

IMPROVING PAUD TUNAS BANGSA ON BLENTRENG-NGEMBAT REGENCY OF MOJOKERTO

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ABSTRACT

Our group is focusing on making this village have a better life and better relationship among the villagers. We designed our program not only because we care about the villagers but also the environment. We made a little improvement on PAUD Tunas Bangsa with an English Class that teaching them some basics English through some music, film and any other fun activities. We also build their creative mind, by arranging some art activities. In those classes, we were making some things such as name tag and painting a tote bag. We choose those activities because we want them to be proud of something they made by themselves without making some rules or any border so that the children can express themselves however they want. We believe that after we serve and do change some little things here, it will give a good impact for the nation. Those small things can be applied physically and emotionally for both the villagers and the participants. Hopefully we can contribute a better change that can last forever.

Keyword: Improving Paut Tunas Bangsa, Blentreng-Ngembat

INTRODUCTION

Community Outreach Program (COP) is an international community service program that has been created by *Lembaga Penelitian dan Pengabdian* towards *Masyarakat Universitas Kristen Petra* (LPPM UK Petra) which integrated between *Darma Pendidikan dan Pengabdian* into society (Service-Learning). COP is a self enrolled course in Petra Christian University Undergraduate Program. COP participants come from Local and International Universities and Institutions. This program teaches the students to become more awwere about the needs of village's people and contribute to develop the village's facility and system.

COP program is organized based on Petra Christian University which is to be a global and caring university that commits in Christian values. The soul of the servant is a capital in doing a "service" to the wider community and the needy group in particular. As an institution of higher learning, the application of science gained to be dedicated to society is an attempt that shows UK Petra as a caring university.

Besides helping people to solve welwfre problems, another impact of this service learning activity is providing long-term effects for children joining school in COP locations. When interaction between COP participants and victims (especially children) happens, those young children will see and observe participants' works according to each individual's skill and expertise. This might motivate young children to have hope and dream to pursue education as high as university level like COP participants.

As a Higher Education institution, the student's personal development towards maturity is expected to accompany his graduation as a scholar. In Eyler's study, J & Giles, D. E. Jr. (1999) explained that Service-Learning provides many positive aspects for the personal development of students, namely personal and interpersonal development; understanding and applying knowledge; as well as impacting the development of student soft skills, such as Caring, Creative and Critical Thinking, Leadership, Teamwork, and Communication skills.

COP is expected to be not only a community service, but also a way of learning process. The COP is an interactive education activity that aims to provide an experience by being in the communities in order for responses to actual social life and help to develop the communities. By involving students in real life, this

program provides opportunity for students to have an invaluable experience which they cannot get in the classroom. Thus, as a part of the curriculum for undergraduate students (3 credits bearing), COP can be the media to help students encourage and empower community development. Within the international S-L concept, the participants were expected to only contribute to the community where the service is given, but also to gain an international and experience where multicultural understanding is the setting that students learn. We offer this program annually and the participants were students from various university partners overseas. All students were divided into several teams consisting of different nationalities. They will experience a living experience at the village in rural areas along with the communities. They were working together in the various programs, which were selected based on their identification problems and of the community, many projects were done by the students together with the commissions. Generally, several projects done by the participants of COP can be hands on for Physical programs (such as drafting / design of school building, construction of public toilets or playing street or river banks and schools (kindergarten, primary school, junior high school), renovation of a bridge or school or library, road asphaltting, clean water project, repair of pipeline system to distribute water out of the water resources, e-non-physical programs etc (in education such as intriguing games for kindergartens and science through interactive games for elementary school students, sharing basic handicraft business, training students, sharing basic business to the food parade.

For the implementation of COP Program always invite a lot of interest by foreign students from various international universities, where the total number of students involved reaches 150-200 people each year. This is what then makes this program received recognition from the Directorate General of Higher Education as one of the International Competitive Program of Higher Education throughout Indonesia. To date there were \pm 16 foreign universities from 10 countries, namely South Korea, Netherlands, Japan, Taiwan, China, Hong Kong, Australia, America, UK and Singapore.

Implementation of COP in Mojokerto regency has entered the fifth year, where for the successful implementation of COP activities, in addition to working with the Government of Mojokerto regency, we also took local partners namely *Yayasan Habitat Kemanusiaan Indonesia* and *Yayasan Pondok Kasih Surabaya* and PT. Nipsea Paint and Chemicals (Nippon Paint) as a permanent sponsor of COP activities.

Blentreng Hamlet Profile

Blentreng Hamlet is one of hamlet in Ngembat Village. Some villages bordered by Blentreng Hamlet: on the North bordering the Jatidukuh Village, in the South with the forestry area, to the East with the horticulture and also the Dilem Village, while in the West is directly adjacent to the Jembul Village. Although this hamlet is rich in agricultural products, this Sub Village is also prone to the existence of landslides in there caused several factors namely: 1. The location is not strategic because it is around the top of the mountain, 2. Lack of trees can inhibit or retain rainwater because most of the land is used to grow crops or used for buildings, 3. In addition, the lack of community contribution in maintaining the cleanliness of the environment. Besides can cause landslides environmental conditions were filthy with trash scattered everywhere could also lead to soil becoming contaminated and cannot be used again if this happen constantly then a few years to come will make the land cannot be used business agriculture again

Although this hamlet is rich in agricultural products, but this hamlet is also prone to the existence of landslides, landslides in this hamlet Blentreng caused several factors namely: 1. location of this hamlet is not strategic because it is around the top of the mountain, 2. Lack of trees can inhibit or retain rainwater because most of the land is used to grow crops or used for buildings, 3. In addition, the lack of community contribution in maintaining the cleanliness of the environment.

