

Articles

Conducting Hybrid Training for Teacher Professionalism at SMP Wahid Hasyim Malang

Zahid Zufar At Thaariq, Reno Nurdiyanto, Ummul Karima, Chatur Erisa Putri,
Doni Anggoro Dwi Wahyu Utomo, Dany Wijaya Kesuma, Dedi Kuswandi

Training Program for Manufacturing Organic Plant Pots from Waste Materials within the Framework of P5

Deni Ainur Rokhim, Jacky Anggara Nenohai, Nur Indah Agustina, Zelen Surya Minata,
M. Roy Asrori, Hayuni Retno Widarti, Ristiwi Peni, Asnan Wahyudi, Bambang Wahyudi

Empowerment of PKK Members in Training for the Production of Red Dragon Fruit Peel Tisane in the Kauman Subdistrict of Malang City

Venny Kurnia Andika, Ani Riani Hasana, Sirilus Deodatus Sawu

Training on the Development of Constructivist-Based Teaching Modules for Educational Practitioners at SMAN 3 Sidoarjo

Hayuni Retno Widarti, Habiddin, Parlan, Nur Candra Eka Setiawan, Deni Ainur Rokhim,
Richa Nan Maharani, Ristiwi Peni, Asnan Wahyudi, Bambang Wahyudi, Syaiful Arif,
Juwita Karina Pratiwi

Character Building Training on Gen-Z Tolerance for 12th Grade SMAK Santa Maria, Malang

Antono Wahyudi

e-ISSN 2774-6348

p-ISSN 2774-6011

JOURNAL OF COMMUNITY PRACTICE AND SOCIAL WELFARE (JaCiPS)

Managing Editors

Ma Chung University, Indonesia Romy Budhi Widodo

Editorial Board

Ma Chung University, Indonesia Wawan Eko Yulianto

Hasanuddin University, Indonesia Azwar Hayat

*Institute of Technology Bandung (ITB),
Indonesia* Mochamad Donny Koerniawan

Ma Chung University, Indonesia Lilis Lestari Wilujeng

Telkom University, Indonesia Erwin Susanto

*Graduate School of Life Science and
Systems Engineering, Kyushu Institute of
Technology, Japan* Chikamune Wada

*King Mongkut's University of Technology
North Bangkok, Thailand* Watcharin Tangsuksant



Honorable Mentions of Reviewers (Vol.3 No.2)

*Department of Chemistry, Palangka
Raya University, Indonesia* Rokiy Alfanaar

*Department of Informatics Engineering,
National Institute of Technology (ITN),
Indonesia* Joseph Dedy Irawan

*Department of Pharmacy,
Ma Chung University, Indonesia* Godeliva Adriani Hendra

*Department of English Literature,
Ma Chung University, Indonesia* Lilis Lestari Wilujeng

*School of Electrical Engineering,
Telkom University, Indonesia* Erwin Susanto

*Department of English Literature,
Ma Chung University, Indonesia* Daniel Ginting

*Department of Information Systems,
Ma Chung University, Indonesia* Meme Susilowati

e-ISSN 2774-6348

p-ISSN 2774-6011

JOURNAL OF COMMUNITY PRACTICE AND SOCIAL WELFARE (JaCiPS)

Volume 3 Number 2 - 2023

Contents

ARTICLES

- Conducting Hybrid Training for Teacher Professionalism at SMP Wahid Hasyim Malang 1-11
Zahid Zufar At Thaariq, Reno Nurdiyanto, Ummul Karima, Chatur Erisa Putri, Doni Anggoro Dwi Wahyu Utomo, Dany Wijaya Kesuma, Dedi Kuswandi
- Training Program for Manufacturing Organic Plant Pots from Waste Materials within the Framework of P5 12-25
Deni Ainur Rokhim, Jacky Anggara Nenohai, Nur Indah Agustina, Zelen Surya Minata, M. Roy Asrori, Hayuni Retno Widarti, Ristiwi Peni, Asnan Wahyudi, Bambang Wahyudi
- Empowerment of PKK Members in Training for the Production of Red Dragon Fruit Peel Tisane in the Kauman Subdistrict of Malang City 26-36
Venny Kurnia Andika, Ani Riani Hasana, Sirilus Deodatus Sawu
- Training on the Development of Constructivist-Based Teaching Modules for Educational Practitioners at SMAN 3 Sidoarjo 37-47
Hayuni Retno Widarti, Habiddin, Parlan, Nur Candra Eka Setiawan, Deni Ainur Rokhim, Richa Nan Maharani, Ristiwi Peni, Asnan Wahyudi, Bambang Wahyudi, Syaiful Arif, Juwita Karina Pratiwi
- Character Building Training on Gen-Z Tolerance for 12th Grade SMAK Santa Maria, Malang 48-64
Antono Wahyudi

Aim and Scope

The Journal of Community Practice and Social Welfare (JaCiPS) is approaching human welfare through complex society and community. Apply the unlimited knowledge and interdisciplinary, including:

1. Social sciences for community services
2. Engineering for community services and human welfare
3. Educational technology for community services
4. Health and pharmacy for community services
5. Art sciences for community services
6. Theory and model developments for community services

JaCiPS is periodicals scientific publishers managed by research and community service department (*Lembaga Penelitian dan Pengabdian Kepada Masyarakat - LPPM*) of Ma Chung University Indonesia. Accepts the manuscripts and articles surroundings the field of applied research towards society from various academic circles and researchers both nationally and internationally. Each contributed author shall be responsible for their original writing. Each published article contains a unique **Digital Object Identifier** (DOI) number with prefix doi: 10.33479/jacips.

Research and Community Services Department

Research and community services department (*Lembaga Penelitian dan Pengabdian Kepada Masyarakat - LPPM*) of Ma Chung University Indonesia. Our aims are to developing and improving the quality of research and community services in the field of study-of-living-natural-resources, designing, coordinating, monitoring, and assessing the implementation of research and community service activities.

LPPM Ma Chung

RnD Building, Ground Floor,
Ma Chung University
Jalan Villa Puncak Tidar N-1
Malang, Indonesia 65151

Phone: +62-341-550171 Ext. 4010

Email: jacips@machung.ac.id

lppm@machung.ac.id

<https://jacips.machung.ac.id/index.php/home/>



Conducting Hybrid Training for Teacher Professionalism at SMP Wahid Hasyim Malang

Zahid Zufar At Thaariq¹, Reno Nurdiyanto², Ummul Karima³, Chatur Erisa Putri⁴, Doni Anggoro Dwi Wahyu Utomo⁵, Dany Wijaya Kesuma⁶, Dedi Kuswandi⁷

^{1,2,3,4,6,7} Department of Educational Technology, Universitas Negeri Malang, Jl. Semarang No. 5, Malang, Indonesia 65145

⁵ Department of Art and Design, Universitas Negeri Malang, Jl. Semarang No. 5, Malang, Indonesia 65145

Correspondence: Zahid Zufar At Thaariq (zahid.zufar.2201218@students.um.ac.id)

Received: 28 July 2023 – Revised: 15 August 2023 - Accepted: 16 August 2023

Abstract. This article presents an explanation of the implementation of hybrid training as a form of teacher professional development at Wahid Hasyim Junior High School in Malang. Hybrid training is a pedagogical approach that combines online and face-to-face learning to improve the quality of education and teachers' abilities. This programme is implemented with stages (1) pre-implementation, (2) implementation and (3) post-implementation. The pre-implementation stage is passed by preparing all aspects needed. The implementation stage includes the training process which is conducted online but participants follow it simultaneously in one room. The post-implementation stage is carried out through reflections from the training instructor during the activity. This mode of training is expected to provide opportunities for teachers to explore their learning experiences widely through the application of online learning as exemplified in this training programme.

