IMPLEMENTATION OF LEARNING PARKS TO IMPROVE CHILDREN'S CHARACTER EDUCATION IN SUMBERAN HAMLET, SUMBERKERANG, PROBOLINGGO

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Abstract – *Character education helps the development of children's souls, both physically and mentally, towards a humane and better civilization. The Asset-Based Community Development (ABCD) approach is a community development methodology that focuses on the potential and resources of the community. The background of the creation of this activity is data from Sumberan Hamlet which states that there are 103 children with an age range of 5-15 years or about 12% of the total population of Sumberan Hamlet. In addition, based on observations that have been made, there are still children in Sumberan Hamlet who are not fluent in reading, counting, and so on. Based on this, learning garden activities are important to be implemented. This activity is designed to educate children's character through play but is able to improve children's habits such as interest in reading, creativity, tolerance, responsibility, communicative, discipline, and honesty. Through observation and socialization, the learning park becomes an important place to improve children's literacy and knowledge. With the theme Freedom to Learn, it is hoped that children of compulsory school age can be educated in the awareness of the importance of learning and reading.*

Keywords: *Character Education, Learning Park, Children.*

1. INTRODUCTION

In the current digital era, all areas of life have made great progress, including education. In the field of education, information about various things you want to learn can be easily obtained. However, this era also had a negative impact on the education sector. One of them is a moral crisis. To overcome this problem, Character Education emerged as a solution.

Character education is an effort to help the development of children's souls both physically and mentally, from their natural nature towards a humane and better civilization. For example, clean your body, sit neatly, help your friends,respect your parents, and so on. Dewantara (1967) stated several things that must be implemented in character education, namely ngerti-ngroso-nglakoni (realizing, realizing, and doing) (Mulyasa, 2022).

In the national context, character education must develop philosophical values and practice all national characters completely and comprehensively. If related to the Republic of Indonesia, character values must be able to become the glue of various cultural communities. For this purpose, the character values taken are sourced and rooted in the 1945 Constitution and the Pancasila philosophy (Mulyasa, 2022) Based on the description above, the most suitable and appropriate program design to use in overcoming this is through the Learning Garden Program. The program offers flexible learning to suit the needs of local communities and related subjects. The learning model is play combined with themed learning so that it can be easily understood by related subjects. This Learning Park program is designed to be in Sumberan Hamlet, Sumberkerang, Gending, Probolinggo, East Java. The target of the learning park is children of compulsory school age.

One of the factors for the presence of this program is creating a non-formal learning environment that can be the choice of parents who can help children's growth and development optimally, both as individual and social beings. This is in accordance with what (Hasanah, 2019) stated regarding parents' opinions regarding the educational environment for children (Ramadhianti et al., 2022a)

Based on the description above, seeing the importance of character education and the implementation of learning gardens to improve character education, we intend to research this theme under the title "Implementation of Learning Gardens to Improve the Character Education of Children in Sumberan Hamlet, Sumberkerang, Gending, Probolinggo". We hope that our research can help, inspire and benefit society.

2. METHOD

The Asset-Based Community Development Approach (ABCD) is a community development methodology that focuses on the potential and resources of thecommunity rather than its problems and weaknesses. This approach aims to strengthen communities by leveraging their intrinsic strengths, such as knowledge, skills, social networks, and other assets, to identify and find solutions to problems facing society. ABCD emphasizes the active participation of the community in planning and implementing development projects according to their needs.

McKnight and Kretzmann were the two main characters in the development of ABCD. They define ABCD as "a community development methodology that initiates change by identifying, mobilizing, and leveraging community assets to create lasting change."