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Population

The population of Ngembat Village is 1267 people divided into 410 families. Blentreng Hamlet 227 KK, Ngembat 183 KK Hamlet Majority Ngembat Village residents were Muslims, but still residents Ngembat village other religions were:

Hindu as many as 30 families and who were Christian as many as 6 families. Youth organization is approximately 50 people, consisting of 30 people in Blentreng Hamlet and 20 people in Ngembat Hamlet. Routine activity other than working cadets is volley ball sport.

Everybody knew that education is important. It provides us with the knowledge that we need to navigate the world. It is also develops in us a perspective of looking a life. Knowledge gained throughout the education period enables each and every individual confident about their life. Therefore education is the key of many problems in this world.

We also do some research and survey that show about the education situation in Blentreng Sub-Village. The majority of the populations in Blentreng only finished their education thorough junior highschool, and only few of them ever gone to Senior High School. Some of the women were only go to school until Elementary School. We also found that there were few children around the age of 13 to 15 years old had already working as a Building Laborer. When we ask them why they were not continuing their education, sometimes economy is not the main problem but they found that school is too difficult and held little importance in their life career. They think that being a laborer is enough for them because it already allowed them to provide food in their house with that amount of salary. However, we knew that education was not just about finding a job but also to build someone's character, to build their mindset and to help them find their passions.

METHODOLOGY

Site survey

We have intensively studied the background of the circumstances which happened in the village. We have made an interaction with individual, groups, organization, and society within the village. By using this method we hoped we would be able to get a better understanding regarding the situation inside the village. We also did a survey and made direct observation in the village, looking around the vicinity of the village. We also took notes on what they needed to make the life inside the village better than before.

We documented the places we visited in the village for a future reference for the program we were going to plan. The documentations were in the form of digital photos and videos.

Before the programs were implemented, we had several interviews with the head of the village and the villagers. We did this to get a better understanding on what they needed, what was the obstacles they faced with when they were doing their daily activities.

Project Implementation

Pre-kindergarten education for disadvantaged children can greatly increase their cognitive abilities, leading to long-term increases in achievement and school success. Although general cognitive abilities as measured by IQ may only temporarily increase, persistent increases can be produced in the specific abilities measured by standardized achievement test in reading and math. In addition, programs can have positive effects on children's long term social and emotional development, reducing crime and delinquency [1]. To reap all potential benefits, pre-kindergarten programs for disadvantaged children must be intensive, high in quality, and emphasize both cognitive and social development [2].

According to that research, we came out with some design and plan for the children in the village. Therefore in Community Outreach Program, our team had come out with a program for the children around 2 to 4 years old. We think that the early age education is important because at the time, the emotional, social, and physical development of the children has a direct effect on their overall development and what kind of individual they

will become in adulthood. This is why education investment for children in their earliest age is very important as to maximize their well-being in the future. We want to do the programs from the kids in earlier age because it will be more effective to give them the mindset that education is not only about learning some hard subjects in the boring class with some “killer” teacher.

In Blentreng Village, there were schools called “PAUD Tunas Bangsa”. PAUD stands for “*Pendidikan Anak Usia Dini*” which means that it is a school for early age children before they enter the kindergarten. In that school, we have a team that consists of 6 people and together with the teacher we made some materials to share with the children.

First, we have an English Class that teaching them some basics English through some music, film and any other fun activities. The second one, to build their creativity minded, we were arranging some art and class. In those classes, we were making some things such as name tag and painting a tote bag. We choose those activity because we want them to be proud of something they made by themselves without making some rules or any border so that the children can express themselves however they want.

With the application of those programs we hope the children can feel more enjoy to come to the school and can accepted all of the material that our team prepared for them.

According to the SWOT analysis that we did, Blentreng Village had a problem which is they were not really educated well. That is because of they were not really know the importance of education itself. That problem will be very bad if we see the threats they will faced if they were not really educated well. The world is growing so fast. There were so many technology and globalization and that made us need to be growing as well. If a person want to survived and have a good live in this world, they need to follow the growth of this world itself. That is the reason why we planned our program very carefully started with the research about children behavior, early education, and etc. Those research made us know about what material and what subject do we need to give for them. After we finished with the material, we contacted the village leader and he help us to coordinate with the teacher and the school headmaster. We told them about our purposed, and we also told them about the plan that we made before. The teachers help us a lot to being closed with the child, because children were usually very afraid with new people. Luckily after 2 meetings they were already comfortable with us. We were really enjoyed our programmed because rather than we give them new knowledge, we also learned a lot of things. By teaching the children, we learn how to be more patient and more persevering. So in this program not only the child is getting the benefit but also our team.



PAUD children



Morning activity on PAUD



Kids Friday morning Aerobic



Conducting English Class



Interaction with Children on English class

RESULT AND DISCUSSION

After we ran our program for 3 weeks, we already felt the difference from the children. At first, there were still so many of them who cried before they entered the school. They cried because they don't want their parents to leave them and maybe some of them did not really enjoy the school. After several meetings, the number of child that cried become little, and that was because we made sure that we were making a fun learning process that could make them found the comfort of learning. By that fact, we knew that our goal was accomplished and we did make them find that going to school is enjoyable.

CONCLUSION AND RECOMMENDATION

We were so happy to help them to be a better village and villagers. We know that 3 weeks is not enough to change everything. So we hope that our goal and spirit can be stay there and the villagers will continue our program. We hope that they can take our program not as a gift but as a seed for them to take care of until it can giving the fruit.

Our goal cannot be successful if there is no support from the government as well. The government should help Blentreng Village with the construction and development such as the street and the public facilities. If those aspects were already taken care of, we believe that the villagers will have more spirit to go to school and have more proper education.

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