Key Words: Hybrid Training, Teacher Professionalism, Education.

Citation Format: Thaariq, Z.Z.A., Nurdiyanto, R., Karima, U., Putri, C.E., Utomo, D.A.D.W., Kesuma, D.W., & Kuswandi, D. (2023). Conducting Hybrid Training for Teacher Professionalism at SMP Wahid Hasyim Malang. *Journal of Community Practice and Social Welfare*, 3(2), 1-11.

INTRODUCTION

Education plays a crucial role in determining the future direction of a nation. Given the rapid pace of change in the contemporary era, teachers, as the primary agents of the educational process, bear a pivotal responsibility in equipping the younger generation with the necessary skills and knowledge to face complex challenges. Therefore, it becomes imperative to take measures aimed at improving the quality and professionalism of teachers. Since professional development involves a multidimensional structure and changes throughout a teacher's professional life, the multidimensional structure and practical development of professional development make it difficult, but not impossible, to implement. Therefore, to provide a meaningful and comprehensive perspective on professional development, a comprehensive framework is needed (Sancar et al., 2021).

Professional development is the primary method employed to enhance teachers' knowledge and skills. It encompasses a variety of on-the-job training activities, ranging from formal lecture-style sessions to mentoring and coaching. However, the evaluation of professional development programs is limited, and even among the few that have been rigorously assessed, the evidence regarding their effectiveness is inconclusive (Popova et al., 2022). Existing approaches to retraining and advanced training of teachers are insufficient in addressing the challenges of developing mechanisms for education to respond adequately and flexibly to socio-economic changes. The multidimensionality, dynamics, and activity of the education system itself further complicate this task. Consequently, there is a decline in the potential for innovation, limited adaptability of education to reforms, challenges in implementing systemic transformations for the continuous professional development of teachers, and the need for substantial updates to the content of training programs for their professional growth (Shibankova et al., 2019).

Teachers face different challenges due to these changes in the education system. Programmed learning, as an alternative modality for learning continuity, poses various challenges. However, teachers still have to keep track of their students' development and monitor their students' progress (Agayon et al., 2022). It is believed that the challenges identified from the teachers' perspective are important in the use of ICT in secondary schools. Teachers are the ones who experience difficulties and challenges in using ICT in education (Ekberg & Gao, 2018). Teachers are said to resist technology and resist change. Ironically, they also feel compelled to adopt learning technology innovations through

directives from the Ministry of Education. It is important to understand the diffusion and adoption process to ensure the successful implementation of new technologies in educational settings (Alias & Zainuddin, 2005).

The secondary school phase of education holds significant importance in the development of students' character and knowledge, thus highlighting the need for enhanced educational standards at this level. In light of the ever-evolving societal, technological, and environmental landscape, it becomes crucial for educators in junior secondary schools to consistently enhance their skills and knowledge. This is essential to ensure that the process of teaching and learning remains pertinent, engaging, and competitive.

Hybrid training is a novel method for enhancing professional skills, as suggested by various previous studies. Garg et al., (2022) found that hybrid programs provide distinct advantages by combining hands-on simulation-based learning with live demonstrations. Similarly, Kusters et al (2020) demonstrated that hybrid models effectively integrate theoretical learning with practical skill development.

The paragraph introduces the concept of hybrid training as a novel approach to professional capability development. This concept is presented as a focal point that has not been extensively explored before. While there are assumptions underlying the program, the paragraph emphasizes the significant element of novelty associated with the hybrid training approach. The studies mentioned, particularly Garg et al. (2022) and Kusters et al. (2020), discuss how this approach offers a unique opportunity to enhance skills by combining live simulation-based learning and observation of live demonstrations, as well as establishing a connection between didactic learning and practical skill application. By referencing these studies, the paragraph introduces the concept of hybrid training as a new and promising method for developing professional capabilities, thereby highlighting its novelty.

PROBLEM

SMP Wahid Hasyim Malang is recognized for its implementation of a democratic learning framework in teacher professional development. Thaariq dkk (2020) have demonstrated that teachers at this school have successfully developed digital learning media. Furthermore, Kuswandi et al. (2021) have expanded on this development by introducing the TRINGO concept (*ngerti*, *ngrasa*, and *nglakoni*) from Ki Hadjar

Dewantara. However, it is important to note that continuous training programs are necessary to further enhance the capabilities of teachers (Kuswandi et al., 2020).

Following a decline in COVID-19 cases, in-person education has resumed in Indonesia, but students have shown signs of learning regression. To address this issue, the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) has implemented the Merdeka Curriculum, which aims to mitigate learning deficiencies. This curriculum was introduced in late February 2022 (Kemdikbudristek, 2023). SMP Wahid Hasyim has successfully integrated the Merdeka Curriculum into its pedagogical approach, showcasing its ability to adapt to curriculum changes based on previous experiences. However, in order to fully optimize the learning process, further empowerment of the school is required. This empowerment involves enhancing the utilization of digital-based learning methods within the context of the Independent Curriculum era.

Consider, the implementer has devised a training programme that combines elements of different approaches. The underlying motivation for this programme stems from the central inquiry: "How can an innovative training programme be implemented in a manner that ensures continuity from the previous one at SMP Wahid Hasyim Malang?". This article will be structured into various sections, encompassing the contextual backdrop of the hybrid training implementation at SMP Wahid Hasyim Malang, the methodology employed in executing the programme, the outcomes and discoveries derived from the evaluation of the implementation, and strategic recommendations aimed at enhancing the efficacy and sustainability of the training programme.

METHOD OF IMPLEMENTATION

The hybrid training programme was executed by incorporating instructors (trainers), facilitators (students), and participants (teachers of SMP Wahid Hasyim Malang). A cohort of 20 teachers participated in this training initiative. The implementation process encompassed three phases: pre-implementation, implementation, and post-implementation. During the pre-implementation phase, the implementer undertook preparatory activities, including the selection and training of instructors, as well as the procurement of necessary materials. Subsequently, the implementation phase involved creating a conducive training environment and providing supportive media such as Zoom and laptops. Lastly, the post-implementation phase entailed the instructor's reflection on the hybrid training activities.

RESULT AND DISCUSSION

Educational technology is a scientific consensus in solving educational problems. The context of solving educational problems is through the process of facilitating learning and improving performance (Januszewski & Molenda, 2013). Thus, educational technology is seen as an innovative science. Innovation in education, understood in a broad sense as the introduction of something new, change, improvement, and enhancement of the existing, can be called an immanent characteristic of education, which arises from its fundamental meaning, essence, and significance. Because innovative educational technologies and programmes are educational technologies that are the result of the innovative activities of the teachers who create and develop them. Innovative education is innovative educational technologies and programmes in which the result of the innovative activities of teachers is the creation or generation of innovative ideas by students (Farhodovna et al., 2020).

