

Implementation Of Effective Learning for Remote Children: In the Citorek Traditional Community Banten Area

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Abstract: *This research aims to identify, implement, and develop an effective learning model for children in the remote Citorek traditional community Area banten. the main challenges are limited access to formal education and minimal teaching resources. Geographical conditions that are difficult to reach and inadequate infrastructure worsen the situation, resulting in low participation and learning achievement of children. This research uses a qualitative method with a case study approach, involving students, parents, teachers, and local traditional leaders as participants. Data was collected through observation and document analysis and analyzed using triangulation techniques to ensure the validity of the findings. The research results show that the application of a learning model based on local wisdom and a participatory approach is able to increase students' learning motivation. In addition, the integration of local culture in learning helps strengthen students' cultural identity, so that they are more actively involved. Collaboration between government, indigenous communities and educational institutions is needed to create relevant and sustainable learning models.*

Keywords: *effective learning, remote children, remote area education*

Abstrak: Penelitian ini bertujuan untuk mengidentifikasi, menerapkan, dan mengembangkan model pembelajaran yang efektif pada anak di daerah terpencil Wewengkon Kasepuhan Adat Citorek, Banten. Tantangan utamanya adalah terbatasnya akses terhadap pendidikan formal dan minimnya sumber daya pengajaran. Kondisi geografis yang sulit dijangkau dan infrastruktur yang kurang memadai memperburuk keadaan sehingga berdampak pada rendahnya partisipasi dan prestasi belajar anak. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus, dengan melibatkan siswa, orang tua, guru, dan tokoh adat setempat sebagai partisipan. Data dikumpulkan melalui observasi dan analisis dokumen dan dianalisis menggunakan teknik triangulasi untuk menjamin keabsahan temuan. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran berbasis kearifan lokal dan pendekatan partisipatif mampu meningkatkan motivasi belajar siswa. Selain itu, integrasi budaya lokal dalam pembelajaran membantu memperkuat identitas budaya siswa, sehingga mereka lebih terlibat aktif. Kolaborasi antara pemerintah, masyarakat adat, dan lembaga pendidikan diperlukan untuk menciptakan model pembelajaran yang relevan dan berkelanjutan.

Kata Kunci: pembelajaran efektif, anak terpencil, pendidikan daerah terpencil

Introduction

Discussions about learning will never stop because it is an important thing in human life. Humans will never know anything without learning. Learning is a primary human need that must be fulfilled and can be done anytime and anywhere. The results of this learning will be useful for every human being, both for defending themselves to be able to live in the world and achieving success.

Learning basically refers to two major activities, first teaching activities and second learning activities. Teaching refers to the activities carried out by teachers in managing the learning environment so that they interact with students to achieve learning goals. Learning refers to the activities carried out by students in interacting with the learning environment to achieve learning goals. Both teacher teaching and student-learning activities combine in an interaction activity for the learning process to occur (Halder & Saha, 2023).

In essence, learning has no boundaries, it is not limited by events carried out by the teacher. However, it includes all events that have a direct influence on the learning process, which includes events taken from printed materials, images, radio, television programs, films, slides or various combinations of these materials. Learning is a concept of two dimensions of activity (learning and teaching) which must be planned and actualized, and directed at achieving goals or mastering a number of competencies and indicators as a description of learning outcomes. In essence, learning is a planned or structured activity that can stimulate someone to learn well so that it meets the learning objectives. If learning is concluded then there are two different endings, firstly how someone takes action to change behavior through learning activities. Second, how someone conveys knowledge through teaching activities, thus, learning can be interpreted in the form of external conditions, activities carried out by teachers to condition someone to learn (Saptadi et al., 2023).

An educator must make efforts so that learning material is conveyed well and can be understood by students easily. So that students can easily understand learning material, this can be done by using the sensory tools they have. The more sense organs that are used in the learning process seriously, the easier it will be to remember the lesson. Because humans have their own abilities to acquire knowledge through the use of their sense organs.

