

ABSTRAK

Penelitian Ini bertujuan untuk memahami motivasi, pengalaman, dan makna yang diperoleh relawan pengajar di Gudang Sinau Mengajar. Teori yang digunakan adalah Teori Fenomenologi Alfred Schutz. Gudang Sinau Mengajar merupakan program pendidikan berbasis sosial yang melibatkan relawan dari berbagai latar belakang untuk membantu meningkatkan literasi anak-anak. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan teknik pengumpulan data observasi, wawancara mendalam dan studi dokumentasi. Hasil penelitian menunjukkan bahwa motivasi relawan dapat dibagi dua yaitu dalam kategori *because of motive* dan *in order to motive*. *Because of motive* di antaranya rasa bosan (gabut), keinginan untuk mengisi waktu luang, dan rasa keinginan belajar. *In order to motive* di antaranya ingin memeberikan manfaat bagi masyarakat, mengembangkan keterampilan mengajar, memperluas relasi dan mendapatkan pengalaman. Pengalaman para relawan beragam, mulai dari menghadapi tantangan dalam mengajar hingga membangun keterampilan komunikasi dan kepemimpinan. Mereka juga merasakan perubahan dalam perspektif sosial serta peningkatan empati terhadap kondisi pendidikan di masyarakat. Makna yang diperoleh relawan mencerminkan nilai pengabdian, kepedulian sosial, serta pemaknaan terhadap peran mereka sebagai agen perubahan dalam dunia pendidikan. Penelitian ini memberikan wawasan mengenai pentingnya peran relawan dalam mendukung akses pendidikan yang lebih luas. Diharapkan hasil penelitian ini dapat menjadi referensi bagi organisasi sosial dalam meningkatkan sistem perekrutan dan pendampingan relawan agar lebih efektif dan berkelanjutan.

Kata kunci: Teori fenomenologi, motivasi, pengalaman, makna, relawan

ABSTRACT

This study aims to understand the motivation, experiences, and meaning gained by teaching volunteers at Gudang Sinau Mengajar. The theoretical framework used is Alfred Schutz's Phenomenology Theory. Gudang Sinau Mengajar is a social-based educational program that involves volunteers from various backgrounds to help improve children's literacy. The research employs a qualitative descriptive method with data collection techniques including observation, in-depth interviews, and document studies. The findings indicate that volunteer motivation can be categorized into two types: because of motive and in order to motive. The because of motive category includes reasons such as boredom, the desire to fill free time, and the willingness to learn. Meanwhile, the in order to motive category includes aspirations such as contributing to society, developing teaching skills, expanding networks, and gaining experience. The volunteers' experiences vary, ranging from facing challenges in teaching to building communication and leadership skills. They also experience shifts in social perspectives and an increased sense of empathy toward the state of education in the community. The meaning derived by the volunteers reflects values of dedication, social concern, and their role as agents of change in the field of education. This study provides insights into the crucial role of volunteers in supporting broader access to education. It is hoped that the findings can serve as a reference for social organizations in improving volunteer recruitment and mentoring systems to be more effective and sustainable.

Keywords: Phenomenology theory, motivation, experience, meaning, volunteer.