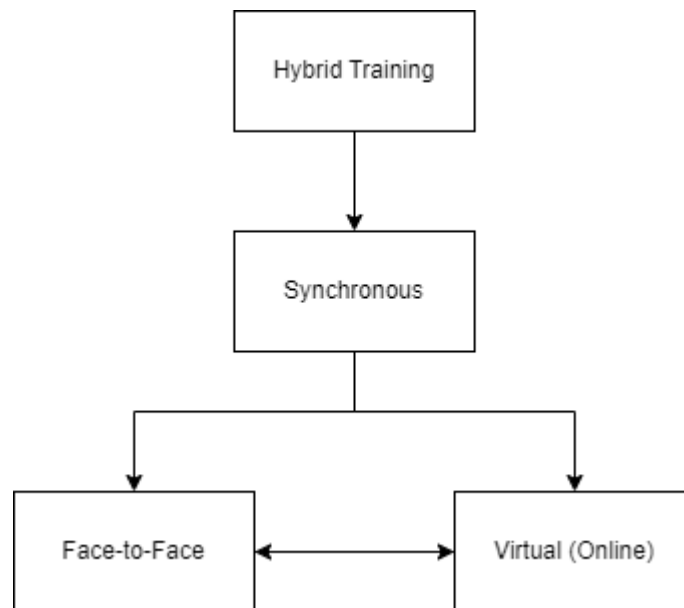


Figure 1 Hybrid training

Hybrid training is a consensus development of educational technology field. The main root of this concept is blended or hybrid learning. It applies to distance training as well as face-to-face training as important enablers in the hybrid model (Martín-Núñez et al., 2022). Many teachers see this exceptional situation as an opportunity to explore more flexible methodologies, such as blended or hybrid learning or the alternation between synchronous and asynchronous learning (Marinoni et al., 2020). Thus, hybrid training in

education offers many benefits that can enhance the learning experience for students. This approach integrates traditional face-to-face instruction with online resources, ensuring flexibility, personalisation, and engagement. By embracing technology and collaborative learning, hybrid training not only supports different learning styles, but also fosters critical thinking skills and encourages independent learning. As education continues to evolve, hybrid training is proving to be an invaluable concept in preparing learners for success in a digital and interconnected world.

In the realm of modern education, where technology and tradition intertwine, SMP Wahid Hasyim stands as a beacon of progressive pedagogy. In response to the evolving educational landscape, the institution takes a bold stride by introducing a paradigm that marries the richness of face-to-face instruction with the potential of online learning. This initiative, known as hybrid training, is not merely a novel concept; it represents a comprehensive strategy to enhance the academic journey of students (Thaariq et al., 2020).

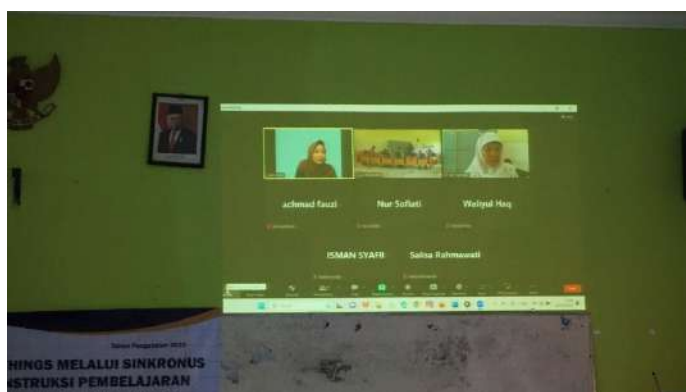


Figure 2 Hybrid training process

Hybrid training, as one of the innovative training approaches, has attracted attention as a means to improve the quality and professionalism of teachers in this digital era. By combining online and face-to-face learning, hybrid training offers the opportunity to utilise technology in the learning process, while still maintaining aspects of social interaction and collaboration between teachers and fellow teachers. Therefore, the implementer adopted this concept in the professional training for teachers of SMP Wahid Hasyim Malang.

In the first step, the implementers prepared instructors, materials and materials that supported the training. In this preparation, the organisers considered all aspects, including the rapid development of technology. For this reason, the material to be delivered is closely

related to digital technology. Then the implementer invited instructors from outside the city with qualified experience to broaden the horizons of learning experiences for teachers. To facilitate this, the implementer provides video teleconferencing using the Zoom Meeting application to help teachers smoothly access interactions with instructors virtually (Kohnke et al., 2023).

At the end of the activity, the implementers, instructors, facilitators and participants reflected together on the programme (Liu, 2008). There needs to be an in-depth understanding of the material provided along with the use of the latest technology when teaching (Vasileva, 2017). As an educator, having a comprehensive understanding of the subject matter being taught is essential to facilitate effective learning. A deep understanding enables the ability to explain complex concepts in a more understandable way and communicate information effectively to students (Ponikarovska & Novikova, 2021). One of the utterances provided by the participant, who is a teacher, is as follows.

“I am happy with this hybrid training because it can bring me together with instructors who are quite far away.”

The opinion presented in this text highlights several significant aspects of the hybrid training experience. Firstly, it emphasizes the ability of hybrid training to overcome geographical limitations by virtually connecting individuals with instructors located remotely. This underscores the advantages of globalization in education, enabling individuals to access a wider range of resources and perspectives. Additionally, the recognition of the flexibility in terms of time and space suggests that hybrid training allows for personalized learning to accommodate busy schedules and mobility constraints. However, the desire for physical interaction is also implied, underscoring the importance of the social component in the learning process. Moreover, the acceptance of technology as an effective tool indicates an individual's level of digital literacy and adaptability, which is increasingly crucial in today's digital era. Thus, this opinion demonstrates the intricate combination of the benefits of virtual accessibility, flexibility, the need for social interaction, and technological proficiency in hybrid learning environments.

CONCLUSION

Based on the preceding explanation, it can be inferred that training programs can be

effectively designed by incorporating a hybrid approach, which combines both face-to-face and virtual components. Consequently, it is advisable for educators to adopt this model when facilitating the learning process in the classroom. There are several strategic recommendations that can be made to further enhance the effectiveness of the training program. Firstly, it is advisable to ensure that the training content is aligned with emerging digital technologies. Given the rapid pace of technological advancements, it is important to keep the material current and relevant so that teachers are equipped with the latest tools and techniques for their classrooms. Secondly, expanding the pool of instructors from different locations can be beneficial. This will bring in diverse perspectives and experiences, enriching the training and providing teachers with a broader range of insights. Additionally, it is recommended to utilize various communication platforms beyond video conferencing. Incorporating interactive online forums or discussion boards can foster continuous engagement among participants and instructors. Lastly, establishing a systematic post-training assessment mechanism can help evaluate the actual impact of the training. Regular assessments can provide valuable insights into the effectiveness of the strategies taught and allow for any necessary adjustments to be made. Overall, maintaining a balance between technological integration and human interaction is crucial in cultivating a well-rounded and competent teaching community. Furthermore, this article can serve as a valuable resource for other service providers seeking to develop hybrid training programs.

ACKNOWLEDGEMENT

We would like to thank for the assistance and support provided by LP2M Universitas Negeri Malang as an initiative for community service activities, until the completion of this article.

REFERENCES

- Agayon, A. J. D., Agayon, A. K. R., & Pentang, J. (2022). Teachers in the new normal: Challenges and coping mechanisms in secondary schools. *Journal of Humanities and Education Development (JHED)*, 4.
- Alias, N. A., & Zainuddin, A. M. (2005). Innovation for better teaching and learning: Adopting the learning management system. *Malaysian Online Journal of Instructional Technology*, 2(2), 27–40.