Learning is expected to provide motivation for students to actively learn by improving their skills in solving problems. For this reason, educators must be able to choose appropriate learning strategies to achieve learning goals by mastering learning materials and being able to help students build more meaningful and long-lasting knowledge (Fitriyah et al., 2020).

Therefore, in this article, we will describe Learning Management from a Class Room Management Perspective. It explains the concepts and practices of effective learning based on various educational perspectives, with a special focus on five main aspects, namely Teacher Personality Development, Class

Management, Learning Planning and Management, Learning Implementation, and Monitoring Student Learning Progress and Potential.

In this research, the author will explain learning practices with the concept of Effective Learning for students who the author practices at the author's residence, namely in the Citorek Traditional Kasepuhan Area. In this region, many children do not yet understand important basic knowledge such as how to read the Koran and practice worship properly and correctly.

This research aims to identify, implement and develop an effective learning model for children in the remote area of Citorek Traditional Kasepuhan Area, Banten. The main problems faced so far are limited access to transportation, access to communication, and limited access to formal education facilities as well as a lack of adequate teaching resources, resulting in a low level of contact with current developments. Geographical conditions that are difficult to reach and limited infrastructure exacerbate the situation, causing low levels of participation and learning achievement of children in the area.

Research methods

The method used in this research is qualitative research with a descriptive approach (Charismana et al., 2022). This approach was chosen because it aims to gain a deep understanding of the implementation of effective learning in remote areas, especially in Citorek traditional community Area, Banten. This qualitative research focuses on collecting data through observation, in-depth interviews, and documentation. With this method, researchers can capture the reality and dynamics of learning in the field holistically and contextually. In addition, this method allows researchers to explore the perceptions and experiences of teachers, students, and the surrounding community regarding learning effectiveness.

The data obtained was analyzed thematically, with steps such as coding, grouping, and data interpretation. Researchers also examined the relationship between social, cultural and geographic conditions and learning effectiveness. Data validity is maintained through source triangulation, namely comparing data obtained from interviews, observations, and documentation, so that the results of this research provide a comprehensive and in-depth picture of the implementation of effective learning in the Citorek traditional community Area.

Results And Discussion

Effective Learning

In the learning process, educators are tasked with teaching students. Students are expected to obtain good and effective learning results. For this hope, educators must help make it happen by teaching effectively. Effective teaching is teaching that can lead to effective learning. Effective learning includes two main things, namely active learning time and quality of instruction (Pd et al., n.d.). To be

able to teach effectively, educators must be able to apply effective learning strategies.

Understanding Effective Learning Strategies

Effective learning is a learning process that can cause change, and bring certain influences, meaning, and benefits. Effective learning prioritizes the active empowerment of students. In this case, it can be seen that an effective learning strategy is a strategy that prioritizes the process of change in students, both cognitive, affective, and psychomotor, from the results of self-experience with an environment that brings certain influences, meanings, and benefits.

Basic Concepts of Effective Learning Strategies

Learning strategies are said to be effective if learning has certain characteristics, namely active learning both mentally and physically, varied methods, high teacher motivation in the classroom, a democratic atmosphere in the school, subject matter linked to real life, conducive learning interactions, and provision of remedial measures. Learning will be effective if the experience, materials and results obtained match the level of maturity and background of the students. The learning process also becomes effective if students can see positive results for themselves. Thus, effective learning does not only prioritize student learning outcomes, but how the learning process is able to provide a good understanding of persistence, opportunity, quality and can provide cognitive, affective and psychomotor changes and apply them in their lives.

Effective learning strategies aim to ensure that learning does not only prioritize results, but how an effective learning process can provide good understanding, intelligence, perseverance, opportunities, quality and can provide cognitive, behavioral and psychomotor changes and apply them in life.

