted over a relatively short period, making it difficult to evaluate the long-term retention of students' knowledge and sustained improvements in learning motivation. In addition, the study relied primarily on descriptive analysis without comparing the intervention group with a control group, which limits the ability to attribute the observed improvements solely to the learning assistance program.

Recommendations

It is recommended that similar learning assistance programs be implemented on a larger scale and over a longer duration to maximize their educational impact. Collaboration among universities, schools, village governments, and parents should be strengthened to ensure the sustainability of the program and provide continuous support for students' academic development. Furthermore, incorporating a wider range of interactive learning media and digital educational resources may further enhance students' engagement and learning outcomes.

Future studies are encouraged to involve larger and more diverse participant groups from different schools or rural communities to improve the generalizability of the findings. Researchers

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

may also employ experimental or quasi-experimental designs with control groups to provide stronger evidence of the program's effectiveness. Additionally, future research could investigate the long-term effects of learning assistance on students' academic achievement, learning motivation, literacy, and numeracy skills, as well as explore the integration of technology-assisted learning or parental involvement as complementary strategies for improving educational outcomes.

REFERENCES

Adiyanti, A., & Afandi, M. N. (2023). Model Perencanaan Strategi Dalam Meningkatkan Mutu Pendidikan Sekolah Dasar di Pemerintahan Daerah. Konferensi Nasional Ilmu Administrasi 7.0, 7(1).

Damanik, A. S., & Handayani, R. (2023). Kemampuan Literasi Matematika Siswa. OMEGA: Jurnal Keilmuan Pendidikan Matematika, 2(3). https://doi.org/10.47662/jkpm.v2i3.596

Fadillah, S., Diana, N. N., Bafadal, D. H., Firdaus, Q. F., Ramadhani, O. D., Januar, F. N., Mandiaru, S. A. K., Detagory, W. N., & Puspito, A. N. (2026). Penerapan Pembelajaran Tematik untuk Meningkatkan Pembelajaran Matematika, Seni, dan Bahasa Inggris di SDN Locare 01 Bondowoso. Jurnal Pengabdian Nasional (JPN) Indonesia, 7(1). https://doi.org/10.63447/jpni.v7i1.1683

Haris Akbar, F., Izza Mahendra, M., Zafaril Irdan, M., Zikrullah, F., Sahroan, Maulida yanti, S., & Alpania, F. (2024). Optimalisasi Peran Mahasiswa KKN Dalam Pengembangan Sanggar Belajar Untuk Meningkatkan Pendidikan Anak Di Dusun Lepak, Desa Lepak, Kecamatan Sakra Timur. Al Madani (Jurnal Pengabdian Pada Masyarakat), 3(2). https://doi.org/10.37216/al-madani.v3i2.1786

Ihtiari, D. A. T., & Mubarokah, S. (2024). Pendampingan Literasi Numerasi Siswa Sekolah Dasar Melalui Kegiatan Bimbingan Belajar di Desa Bagelen Purworejo. Jurnal Al Basirah, 4(1).

Juriah, I., Maysaroh, M., Ritonga, M. U., & Adisaputra, A. (2025). Analisis Bahan Ajar Bahasa Indonesia Terhadap Tingkat Pemahaman Isi Bacaan Siswa. Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat, 5(1). https://doi.org/10.56832/edu.v5i1.883

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.

Muklas, A., Lubis, E., & Qurniati, A. (2023). Menumbuhkan Semangat Belajar Siswa Melalui Program Bimbingan Belajar di Luar Jam Sekolah di Desa Penindaian. Jurnal Pengabdian Masyarakat, 2(1).

Mulyanto, U. J., Agustin, D., Hardiyanti, K., Alfarizi, S., Fauziah, S., & Khomisah. (2024). Peran mahasiswa kuliah kerja nyata (KKN) dalam meningkatkan pendidikan usia dini di paud Al-Mubarokah. Proceedings UIN Sunan Gunung Djati Bandung, 5(1).

NCERT. (2019). Constructivist Approach to Learning based on the Concepts of Jean Piaget and Lev Vygotsky. In Journal of Indian Education (Vol. 44, Number 4).

Nirfayanti, N. (2025). Penguatan Literasi Dan Numerasi Siswa Sd Pada Program Kampus Mengajar Angkatan 8. Pedagogy: Jurnal Pendidikan Matematika, 10(2). https://doi.org/10.30605/pedagogy.v10i2.6147

Riyanto, Y. (2007). Metodologi Penelitian Pendidikan Kualitatif Dan Kuantitatif. In Unesa University Press.

Saputri, L., Mardiati, M., Sitepu, D. R. B., Susilawati, E., Ningsih, Y., Ayumi, N., & Siregar, Z. A. D. (2023). Pendampingan Belajar pada Anak Usia Sekolah Dasar untuk Meningkatkan Prestasi dan Motivasi Belajar di Desa Tanjung Putus, Padang Tualang, Langkat, Sumatera Utara. Welfare : Jurnal Pengabdian Masyarakat, 1(1). https://doi.org/10.30762/welfare.v1i1.344

Supuwiningsih, Dr. N. N. (2025). Rahasia Sukses Pembelajaran Kreatif dan Menyenangkan dengan Game Based Learning. In Convergence in the information industries. Telecommunications, broadcasting and data processing 1981-1996 (Vol. 3, Number 1).

Syafnita, Tisna. dkk. (2023). Psikologi Anak Usia Dini. In Malang : Literasi Nusantara Abadi Group.

Ulum, S., Ubaidillah, L., Permana, B. R., Astika, H. R., & Rohimah, M. (2024). Peran Mahasiswa KKN Dalam Meningkatkan Kualitas Pendidikan Dikalangan Pelajar Desa Papringan. JIWAKERTA: Jurnal Ilmiah Wawasan Kuliah Kerja Nyata, 5(2). https://doi.org/10.32528/jiwakerta.v5i2.23774

Vroom, V., Porter, L., & Lawler, E. (2015). Expectancy theories. In Organizational behavior 1: Essential theories of motivation and leadership. https://doi.org/10.4324/9781315701967-11

Copyright to the author of some rights reserved This work is licensed under aCreative Commons Attribution-ShareAlike 4.0 International License.