- Ekberg, S., & Gao, S. (2018). Understanding challenges of using ICT in secondary schools in Sweden from teachers' perspective. *The International Journal of Information and Learning Technology*, 35(1), 43–55. <https://doi.org/10.1108/IJILT-01-2017-0007>
- Farhodovna, A. M., Olimboevich, A. J., & Badriddinovich, K. B. (2020). Innovative Pedagogical Technologies for Training the Course of Physics. *The American Journal of Interdisciplinary Innovations and Research*, 2(12), Article 12. <https://doi.org/10.37547/tajir/Volume02Issue12-12>
- Garg, K., Mishra, S., Raheja, A., Verma, S., Tandon, V., Agrawal, S., Suri, A., Chandra, P. S., Prada, F., Servadei, F., Kale, S. S., & Srivastava, P. (2022). Hybrid Workshops During the COVID-19 Pandemic—Dawn of a New Era in Neurosurgical Learning Platforms. *World Neurosurgery*, 157, e198–e206. <https://doi.org/10.1016/j.wneu.2021.09.132>
- Januszewski, A., & Molenda, M. (2013). *Educational technology: A definition with commentary*. Routledge.
- Kemdikbudristek. (2023, February 6). *Latar Belakang Kurikulum Merdeka*. Merdeka Mengajar. <https://pusatinformasi.guru.kemdikbud.go.id/hc/en-us/articles/6824331505561-Latar-Belakang-Kurikulum-Merdeka>
- Kohnke, L., Zou, D., & Zhang, R. (2023). Zoom supported emergency remote teaching and learning in teacher education: A case study from Hong Kong. *Knowledge Management & E-Learning: An International Journal*, 192–213. <https://doi.org/10.34105/j.kmel.2023.15.011>
- Kusters, I. S., Gregory, M. E., Bryan, J. L., Hysong, S. J., Woodard, L. D., Naik, A. D., & Godwin, K. M. (2020). Development of a Hybrid, Interprofessional, Interactive Quality Improvement Curriculum as a Model for Continuing Professional Development. *Journal of Medical Education and Curricular Development*, 7, 2382120520930778. <https://doi.org/10.1177/2382120520930778>
- Kuswandi, D., Thariq, Z. Z. A., Kurniawan, C., Aulia, F., Wijanarko, D. A., Kustiawan, U., Nafi'a, M. Z. I., & Maknuunah, L. (2021). Literasi Pembelajaran Digital Dengan Integrasi Pendekatan TRINGO Ki Hadjar Dewantara Untuk Guru-Guru SMP Wahid Hasyim Malang. *Jurnal KARINOV*, 4(3), Article 3. <https://doi.org/10.17977/um045v4i3p163-167>

- Kuswandi, D., Thaariq, Z. Z. A., Ramadhani, L. R., Wijanarko, D. A., Hamudi, R. W. D., & Saga, M. N. A. (2020). Competencies of Educational Technology in Training for Teachers at Wahid Hasyim Junior High School, Malang, Indonesia. *1st International Conference on Information Technology and Education (ICITE 2020)*, 26–31.
- Liu, Q. (2008). The recognition of the importance of comprehensive modeling. *2008 9th International Conference on Computer-Aided Industrial Design and Conceptual Design*, 1015–1017. <https://doi.org/10.1109/CAIDCD.2008.4730734>
- Marinoni, G., Van't Land, H., & Jensen, T. (2020). The impact of Covid-19 on higher education around the world. *IAU Global Survey Report*, 23, 1–17.
- Martín-Núñez, J. L., Bravo-Ramos, J. L., Sastre-Merino, S., Pablo-Lerchundi, I., Caravantes Redondo, A., & Núñez-del-Río, C. (2022). Teaching in Secondary Education Teacher Training with a Hybrid Model: Students' Perceptions. *Sustainability*, 14(6), Article 6. <https://doi.org/10.3390/su14063272>
- Ponikarovska, S., & Novikova, Y. (2021). Possibility of comprehensive development of students in foreign language classes. *Bulletin of Kharkov National Automobile and Highway University*, 94, 203. <https://doi.org/10.30977/BUL.2219-5548.2021.94.0.203>
- Popova, A., Evans, D. K., Breeding, M. E., & Arancibia, V. (2022). Teacher Professional Development around the World: The Gap between Evidence and Practice. *The World Bank Research Observer*, 37(1), 107–136. <https://doi.org/10.1093/wbro/lkab006>
- Sancar, R., Atal, D., & Deryakulu, D. (2021). A new framework for teachers' professional development. *Teaching and Teacher Education*, 101, 103305. <https://doi.org/10.1016/j.tate.2021.103305>
- Shibankova, L. A., Ignatieva, A. V., Belokon, I. A., Kargapoltsev, S. M., Ganaeva, E. A., Beroeva, E. A., Trubenkova, S. N., & Kozlova, E. B. (2019). Institutional mechanisms of university teacher professional development. *Humanities & Social Sciences Reviews*, 7(4), 1061–1068.
- Thaariq, Z. Z. A., Ramadhani, L. R., Kuswandi, D., Sinaga, M. N. A., Wijanarko, D. A., Hamudi, R. W. D., Zuliatin, V., & Abednego, P. I. C. (2020). Pengelolaan Media

Pembelajaran Digital bagi Peningkatan Kualitas Guru di SMP Wahid Hasyim. *E-Prosiding Hapemas*, 1(1), 79–92.

Vasileva, M. (2017). A more comprehensive Understanding of Methods in Geography Training. *KNOWLEDGE-International Journal*, 19(1), 285–288.



© 2023 by authors. Content on this article is licensed under a Creative Commons Attribution 4.0 International license. (<http://creativecommons.org/licenses/by/4.0/>).



Training Program for Manufacturing Organic Plant Pots from Waste Materials within the Framework of P5

Deni Ainur Rokhim^{1,2}, Jacky Anggara Nenohai¹, Nur Indah Agustina¹, Zelen Surya Minata¹, M. Roy Asrori¹, Hayuni Retno Widarti¹, Ristiwi Peni³, Asnan Wahyudi³, Bambang Wahyudi³

¹Department of Chemistry, Faculty of Mathematics and Natural Sciences, Universitas Negeri Malang, Jl. Semarang No. 5, Malang, Indonesia 65145

²Chemistry and Environmental Science, SMAN 3 Sidoarjo, Jalan. Dr. Wahidin No. 130 Sekardangan Sidoarjo, Indonesia

³SMAN 3 Sidoarjo, Jalan. Dr. Wahidin No. 130 Sekardangan Sidoarjo, Indonesia

Correspondence: Deni Ainur Rokhim (deniainurrokhim@gmail.com)

Received: 21 August 2023 – Revised: 30 August 2023 - Accepted: 4 September 2023

Abstract. The Strengthening Student Pancasila Profile Project (P5) is an implementation of the Merdeka curriculum, in which students undertake a project to enhance their competence and character in accordance with the Pancasila student profile. The community engagement team from Malang State University links the implementation of P5 to themes and project objectives that align with the needs and conditions of our partners. Based on the results of a survey conducted at our partner site, one of the issues identified is a low level of understanding of waste management, especially plastic waste, within the environment of Sidoarjo Public High School 3. Consequently, expert guidance is required to assist our partners in conducting activities related to the production of organic pots from waste materials. This has led to the emergence of an innovation for utilizing and processing waste into organic pots, which can be achieved through P5 activities. The methodology employed in this community engagement project consists of three stages: preparation, observation, and implementation. Data collected include documentation, observations, and the results of respondent questionnaires, which are analysed descriptively and qualitatively. The results of this community engagement project demonstrate that students can generate creative ideas to produce a variety of attractive organic pot products from waste materials. Furthermore, the questionnaire survey distributed to training participants regarding the Pancasila student profile achieved a 100% response rate, indicating that the students comprehend the significance of the Strengthening Student Pancasila Profile Project (P5).

Key Words: Pancasila Student Profile, Organic Pot, Community Engagement

Citation Format: Rokhim, D.A., Nenohai, J.A., Agustina, N.I., Minata, Z.S., Asrori, M.R., Widarti, H.R., Peni, R., Wahyudi, A., & Wahyudi, B. (2023). Training Program for Manufacturing Organic Plant Pots from Waste Materials within the Framework of P5. *Journal of Community Practice and Social Welfare*, 3(2), 12-25

INTRODUCTION

The Pancasila Student Profile is a part of the Merdeka curriculum. The Merdeka curriculum, previously known as the prototype curriculum, was officially endorsed by the Ministry of Education, Culture, Research, and Technology (Kemendikbud) for the academic year 2022/2023 (Kemendikbud, 2022b). In the implementation of the Merdeka curriculum, students are required to undertake a project that develops their skills and potential across various fields. One such project activity within the Merdeka curriculum is the Pancasila Student Profile Strengthening Project, known as P5.