Several things that need to be considered in effective learning strategies are actively involving students, attracting interest and respect for students, arousing student motivation, providing individual services, and preparing and using various media in learning. Furthermore, in implementing effective learning strategies, several principles need to be considered and implemented by educators, including: Teachers as learning designers are expected to have the ability to plan learning activities effectively. So educators must have knowledge and expertise as well as readiness for the learning process. Teachers as learning managers are expected to have the ability to manage the entire learning process effectively and efficiently by creating a learning atmosphere that is beneficial for students.

Teachers as evaluators are expected to continuously follow the learning achievements that students have achieved from time to time. A learning strategy is said to be effective if learning has several indicators of effective learning, namely good organization of material, effective communication, mastery and enthusiasm

for subject matter, positive attitudes towards students, giving fair grades, flexibility in learning approaches and good learning outcomes (Pd et al., n.d.).

Steps to an Effective Learning Strategy

In this step, the educator explains the material to be studied, the learning objectives, motivates students and checks students' readiness. In this step, efforts are made to ensure that the learning process is of high quality, namely student-centered learning, there is interaction between educators and students, students and students and students and learning resources. To close the lesson so that learning is effective, it is necessary to do, among other things: manage time well, don't let time run out before the material is finished, students are given assignments and give conclusions at the end of the lesson.

Advantages and Weaknesses of Effective Learning Strategies

Advantages of effective learning strategies, Students are used to learning by planning according to their own abilities, The learning process is student-centered, Integrated learning outcomes include cognitive, affective and psychomotor. Meanwhile, the weakness is that an effective learning strategy is not something that is easy and simple, but there are many aspects involved in it, both aspects of students, educators and other aspects. Where not all educators have the knowledge and expertise and are prepared to design, execute and evaluate well, not all educators continuously follow the learning achievements that students have achieved from time to time.

Citorek Traditional Community Area

Citorek Traditional Community Area, Banten is an area that has a strong variety of customs. Precisely located in Cibeber District, Citorek Village, Lebak Regency, Banten. Wewengkon is a community of people who live in a place bound by old-fashioned rules called traditional communities (Mulyah, et.al. 2020). There are still many children in the interior of the Citorek Traditional Community Area who cannot access good learning due to the minimal number of teachers and inadequate learning facilities so many children do not understand general education or religious education. The concentration of children who are worthy of assistance in their learning is in Cinakem village and Citorek village. The author has applied the method of learning religious knowledge once a week once a week.

Teacher Personality

A teacher's personality must be an example for students. This is because the teacher's personality has a direct and cumulative influence on student behavior, which is influenced by, among other things: study habits, discipline, desire to learn, and motivation to learn. What is meant by personality here includes knowledge, skills and attitudes. The personality displayed by the teacher in the teaching and learning process will always be seen, observed and assessed by students so that a

certain perception will emerge in the students about the teacher's personality (Tarmizi, 2016).

According to Prof. Dr. Zakiah Darajat, the importance of a teacher having a personality is that the teacher will spontaneously bring knowledge, attitudes, emotions and a balanced mentality within himself. In this way, he will be able to face all problems fairly and healthily, the elements in his personality work in balance and harmony and his mind is able to work calmly, every problem can be understood objectively, especially the attitude he brings during the learning process, with this attitude it will definitely make students feel accepted and loved (Fitriana, 2019).

According to Zakiah Daradjat, the concept of teacher personality in the learning process has six elements, namely: Passion and willingness to learn, Arousing students' interest, developing students' talents attitudes and values, Managing the teaching-learning process, Human relationships in teaching situations, Transferring the influence of learning inside school to its application in life outside school (Fitriana, 2019).

In practice, the author, before leaving to teach in the village he is going to, fixes his intention with full sincerity to teach children and with full love for children. Departs at 14.00 WIB whether in favorable weather conditions or rainy weather and there is no payment whatsoever by the education provider or payment of fees from students.

Good and Appropriate Class Management

Classroom management is the teacher's ability to create and preserve when there is disruption in the teaching and learning process. Optimal learning conditions can be achieved if teachers are able to guide students and schools and guide them in a pleasant atmosphere to achieve educational goals and good relationships between teachers and students, and students and students.