A. Stages Research

The steps researchers need to take with an Asset-Based Community Development (ABCD) approach may vary depending on the specifics of the study and the context of the community under study. But in general, here are some steps identified by some researchers using the ABCD approach, Early recognition and commitment (Understanding the history, culture and context of the community, building relationships with community figures and members, and identifying key stakeholders), Identifying community assets (Conducting interviews, focus group discussions or surveys to identify existing assets in the community, and recognizing different types of assets, including skills, knowledge, social networks, physical resources, etc.), asset mapping (creating community asset maps to visualize existing resources, and identifying potential connections and collaboration between content), Developing a shared vision (organizing community meetings to build a shared vision for the future of the community, and ensuring the involvement of all stakeholders in this process), Project planning and implementation (Together with the community, planning projects based on identified assets, and ensuring the active role of communities in project implementation), capacity building (providing training and support to improve skills and knowledge for community members, and encouraging knowledge exchange among community members), evaluating and learning (assessing the impact of implemented projects on the community, continuously monitoring and evaluating community progress, and sharing lessons learned with communities and other stakeholders), replication and expansion (if the project is successful, consider developing or adopting similar models in other communities, and develop scaling and improvement strategies), and final continuity commitments (continuing to communicate and cooperate with communities on an ongoing basis, and encouraging communities to continue to play an active role in their own development) (2018).

B. Community Assistance

In this study, of course, it involves community assistance in learning park activities. The accompanying communities involved in this case are hamlet leaders, community associations, neighborhood associations, community leaders, and parents or guardians of children who agree with the learning park.

C. Location and Time Research

The location of this research is in Sumberan Hamlet, Sumberkerang Village, Glening District, Probolinggo Regency, East Java Province. This research will be conducted on July 11 – August 25, 2023.

D. Analysis Techniques

According to (Creswell & Creswell, 2017) qualitative data is data consisting of words, narratives, texts, or images used to understand, explain, and describe phenomena. Meanwhile, according to Miles and Huberman (1994) Qualitative data is data in the form of text, images, or sounds that can reveal meaning, context, and relationships in a research context.

Research uses a qualitative approach, where qualitative research is a research technique that produces descriptive data in the form of words or words spoken about people and observable behavior.

The reason researchers use qualitative methods is because the problems faced are not clear, comprehensive, complex, dynamic and significant, so it is impossible to collect data about the social situation using numerical research methods from test instruments, questionnaires, and interviews. In addition, researchers seek to understand the social situation in depth, find models, hypotheses and theories.

E. Instrument Research

Observation is the collection of data through observations made to reveal the attitude or response of the community to the activities of the learning park. The interviews conducted in this study are interviews conducted to support or strengthen the results of observations of people's attitudes. Documentation, documentation is carried out with the aim of obtaining data in the form of documentation from each stage of research as concrete evidence related to the research conducted.

3. RESULT AND DISCUSSION
Definition and Concept of Character Education

The issue of character education has become a special concern of various countries and Indonesia is no exception. The application of character education is applied to prepare the next generation of quality both individually and socially. The background of the emergence of character education in Indonesia is motivated by the erosion of character as an Indonesian nation, and at the same time as an effort to develop Indonesian humans with noble character. Character education has been promoted throughout Indonesia's modern history, especially after the 1928 Youth Pledge event under the name Nation and Character Building. However, character education was really noticed on May 20, 2010 when it was used as a national movement at the peak of the National Education Day event launched by the President of Indonesia (Tsauri, 2015).

Achmad Dahlan Muchtar and Aisyah Suryani (2019) in their journal entitled "Character Education according to the Ministry of Education and Culture", concluded that character education is an education system by instilling values in accordance with the nation's culture with components of knowledge (cognitive), attitudes (affection felling), and actions, both towards God Almighty (YME) both for themselves, society and their nation. Meanwhile, Elkind and Sweet (2004) interpret character education as: "character education is the deliberate effort to help people understand, care about, and act upon core ethical values. When we think about the

kind of character we want for our children, it is clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right, even in the face of pressure from without and temptation from within". While Hill (2002), states "Character determines someone's private thoughts and someone's actions done. Good character is the inward motivation to do what is right, according to the highest standard of behaviour, in every situation". Character education can also be interpreted as "the deliberate use of all dimensions of school life to foster optimal character development" (Tsauri, 2015). Meanwhile, according to Nur Uyuni, and friends (2023) Character education is a system of inculcating character values in the form of knowledge, will, and behaviors that are following the values of belief in God, oneself, fellow environment, and nationality

According to Thomas Lickona in (Harahap, 2021) states that character education is a deliberate or conscious effort to realize a policy in the form of objectively good human qualities, and not only for individuals but for society in general.