According to the Ministry of Education and Culture of the Republic of Indonesia's Circular No. 56/M/2022, the Pancasila Student Profile Strengthening Project is a project-based co-curricular activity designed based on Graduation Competency Standards (SKL) to enhance competency and character development in line with the student profile (Kemendikbudristek, 2022). The Pancasila Student Profile is intended to address a fundamental question: What competencies that students need to acquire within the Indonesian Education System (Kemendikbud, 2022a)? In its application, flexibility in learning is granted to students in both formal and flexible learning structures to accommodate their available free time, aiming to make learning more active as students directly engage with their surrounding environment. One aspect of the Pancasila Student Profile's competencies can be realized through formal and flexible learning methods (Rachmawati, N. et al., 2022).

The implementation of differentiated learning can be achieved through the P5 activity as students' readiness to adapt to their learning preferences will result in optimal learning outcomes (Marlina, 2019). The confidence level in creative work can also be cultivated through the execution of P5, further enhancing students' self-potential and identifying their interests and talents in specific fields. During P5 activities, teachers play the role of facilitators, guiding students to improve their skills as part of the effort to nurture students' interests. The P5 activities also encourage active participation as students engage in discussions with peers about the projects they are working on (Saraswati et al., 2022).

In the context of P5, students have the opportunity to explore important themes or issues such as waste management, waste processing, and other relevant topics. This allows students to take concrete actions to address real-world issues in alignment with their

learning stages and needs. P5 activities can also inspire students to contribute positively to their environment (Melizza et al., 2022). Meanwhile, the community engagement team from Malang State University aims to link the implementation of P5 to themes and project objectives that align with the needs and conditions of our partners. The team has noticed a lack of awareness in the community regarding the processing of organic waste, such as dry leaves, fruit peels, coconut husks, and other organic waste materials. This lack of understanding has motivated the community engagement team to share knowledge about processing organic waste into pots with high functional and market value through community engagement activities integrated into the P5 program.

This community engagement activity involves training on the utilization of plastic waste to create organic pots that have functional and aesthetic value for students at Sidoarjo Public High School 3, located at 130 Dr. Wahidin Street, Sekardangan, Sidoarjo, East Java. The feedback and responses from the community regarding the knowledge and application of the knowledge possessed by the community engagement team are highly anticipated in this community engagement project. Therefore, this engagement project serves as an example of utilizing fiber waste along with biodegradable plastic exposure that supports environmentally friendly practices and fosters an understanding of fiberglass and biodegradable/non-degradable plastics. This will support the implementation of the Merdeka curriculum and promote community involvement, including engagement with productive and non-productive partners.

PROBLEM

The most significant challenges faced by our partners primarily revolve around the high usage of non-degradable plastic waste and a limited understanding of how to transform plastic waste into organic pots. Our partners have not fully grasped the process of converting plastic waste into organic pots, necessitating expert guidance to assist them in carrying out this activity, which is an implementation of the P5 initiative. Among the partners, the employees are recruited directly by the business owners rather than through a formal job application process. Consequently, this community engagement project aims to provide training on the production of organic pots from plastic waste to our partners at Sidoarjo Public High School 3. Based on the information provided above, an innovation has emerged to utilize and process waste into organic pots, which can be realized through the P5 activity.

METHOD OF IMPLEMENTATION

This community engagement project employs a training and socialization method. Our partner for this engagement is Sidoarjo Public High School 3, with the students participating in the P5 activities. The execution of the engagement is divided into three phases: preparation, observation, and implementation. In the preparation phase, the community engagement team creates the materials and videos to be presented and compiles questionnaires. The questionnaires are divided into three categories: a preliminary study questionnaire on the implementation of P5, an implementation questionnaire for P5, and an impact questionnaire for P5. The questions for the preliminary study questionnaire on P5 implementation are as follows.

Table 1. Preliminary Study Questionnaire on P5 Implementation

No.	Questions	SA	A	LA	D	TD
1	The P5 learning experience, which has been effectively and enjoyably delivered by teachers					
2	You enjoy the P5 learning experience					
3	The implementation of P5 learning has met your expectations					
4	You feel comfortable participating in P5 classroom learning					
5	The Pancasila Student Profile learning is conducted both independently and collaboratively					
6	The teachers have fully and successfully implemented the entire P5 activity					
7	The teachers have a clear and meaningful plan for the P5 program					
8	The teachers have a clear and meaningful plan for the P5 program					
9	The teachers monitor, mentor, and educate in a balanced manner during P5 activities					
10	The teachers provide transparent and accountable assessments and evaluations for P5 activities					
11	The school facilities that support P5 activities are already adequate					

12 The financial support from students for P5 activities is not burdensome

SA : Strongly Agree
A : Agree
LA : Less Agree
D : Disagree
TD : Totally Disagree

Table 2. Open-Ended Questionnaire on P5 Implementation

No.	Questions
1	The Pancasila Student Profile motivates me to enhance my understanding of faith and devotion to the Almighty, as well as to cultivate noble character!
2	The Pancasila Student Profile helps me develop a positive personality!
3	The Pancasila Student Profile motivates me to be more creative in my actions within the environment!
4	The Pancasila Student Profile makes it difficult for me to understand the presented materials!
5	The Pancasila Student Profile makes it challenging for me to engage in discussions when I don't fully grasp the material!
6	The Pancasila Student Profile encourages me to engage in independent learning and further enhances my curiosity about integrity!
7	The Pancasila Student Profile does not increase my curiosity to learn about the value of independence!
8	The Pancasila Student Profile makes it difficult for me to ask questions when I don't understand the material!
9	The Pancasila Student Profile makes it easy for me to ask questions when the material is unclear!
10	The Pancasila Student Profile makes it difficult for me to answer the teacher's questions effectively!
11	Your need for resources, funding, and facilities in pot-making is well met!
12	The pot-making process incorporates a business model concept!
13	The pot-making process is based on customer, market, and competitor analysis!
14	A strategy has been formulated to build a network of collaborations and partnerships!
15	Technically capable of providing solutions to the issues faced by the community!
16	The value-added advantages have been proven to customers!
17	The solutions offered to customers generate attractive market appeal!
18	During the pot-making stage, a plan for product hazard risk control is established!

Table 3. Impact Study Questionnaire on P5 Implementation

No.	Questions	Yes	No
1	Is it true that Indonesian students should be lifelong learners who are competent, have character, and behave in accordance with the values of Pancasila?		
2	Is it true that the six competencies of P5 must be pursued simultaneously and not in a partial manner?		
3	Is it true that the Pancasila Student Profile focuses not only on cognitive abilities but also on attitudes and behaviours in line with the Indonesian identity as well as global citizenship?		
4	Is it true that the Pancasila Student Profile is instilled in each individual student through the culture of educational institutions?		
5	Is it true that the Pancasila Student Profile is internalized within each individual student through intracurricular learning?		
6	Is it true that the Pancasila Student Profile is brought to life within each individual student through the Pancasila Student Profile Strengthening Project (P5)?		
7	Is it true that P5 activities employ a project-based learning approach?		
Open-Ended Section			
8	Select the following six dimensions of P5 accurately!		
9	There are four key principles of P5 activities, namely Holistic, Contextual, Student-Centered, and Explorative. Provide an overview of the meanings of these principles!		