Additionally, student placement must take into account biological factors, such as their body posture, that determine a student's high or low placement. Also, the placement of students with psychological disorders, such as students who are very active and like to daydream.

Classroom arrangement is an activity planned and carried out by the teacher or deliberately to create and maintain optimal conditions, so that it is hoped that the teaching and learning process can run effectively and efficiently. Student management is how to organize and place students in the classroom according to their mental potential and emotional development (Hamdi et al., 2023).

The models in the classroom setting can be adjusted according to the body posture, condition of the students, do not discriminate and are equal, to train about religious laws so that men and women can be separated. All classroom management rules are very important because they train students' discipline, forming good character and morals.

In practice, the teacher forms a circular seating formation and all of them face towards the teacher or towards the Qibla. Where teachers can see the condition of each student. Learning will be enjoyable because the teacher allows students to change their sitting position, either by crossing their legs or in any other position as long as they are polite. Learning is carried out in the mosque due to limited space for studying.

Learning Planning and Management

Learning planning is a mandatory activity that must be carried out by educators, based on Government Regulation No. 19 of 2005 Article 20 states that: "Learning process planning includes a syllabus and learning implementation plan which contains at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes". Every teacher in an educational unit has the obligation to prepare a complete and systematic Learning Implementation Plan so that the learning process is interactive, inspiring, fun, challenging, motivates students to participate actively, and provides sufficient space for initiative, creativity and independence according to their talents, interests, and physical and psychological development of students.

Learning is a process of collaboration between two elements, namely the teacher and students in the classroom. These two elements cannot be separated. If one element is missing, then there will be no learning process. That is the reason why learning planning is important, where teachers can plan what students must do so that learning objectives can be achieved optimally, apart from that, teachers also design a series of activities that must be carried out by the teacher himself (Lubis, 2024).

Learning process planning includes syllabi and lesson plans. A syllabus is a part of a learning sub-system that consists of or which are interconnected with each other in order to achieve goals. An important thing related to learning is the description of objectives which are prepared based on established indicators (Bararah, 2017).

Learning management is a teacher's skill to create a conducive learning climate and control it if disruptions occur in learning. Learning management is the way teachers carry out and control class activities, for example arranging classrooms, classroom cleanliness, classroom furniture, seating strategies for student attendance, and other things that are related to the teacher's work as a class manager. Learning management aims to ensure that every student in a class can study and work in an orderly manner so that learning objectives are achieved effectively and efficiently (Erwinsyah, 2016).

In practice, teachers are teachers whose daily professions are farmers, students, and Koran teachers. The learning plan implemented by the teacher is already remembered in the teacher's mind. For example, the schedule for learning the procedures for worship, and then the composition of the material that will be

taught is the sequential practices as written in the yellow book. Starting from understanding intention, explaining the classification of unclean hadats and how to clean it, and other knowledge. Plans that should have been made, such as making written lesson plans and syllabi, were not carried out by teachers due to limited media and tools. Students are encouraged by teachers to bring study tools such as books, Al-Quran, and Iqra', and always clean the study area before learning begins by making a cleaning picket.

Learning Implementation

In the learning process, according to Zakiah Daradjat, in this case, using Abraham Maslow's theory with the hierarchy of basic human needs, starting with developing enthusiasm for student learning by paying attention to the maturity of the child's way of thinking, the experiences the student brings from the family environment, society and even from the school itself. , do not make it difficult for students with the materials and methods used, and to understand the psychology of students, teachers must know the potential that exists in children, both the strengths and weaknesses of each student, than to arouse interest, develop talents, attitudes, and values in students by creating an environment where students actively participate in it, a group learning process so that students can exchange opinions, move their minds and bodies regularly so that it requires students to follow and take their place/role. Next, teachers need to organize the teaching and learning process, because it will make it easier for students to learn it, master it and remember it easily so that the learning process will always be stored in the child's memory for a long time. Apart from that, the learning element that needs to be prioritized is human relations in teaching situations, teachers apply this by giving appreciation for the efforts and achievements obtained by students, teachers involve students in every decision-making related to students' interests in the learning process (Fitriana, 2019).