Based on the above definition, the concept of character education is highly recommended to be applied to children because if this character has been embedded and grown since childhood properly and optimally, then when they grow up they will have a character in the form of good traits and behavior, such as being responsible, helping each other and so on. According to (Harahap, 2021) the application of character education can be obtained by children through education both formally and non-formally which is tailored to the needs of each individual. Furthermore, in applying the concept of character education to children, not only material is applied but practice also needs to be applied in terms of applying the concept of character education to children.

In character education, the form of character formulated must still refer to or be based on universal values. Therefore, education that develops moral ethical attitudes and responsibility, provides compassion to learners shows and teaches good character. It is an intentional and proactive effort from educational actors to fill the basic mindset of learners, namely ethical values, such as respect for themselves and others, responsible attitudes, integrity, and self-discipline. The essences are obtained from the following sources (especially in Indonesia):
1) Religion,
2) Pancasila,
3) Culture, and
4) National Goals (Suwardani, 2020)

From these four sources, 18 values for national character education can be identified as described in the grand designe of character education according to the Ministry of Education (2010), namely 1) Religious, 2) Honest, 3) Discipline, 4) Tolerance, 5) Hard Work, 6) Creative, 7) Independent, 8) Democratic, 9) Curiosity, 10) National Spirit, 11) Love for the Country, 12) Respect for Achievement, 13) Friendly/Communicative, 14) Peaceful, 15) Love to Read, 16) Care for the Environment, 17) Social Care, and 18) Responsibility, (Suwardani, 2020).

From the description above, it can be concluded that efforts to instill character

values through character education need to be carried out and improved, especially among children as the next generation of the nation with good character both individually and when socializing.

Children of Compulsory Education Age

Indonesia has an equitable education policy known as the compulsory education program as stated in Article 1 paragraph 18 of Law Number 20 of 2003 concerning the National Education System is a minimum education program that must be followed by Indonesian citizens on the responsibility of the Government and Local Government (2003). Compulsory education according to the United Nations Educational, Scientific and Culturala Organization (UNESCO) is a predetermined agefor a certain period of time that requires a child legally to attend school or completeschooling.

The efforts and role of the government in improving quality education in Indonesia can be seen from the issuance of various policies. One of the policies made by the government is the issuance of a compulsory education program. In government regulation No. 47 of 2008 concerning the 9-year compulsory education program which is an implementation of the National Education System Law No. 20 of 2003 as mandatory for citizens aged 7 to 15 years to attend basic education, so that every child is obliged to complete education at the elementary level (SD) and education at the first level (SMP).

In 2013, the central government issued a 12-year compulsory education program or often referred to as the universal secondary education program as a continuation of the 9-year compulsory education program. This 12-year compulsory education program is for children aged 7 to 18 years who are required to attend basic education (SD) to education at the upper level (SMA). With the existence of the compulsory education advanced program, it aims to maintain the success and continuity of the previous program and can increase access and equity of quality and affordable education services for the entire population.

Character Education for Children of Compulsory Age

The definition of "character education" has several meanings from various perspectives. Although there are various opinions from researchers, they agree on the core meaning. For many character educators, character education itself has more to do with the formation and transformation of a person that includes education in schools, families, and through individual participation (Silay, 2022).

Child character education is a conscious and planned human effort to educate and empower children's potential to build their personal character so that they can become individuals who are beneficial to themselves and their environment. Child character education aims to instill certain character values in children so that they can grow and develop into individuals who have a good personality, noble character, tolerant, resilient, and good behavior.