In the subsequent observation phase, the agenda involves conducting a preliminary study with our partners by distributing and collecting questionnaires titled 'Preliminary Study on the Perspective of P5 Implementation.' The target respondents are the 10th-grade students currently engaged in P5 activities at SMAN 3 Sidoarjo. The implementation phase took place on May 26, 30, and 31, 2023, offline at the partner's location, which is SMAN 3 Sidoarjo, located at 130 Dr. Wahidin Street, Sekardangan, Sidoarjo Subdistrict, Sidoarjo Regency, East Java. The participants of the engagement were the students of SMAN 3 Sidoarjo. The activity commenced at 08:30 AM and concluded at 11:30 AM. The proceedings began with welcoming remarks from the head of the engagement team, the school principal representing the partner, and a representative of the students.

- a. Presentation of materials related to strengthening the Pancasila Student Profile Project (P5).
- b. Presentation of materials on training for making organic pots.
- c. Guidance on making organic pots.

After the completion of these three activities, the students filled out questionnaires related to the implementation of P5 in pot making, its impact, and the implementation of P5. Additionally, students were provided with amenities such as refreshments, brochures, stickers, and photocopies of materials in a package. Documentation was conducted throughout the event, followed by a group photo session between the organizers and the engagement participants.

RESULT AND DISCUSSION

Engagement Activity

The distribution of preliminary study questionnaires to students was conducted to assess the initial knowledge of students regarding the P5 activities. Based on the results of the preliminary study questionnaire completed by more than 300 students, it is evident that these students have ideas for projects within the P5 activities. This is reflected in the number of students who filled out the questionnaire in the Project Title column. The purpose of this questionnaire is to analyse the needs and map the understanding of educational stakeholders at SMAN 3 Sidoarjo regarding waste management.

P5 learning taught by the teacher has been good and enjoyable.
315 responses

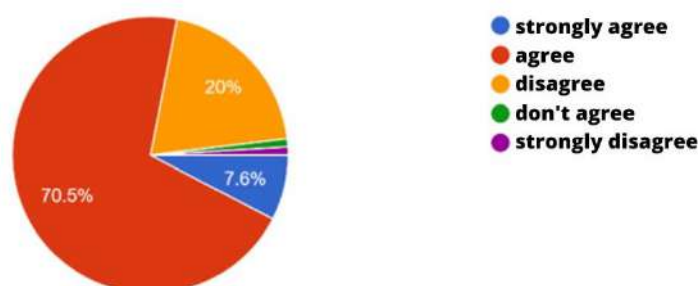


Figure 1. The results of the preliminary study questionnaire

Furthermore, students also believe that the P5 activities conducted by teachers have been carried out well and are enjoyable. Approximately 70.5% of the students responded with agreement. This indicates that the students have a high level of enthusiasm for the P5 activities. According to Ramadhani & Muhroji (2022), teachers can provide motivation to

students, which in turn boosts their enthusiasm for learning activities (Ramadhani & Muhroji, 2022).

In the questionnaire, it is evident that the school facilities are very adequate in supporting P5 activities. Both teachers and students feel comfortable using the school's facilities for various activities, including P5. With supportive school facilities in place, it enhances students' motivation in carrying out P5 activities.

Teachers have a clear and meaningful P5 program plan.

315 responses

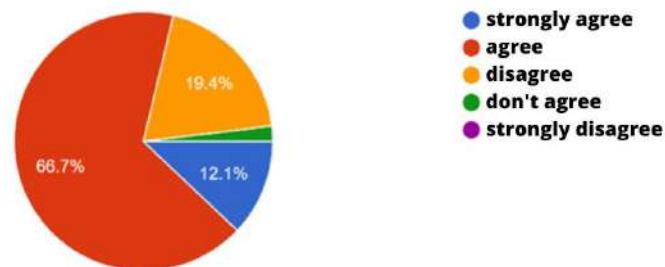


Figure 2. The results of the preliminary study questionnaire survey

In another question, "The teachers have a clear and meaningful plan for the P5 program" received a result of 66.7% with agree as the response. This indicates that the teachers at SMAN 3 Sidoarjo have designed the P5 program well, so the projects undertaken by students are not just for school assignments but also have practical significance in daily life. This aligns with research by Kholidah et al. (2022) discussing student enthusiasm in P5 activities with a local wisdom theme, which yielded satisfying results. Although it is a relatively new activity, students felt happy and found it meaningful for their daily lives (Kholidah et al., 2022). However, 19.4% disagreed in the questionnaire, which can be a challenge for teachers to evaluate the P5 activities to make them more beneficial and meaningful for students.

The engagement activities were conducted three times on May 26, 30, and 31, 2023. On May 26, 2023, it started at 08:00 AM until 02:00 PM. The engagement activities were held offline at the partner location, SMAN 3 Sidoarjo. This event was attended by 6 organizing committee members, 4 speakers, and a group of students. The core activities began with a presentation on "Strengthening the Pancasila Student Profile Project" by Bambang Wahyudi, S.Pd., M.Pd. The second presentation was about "Making Organic Pots from Waste" by Nisa Rachmi, S.Pd., and Feby Dasa Eka Putri, S.Pd. Organic-based planting media can take the form of pots that serve as a growing medium for plants, but

this planting medium is not related to nutrient content or soil (Asrori et al., 2023). The next part of the event allowed participants to engage in a Q&A session with the speakers or presenters, and participants were also given the task of designing and arranging the creation of organic pots from waste.



Figure 3. Question and answer session with the training participants

Next, the third part involved the guidance for pot-making training by Shabrina Nabilah, S.Pd. Participants were instructed to begin implementing the pot-making plan they had developed using the tools and materials provided. If any participants had difficulty understanding the process of making organic pots, guidance would be provided by the speakers or presenters. The event continued with each group presenting the organic pot products they had created along with their group members.



Figure 4. Assistance during the training for organic pot making.



Figure 5. Organic pot product

Result of the Activity

The results of the organic pot-making training can be observed through the questionnaire survey regarding the impact of the implementation of P5 activities. The respondents in this survey were the students who participated in the training. The questionnaire included several questions about the Pancasila Student Profile, and from the results, it can be concluded that students listened to and understood the meaning of the Pancasila Student Profile Strengthening Project (P5).

Is it true that Indonesian students have to be lifelong learners who are competent, have character and behave according to Pancasila values?

112 responses

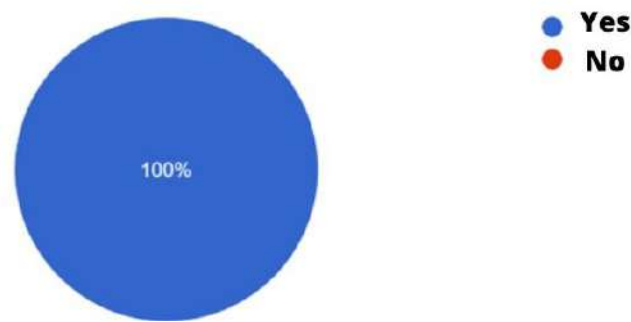


Figure 6. The results of the questionnaire survey

Based on the results of the questionnaire survey for this question, it is evident that all training participants confidently chose the answer "Yes," which can be interpreted as meaning that being an Indonesian student requires possessing competence, character, and behaviour in accordance with Pancasila values. Strengthening the Pancasila values within the community can be undertaken as an effort to shape individuals or students who can apply Pancasila values in their daily lives. This reinforcement of Pancasila should begin early through education in schools (Ngurah et al., 2022).

Berikan alasan jawaban sebelumnya!

112 responses

Pelajar Indonesia harus menjadi pelajar sepanjang hayat yang kompeten, berkarakter, dan berperilaku sesuai nilai-nilai Pancasila karena pendidikan yang berkelanjutan memungkinkan individu untuk terus mengembangkan pengetahuan, keterampilan, dan sikap yang dibutuhkan dalam kehidupan. Pendidikan sepanjang hayat membantu pelajar menjadi lebih kompeten dalam menghadapi tantangan dunia yang terus berkembang, sambil tetap menjunjung tinggi karakter dan nilai-nilai Pancasila sebagai landasan moral dan etika.