In an effort to achieve these goals, a qualified educator is needed so that the learning patterns taught in the teaching and learning process can achieve the desired goals. In the teaching and learning process, we need an educator who is capable of quality and is expected to be able to direct students to become the generation we hope for in accordance with the goals and ideals of the nation. For this reason, it is not only enough for teachers to convey the lesson material, but teachers also have to be good at creating a good learning atmosphere and also consider using methods and strategies in teaching that are appropriate to the lesson material and also appropriate to the students' circumstances. The existence of teachers and students are two very important factors where both are interrelated (Anam,et.al. 2023).

In practice, teachers implement learning in a way that is easy for students to understand and insert casual humor so that children can understand the knowledge conveyed by the teacher. With a short time of 60-120 minutes, participants felt that

this long time was not felt because the presentation or delivery of what was taught by the teachers was very comfortable.

Progressive Monitoring of Students

Teachers as educational mentors should be consistent in monitoring the progress of education in their target area while still referring to the evaluation system. Evaluation is an activity to collect data and information regarding students' learning abilities, to assess the extent to which learning has been understood, and also as a tool to determine whether educational goals and the learning process in developing knowledge have proceeded as they should.

Evaluation aims to determine the level of achievement of students in a learning process, as well as to understand students about the extent to which they can solve problems appropriately according to their level of ability. Meanwhile, the evaluation function is to assist the process, progress, and development of student learning outcomes on an ongoing basis, and at the same time to determine the abilities and weaknesses of students in certain fields of study, as well as to provide information to parents/guardians of students regarding the determination of grade promotion or determination of the participant's graduation. Educate (Hamid, et.al. 2019).

The educational process can be influenced by the environment, both directly and indirectly. The size of the influence of each environment cannot be measured, but the influence of the environment is very significant and has similarities in achieving the goals aspired to by the nation, state and religion. So the main goal is students. In an effort to find a picture of students, it cannot be separated from the learning potential they have. Therefore, the aim of human education as a whole and throughout life is to develop personality potential in accordance with its nature and essence, namely all aspects of its nature as optimally as possible. In this way, in order to develop naturally the potential of students, potentially all of the potential of students is filled with their needs (Candra,et.al. 2022).

The potential is an ability that a person has and has the possibility of being developed and becoming actual. Personal potential is a basic ability possessed by a person that is still hidden and has the possibility of being developed if supported by environmental participation, training, and adequate facilities. To develop the potential of students, they need to first know and understand what potential is inherent in them. Students have not fully developed and used their potential. This happens because they do not or do not even know their own potential and the obstacles in developing that personal potential. To provide the understanding and develop students' potential, appropriate assistance is needed (Aaliyah & Rahmat, 2021).

In practice, the teacher will carry out practical tests for students when they have completed the discussion in each discussion chapter. For example, in learning ablution procedures, the teacher will explain theoretically and provide detailed

examples at the ablution place. Then the next day there is an exam reviewing the knowledge that has been discussed. On the day of the exam, the teacher provides an assessment and evaluation of the results of the practice carried out by the students and then provides criticism to the students if there are mistakes in their practice.

Conclusion

This research paper highlights the challenges and efforts in providing effective education in remote areas, especially in the Citorek traditional community, Banten. Implementing learning in this region requires a special approach that takes into account limited access to modern educational facilities and strong local culture. The approach proposed in this paper includes adaptation of curriculum and teaching methods to suit the socio-cultural conditions of local communities, as well as collaboration between government, local communities, and educational institutions to improve access and quality of education.

In principle, all efforts made by education teachers/instructors/mentors in remote areas, especially those carried out in the Citorek traditional community Area, are essentially inseparable from learning theories that have been acquired by experts and educational experts. The author, who is also a teacher, also understands that the knowledge that will be conveyed to students wants them to understand. We make every effort to explain according to the different characters of students with all the limitations of place and inland climate.

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