Children's character education must start early, namely at the age of children. Early childhood is born with God-given (intelligence), but such potentials do not just

appear and develop, but need early stimulation. Which at this time also children experience (golden age) or also known as the golden age. According to research, children since birth have 1000 billion brain cells, these cells must be stimulated to be able to continue to develop otherwise they will experience erosion of the potential of the child (Hidaya et al., 2020)

Children's character education must be carried out by all parties involved in children's education, be it parents, teachers, and the surrounding community. Parents have a very important role in children's character education because they are the closest people to children, of course, they can teach many things to children, starting from religious beliefs, culture and others. Teachers also have a very important role in children's character education because they are the people who interact most with children at school. The surrounding community also has a very important role in children's character education because they are the environment where children grow and develop.

Compulsory school age children are a critical period for the formation of a person's character, so they need to be formed and nurtured from an early age. Character is formed from three types consisting of knowledge, feelings and moral behavior. Moral knowledge includes knowledge of moral values and moral principles applied in everyday life. Moral feelings include empathy, respect, and a sense of responsibility towards others. Moral behavior includes actions that are in accordance with moral values and moral principles applied in everyday life. These three things are interrelated and work together synergistically to shape a person's character. In the character development stage, there is a very important thing that must happen to a child, namely the emergence of a very strong motivation or desire (determination) to practice moral values. If children have good character, it is very likely that Indonesia will have a superior and dignified young generation later.

Description of Learning Park in Sumberan Hamlet, Sumberkerang, Gending, Probolinggo

The development of time and technology has had an impact on various aspects of human life, one of which is education. The very important role of education has become a fundamental need for every human being. Through this aspect, it can be said that every human being has potential that can be identified and developed by each individual (Ramadhianti et al., 2022b). This potential can be identified and developed, one of which is through education which can be carried out both formally and non-formally.

In the aspect of education, one type is the existence of non-formal education. This type of education is an education that is carried out in a structured and tiered manner for a community in meeting the needs in the form of additional, substitute, and complementary services for formal education to support lifelong education, so that it is considered capable of assisting in terms of maximum child development both individually and socially (Hasanah, 2019).

Non-formal education consists of various types, one of which is learning park activities carried out in a community. Learning park is one type of non-formal

education that functions as a learning facility in the form of a free learning forum that aims to explore the potential of children both individually and socially. This learning park is located at the Post of Group 6 KKN UIN Sunan Kalijaga Yogyakarta Sumberan Hamlet, Sumberkerang Village, Gending Kec. Gending, Probolinggo, East Java. The purpose of this learning park is to be able to spark the intelligence and potential of children, especially in Sumberan Hamlet.

The background that became the creation of this activity, namely the data from Sumberan Hamlet which states that there are 103 children with an age range of 5-15 years or around 12% of the total population of Sumberan Hamlet. In addition, based on observations that have been made, there are still children in Sumberan Hamlet who are not yet fluent in reading, counting, and so on. Based on this, the learning park activity is considered important to be implemented in Sumberan Hamlet. Sumberkerang Village, Gending Sub-District, Probolinggo, East Java.

This learning park activity was held with the theme "Merdeka Belajar" which is expected that children as the next generation of the nation can understand the importance of education, especially in terms of learning and reading. This activity program is socialized by distributing invitations assisted by TPQ and the head of the local RT.

This learning park activity is carried out every Sunday during KKN which is held at 07:30-11:00 WIB in the afternoon. Furthermore, for the material, every week there are several materials provided, such as the theme "Nationality", "Clean and Healthy Living Behavior", and "Dreams". The implementation of this activity is carried out with several stages such as educational free activities, (reading and socializing) and then continued with providing material to children in the form of knowledge and practice which of course is added with interesting games. this is done so that they are not easily bored during this learning park activity. In addition, at the end of learning in terms of instilling the value of cleanliness in the soul of children, a rule is applied during learning park activities, namely to collect garbage and throw it into the space provided then after that the children will get a free snack. This is done to motivate and instill character in children, especially in terms of maintaining cleanliness in the surrounding environment.