Projek Penguatan Profil Pelajar Pancasila (P5) merupakan upaya untuk mendorong tercapainya Profil Pelajar Pancasila dengan menggunakan paradigma baru melalui pembelajaran berbasis proyek.

karena kita adalah penerus bangsa, jadi kita harus benar benar fokus dalam berkompeten dan berperilaku sesuai dasar nilai pancasila

berkaitan hal tersebut, Pelajar Indonesia harus menjadi pelajar sepanjang hayat agar dapat terbentuk karakter pelajar yang lebih baik dan dan sesuai dengan nilai nilai pancasila, dan sepat menerapkan nilai nilai pancasila kepada pelajar Indonesia

menurut saya iya, dikarenakan pelajar pancasila wajib untuk berperilaku sesuai nilai pancasila yang berkompeten dan berkarakter

Figure 7. The results of the questionnaire survey

The students also provided reasons for their chosen answers. Some of these reasons indicate that the Pancasila spirit is already evident in the students, and schools as educational institutions should reinforce this, with one of the ways being through activities like P5. This is supported by research by Ulandari and Sukma (2023) that strengthening the character dimensions of the Pancasila Student Profile in students, especially in terms of faith, devotion to the One Almighty God, and noble behaviour, as well as cooperation, independence, global diversity, critical thinking, and creativity, can be achieved through activities like P5 (Ulandari & Rapita, 2023).

Choose the following six dimensions correctly.

112 responses

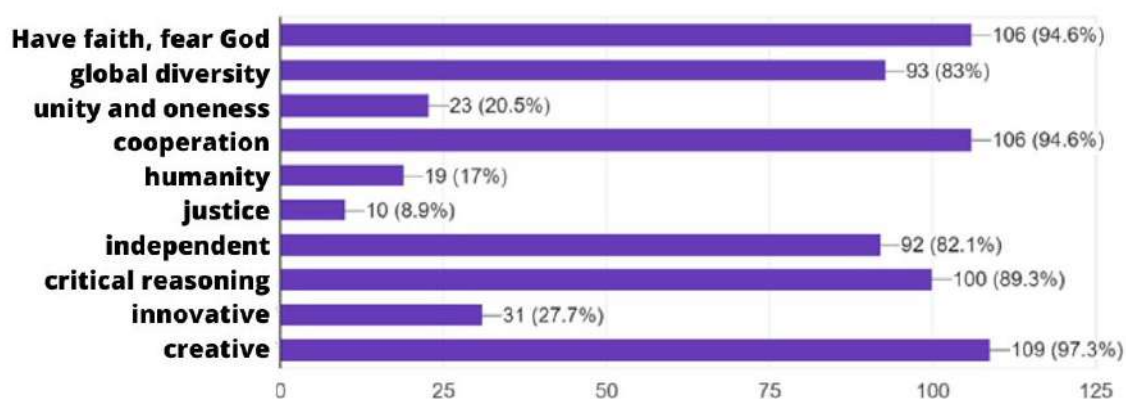


Figure 8. The results of the questionnaire survey

Based on the results of the questionnaire survey, which included questions about the six dimensions of P5, most students answered correctly. This is evident from the percentage of responses chosen by the students. It indicates that the training participants

paid close attention to the activities and were able to implement them effectively in their lives. Through the P-5 activities, the dimensions of the Pancasila Student Profile's character in students, especially in terms of faith, devotion to the One Almighty God, noble behaviour, cooperation, independence, global diversity, critical thinking, and creativity, can be nurtured and strengthened, making students more aware of and caring for their environment (Komala et al., 2023)

CONCLUSION

This community engagement activity has had a positive impact on the partner institution, as evidenced by the enthusiasm of the students and the achievements of the engagement activity. The implementation of the P5 activity, which involves converting waste into organic pots, successfully captured the attention of the students. The questionnaire survey distributed to the training participants regarding the Pancasila Student Profile achieved a 100% response rate, indicating that the students listened to and understood the meaning of the Pancasila Student Profile Strengthening Project (P5). Furthermore, through the engagement activity implemented within P5, the level of creativity among the students has increased due to the creation of organic pot projects from processed waste.

ACKNOWLEDGEMENT

We would like to express our gratitude to our community engagement partner, SMA Negeri 3 Sidoarjo, East Java. Additionally, we extend our thanks to the guest speakers who have contributed to and supported the successful implementation of this engagement activity.

REFERENCES

- Asrori, M. R., Santoso, A., Sumari, S., Prakasa, Y. F., & Mahmudah, S. N. (2023). Pengolahan Limbah Serat Fiber sebagai Substitusi Material Pengisi Media Tanam Organik di Mitra WBS Fiberglass Poncokusumo. *Indonesian Journal for Social Responsibility (IJSR) Vol, 5(01)*, 11–20.
- Kemendikbud. (2022a). *Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila*. Kemenristekdikti.
- Kemendikbud. (2022b). *Kurikulum Merdeka Jadi Jawaban Untuk Atasi Krisis Pembelajaran*. <https://kemendikbud.go.id>

- Kemendikbudristek. (2022). Keputusan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia Nomor 262/M/2022. In <https://jdih.kemdikbud.go.id/>. https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/salinan_20220711_121315_Fix%20Salinan%20JDIH_Kepmen%20Perubahan%2056%20Pemulihan%20Pembelajaran.pdf
- Kholidah, L. N., Winaryo, I., & Inriyani, Y. (2022). Evaluasi Program Kegiatan P5 Kearifan Lokal Fase D di Sekolah Menengah Pertama. *Edukatif: Jurnal Ilmu Pendidikan*, 4(6), 7569–7577.
- Komala, C., Nurjannah, N., & Juanda, J. (2023). Implementasi Profil Pelajar Pancasila Tema “Gaya Hidup Berkelanjutan” Kelas X SMAN 2 Sumbawa Besar. *Jurnal Literasi Dan Pembelajaran Indonesia*, 3(1), 42–49.
- Marlina. (2019). *Panduan Pelaksanaan Model Pembelajaran Berdiferensiasi di Sekolah Inklusif*.
- Melizza, N., Dwi Kurnia, A., Lailatul Masruroh, N., Hariyati, S., Ridwan, M., Nopy Ruthmitasari, A., & Nursanti, I. (2022). Assistance School Program Sman 02 Batu: Through the Pancasila Student Profile Strengthening Project (P5) In Health Promotion. In *Jurnal Pengabdian Masyarakat Kesehatan Stikes Pemkab Jombang: Vol. VIII* (Issue 4).
- Ngurah, S. I. G., Made, A. N., & Luh, S. N. (2022). Proyek Penguatan Profil Pelajar Pancasila (P5) Melalui Penciptaan Karya Seni Tari Gulma Penida Pada Kurikulum Merdeka. *Geter: Jurnal Seni Drama, Tari Dan Musik*, 5(2), 25–38.
- Rachmawati, N., A., Marini., M. N., & N., I. (2022). Proyek Penguatan Profil Pelajar Pancasila dalam Implementasi Kurikulum Prototipe di Sekolah Penggerak Jenjang Sekolah Dasar. *Jurnal Basicedu*, 3613–3625.
- Ramadhani, D. A., & Muhroji, M. (2022). Peran Guru dalam Meningkatkan Motivasi Belajar pada Peserta Didik di Sekolah Dasar. *Jurnal Basicedu*, 6(3), 4855–4861.
- Saraswati, D. A., Sandrian, D. N., Nazulfah, I., Tanzil Abida, N., Azmina, N., Indriyani, R., & Suryaningsih, S. (2022). Analisis Kegiatan P5 di SMA Negeri 4 Kota Tangerang sebagai Penerapan Pembelajaran Terdiferensiasi pada Kurikulum Merdeka. *Jurnal Pendidikan Mipa*, 12(2), 185–191. <https://doi.org/10.37630/jpm.v12i2.578>
- Ulandari, S., & Rapita, D. D. (2023). Implementasi proyek penguatan profil pelajar pancasila sebagai upaya menguatkan karakter peserta didik. *Jurnal Moral Kemasyarakatan*, 8(2), 116–132.