Observation and Socialization Results

The learning park is an important place to improve children's literacy and knowledge. This activity aims to realize a learning park while increasing the interest in reading for children in Sumberan Hamlet, Sumberkerang Village, Gending District, Probolinggo Regency. To maximize the use of the learning park, the stages that must be carried out are by making observations starting with taking notes, analyzing the place and then making conclusions about the time and place of implementation (Adhimah, 2020).

Socialization about the importance of activities that are beneficial for children and minimize children's playing time to be more productive. This socialization method is a form of communication that is informative about certain problems or topics with the community in a non-formal manner, which results in benefits or

solutions to a problem that has been socialized (Erry Yudhya & dkk, 2020).

1) Observation

This observation method is the first step before carrying out the activity, because before the implementation of the activity a survey is needed first. To add information about the situation and conditions of the place. The place chosen for learning park activities is at KKN Post 06 Sumberan Hamlet. After conducting a survey or ensuring the place and discussion of the KKN group, it can then determine what needs to be prepared to realize the new learning park that will be held in the hamlet.

2) Socialization

Socialization of the importance of learning and exploring self-potential in children is a process of introduction to the community in Sumberan Hamlet, that there are activities that can build children's enthusiasm for learning and can develop. In addition to academic learning, children also need to learn non-academic learning by playing and learning educational things. This socialization is carried out in several stages, the first stage, by inviting community leaders and religious leaders in Sumberan Hamlet, then the community leaders are given the opportunity to make a decision whether to reject or accept the existence of the learning park activities. The second stage, by telling the children by word of mouth. And the third stage, which is done by spreading invitations assisted by TPQ and the local Neighbourhod.

Implementation of The Learning Park Program

The implementation of Taman Belajar, which is one of the flagship work programs of group 6 KKN Batch 111 UIN Sunan Kalijaga Yogyakarta 2023, was carried out with 3 times implementation in one KKN service period (45 days).Starting with the program planning stage which became the main focus of group 6 placed in Sumberan Hamlet is learning and reading interest of children of compulsory education age in Sumberan Hamlet.Through observation, 103 children aged 5-15 years / about 12% of the total population of Sumberan Hamlet were obtained. The data then became a reference for the group to determine the appropriate theme to arouse and increase interest in learning, especially reading in Sumberan hamlet. The importance of this interest in learning.

With the theme of Merdeka Belajar, children of compulsory school age are expected to be educated in the awareness of the importance of learning and reading after this activity is carried out.

Learning activities are not only carried out at school, with the Taman Belajar work program which is carried out independently and independently in Sumberan Hamlet. Education is said to be the main capital in pursuing the future, Taman Belajar tries to take a positive role in the future of children in Sumberan Hamlet. The flexiblelearning forum is expected to bring out the intelligence and every potential that eachchild has as a participant in this Taman Belajar activity.

Sumberan Hamlet, which consists of 3 RTs, is a challenge in implementing the Taman Belajar Work Program. In the activity socialization stage, the children who are the target of this program get direct and indirect socialization of activities.

Directly, children get information in the form of direct invitations accompanied by receiving letters for parents to participate and support this program. The letter is given when the children are in the middle of religious learning, both in the mushola and TPQ. In addition to the support from the parents in Sumberan Hamlet, we also received support from the head of the RT, with an appeal letter for parents delivered directly by him to each house.

In 3 times the implementation of the program, the theme conveyed cannot be separated from the main theme of the initial design of this program, namely Merdeka Belajar.The implementation of activities on Sunday mornings cannot be separated from the consideration of group 6 KKN 111 UIN Sunan Kalijaga towards children in Sumberan Hamlet.The first implementation took the theme of Nationality.Absenteeism was carried out at the beginning of the arrival of participants accompanied by the origin of the RT, the level of formal education and gender. From the first attendance, initial data was obtained with the level of Taman Belajar Middle participants in PAUD-SMP formal school grade 1. Further data was obtained in the second attendance in the implementation of the next Taman Belajar with the theme "PHBS (Clean and Healthy Living Behavior)". Until the 3rd implementation with the theme of Dreams, the enthusiasm of the participants in participating in Taman Belajar activities was always good.

Absenteeism which is the beginning of the implementation of activities is continued with free, directed and educational activities. Free here that participants are not limited to themes in learning, with a time of 1.5 hours this activity is directed by involving all members of KKN group 6. Each member takes their respective roles as a form of service to children in Sumberan Hamlet. Furthermore, the material session according to the theme delivered by the tutor based on the participant's education level with 2 hours as the core of the program was well done. Followed by the gathering of all participants and repetition of teaching materials wrapped in doorpize as a reward to be the end of each implementation.

Learning Park Program Evaluation

The implementation of Taman Belajar, which was carried out according to schedule and the enthusiasm of participants who met the initial indicators, did not necessarily require evaluation. Taman Belajar in its implementation, which is constrained by the place and table facilities for learning facilities, can still run. The role of KKN members with activity participants looks less than optimal, this can be seen from the moment the children are not conducive to educational free activities. This inadequacy occurs due to busy activities which result in the rest hours of some KKN members and prepare for the next work program that will be implemented next. The lack of opportunities for program continuity after the end of KKN is also an evaluation of group 6 KKN 111 UIN Sunan Kalijaga Yogyakarta.

The Relevance Between Learning Parks and Character Education

The learning park Program is a program planned by Sumberan hamlet KKN

students after going through a long process. In the learning park program, it is known that the design is to play while learning. Character education is an educational system in which character is studied and accustomed to becoming a habit.

The Learning Park Program is designed to educate by playing but is able to improve the habits of the Sumberan Hamlet children in reading interest, creativity, tolerance, responsibility, curiosity, communicative, discipline and honesty. As for each meeting of the Learning park program, certain themes are given, for example the theme of nationality, PHBS (Clean and Healthy Living Behavior), and Dreams. In some of these themes, character education can be taken in the form of national values, love of the country, caring for the environment, and hard work.

From the description above, it can be concluded that Learning Parks and Character Education have strong relevance, namely Learning Parks are programs that can improve children's character education. The following is a table before and after the learning park was established;

Table 1. Before and after the learning park was established

BEFORE	AFTER
Not familiar with the Indonesian nationality	Get to know and strengthen the sense of love for the Indonesian homeland
Lack of communicative to friends from different RT	Able to communicate with his friends even though different RT
Not too familiar with healthy living habits	Get to know and start getting used to clean and healthy living
Don't have a picture of hard work yet	Already have a picture of hard work and effort
There is still little interest in reading	Increasing children's interest in reading
And others	And others

4. CONCLUSION

There are three kinds of character formation in children consisting of knowledge, feelings and moral behavior. Moral knowledge includes knowledge of moral values and moral principles that are applied in everyday life. Through observation and outreach, learning parks are an important place to increase children's literacy and knowledge. Dissemination of the importance of activities that benefit children and minimize children's playing time to be more productive. This socialization method is a form of communication that is informative about certain issues or topics with the community in a non-formal manner.

By carrying out the theme Freedom to learn, it is hoped that it is hoped that compulsory school-aged children will be educated in the awareness of the importance of learning and reading after this activity is carried out. Learning activities are not only carried out at school, with the existence of the Learning Park

work program which is carried out independently and independently in Sumberan Hamlet. Education which is said to be the main capital in pursuing the future, the learning park tries to take a positive role in the future of the children in Sumberan Hamlet. It is hoped that a flexible learning forum can bring out the intelligence and every potentiahuml that each child has as a participant in this Learning Park activity.

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