© 2023 by authors. Content on this article is licensed under a Creative Commons Attribution 4.0 International license. (<http://creativecommons.org/licenses/by/4.0/>).



Original Title:

Pelatihan Pembuatan Pot Organik Dari Limbah Dalam Implementasi Kegiatan P5

Abstrak. Kegiatan Proyek Penguatan Profil Pelajar Pancasila (P5) merupakan penerapan dari kurikulum Merdeka yang mana peserta didik membuat sebuah proyek untuk menguatkan Upaya kompetensi dan karakter sesuai dengan profil pelajar Pancasila. Tim pengabdian Universitas Negeri Malang mengaitkan implementasi P5 pada tema dan tujuan proyek yang sesuai dengan kebutuhan dan kondisi mitra. Berdasarkan hasil survey di lokasi mitra, permasalahan yang terjadi salah satunya adalah pemahaman dalam pengolahan limbah terutama plastic yang masih rendah dilingkungan SMAN 3 Sidoarjo sehingga butuh bimbingan dari ahlinya untuk membantu mitra dalam melaksanakan kegiatan pembuatan pot organik dari limbah. Kemudian muncul inovasi baru untuk memanfaatkan dan mengolah limbah menjadi pot organik yang dapat dilaksanakan melalui kegiatan P5. Metode yang dilakukan dalam kegiatan pengabdian ini ada tiga tahap yaitu tahap persiapan, tahapobservasi dan tahap pelaksanaan. Data yang dikumpulkan berupa dokumentasi, observasi dan hasil pengisian angket responden yang mana hasil angket tersebut dianalisis secara deskriptif kualitatif. Hasil yang diperoleh dari kegiatan pengabdian ini bahwa peserta didik mampu mengeluarkan ide kreatif nya untuk menghasilkan produk pot organic dari limbah dengan sangat menarik dan bervariasi. Selain itu, Hasil angket kuisioner yang dibagikan kepada peserta pelatihan mengenai profil pelajar Pancasila berhasil mendapatkan persentase sebesar 100% yang mana hal tersebut dapat dikatakan bahwa peserta didik menyimak dan memahami makna dari Proyek Penguatan Profil Pelajar Pancasila (P5) ini.

Kata kunci: Profil Pelajar Pancasila, Pot Organik, Pengabdian

Empowerment of PKK Members in Training for the Production of Red Dragon Fruit Peel Tisane in the Kauman Subdistrict of Malang City

Venny Kurnia Andika, Ani Riani Hasana, and Sirilus Deodatus Sawu

Undergraduate Pharmacy Study Program, STIKes Panti Waluya Malang, Jalan Yulius Usman no. 62, Kasin, Kec. Klojen, Malang, Indonesia

Correspondence: Venny Kurnia Andika (funnyvenny@gmail.com)

Received: 30 August 2023 – Revised: 26 September 2023 - Accepted: 28 September 2023

Abstract. Tisane is an infusion beverage composed of a mixture of various ingredients such as leaves, seeds, herbs, legumes, tree bark, fruits, or flowers that are dried, or parts of plants that provide aroma and flavor while also being beneficial for health. Tisanes can offer health benefits such as antioxidant, antimicrobial, antihemolytic, and cytotoxic activities. Red dragon fruit peel contains a significant amount of natural anthocyanin colorants, rich in polyphenolic compounds, betalain compounds, vitamins C, E, and A, alkaloids, terpenoids, flavonoids, thiamine, niacin, pyridoxine, cobalamin, phenolics, carotenes, and phytoalbumins, making it a potential source of natural antioxidants. Therefore, red dragon fruit peel can be used to make tisanes due to its proven health benefits. Empowering members of the PKK (Family Welfare Movement) in the Kauman Subdistrict of Malang City in tisane production aims to increase the knowledge and skills of PKK members regarding the benefits and methods of tisane production using red dragon fruit peel waste. The community service activity was conducted in three phases. The first phase involved an explanation of the health benefits of tisanes. The second phase covered the method of making tisanes using red dragon fruit peel, and the third phase included practical tisane production and evaluation. Evaluation results showed an improvement in participants' understanding, with an average pretest score of 61.74 and an average post-test score of 90.87, with an average participant skill score of 28.61 (categorized as skilled). This indicates that the information provided about tisane production was well-understood by the participants, indicating the success of the community service activity. Throughout the activity, participants interacted well and responded by asking questions about the community service activity.

Key Words: tisane, *Hylocereus polyrhizus*, antioxidant, red dragon fruit peel, herbal

Citation Format: Andika, V.K., Hasana, A.R., & Sawu, S.D. (2023). Empowerment of PKK Members in Training for the Production of Red Dragon Fruit Peel Tisane in the Kauman Subdistrict of Malang City. *Journal of Community Practice and Social Welfare*, 3(2), 26-36.

INTRODUCTION

Health-based natural ingredient beverages have become an alternative for health-conscious individuals. The increasing awareness of a healthy lifestyle among the public is reflected in the healthy living patterns adopted in their daily lives. In addition to consuming healthy food daily, beverages that support health are gaining popularity, and one of these is tisane.

Tisane, commonly known as herbal tea, is an infusion beverage that does not originate from tea leaves (*Camellia sinensis*). Tisane typically consists of a mixture of dried leaves, grains, herbs, legumes, tree bark, dried fruits, flowers, or parts of plants that provide aroma and flavor to the beverage while also offering health benefits as an herbal drink. Tisane has become popular among tea enthusiasts because, besides its pleasant taste and aroma, it offers health benefits and relaxation. Regular consumption of tisane can be used as a therapeutic treatment to improve heart health, address digestive issues, boost energy and vitality, enhance the immune system, provide essential antioxidants for the body, reduce stress, improve sleep quality, and stimulate the functioning of various organs (Ravikumar, 2014).

Various types of tisanes have been studied and found to offer health benefits (Poswal et al., 2019). Some tisanes have been shown to contain compounds with bioactivity, such as antioxidants in grapefruit peel tisane (Saragih et al., 2021), butterfly pea flower tisane (Fitri & Pamungkasih, 2022), and cocoa bean shell tisane (Gumelar et al., 2022), as well as antimicrobial, antihemolytic, and cytotoxic activities in a mixture of lemon, thyme, St. John's wort, cloves, and cinnamon tisane (Paschoalinotto et al., 2021). Tisanes made from starfruit have been effective in lowering blood sugar levels in type 2 diabetes patients (Sutomo & Purwanto, 2023).

Red dragon fruit peel is an agricultural waste product that contains a relatively high amount of natural anthocyanin colorants (Ali, 2016). Anthocyanin is a colorant that plays a role in providing red color and has the potential to be a natural food dye, offering a safer alternative to synthetic dyes (Handayani & Rahmawati, 2012). Red dragon fruit peel is rich in polyphenolic compounds, betalain compounds, anthocyanin, vitamins C, E, and A, alkaloids, terpenoids, flavonoids, thiamine, niacin, pyridoxine, cobalamin, phenolics, carotenes, and phytoalbumins. In addition to its potential as a natural pigment source, red dragon fruit peel also serves as a natural antioxidant (Nizori et al., 2020). Research results have shown that 2 grams of red dragon fruit peel herbal tea, brewed with water at 100°C,

contains antioxidants with an IC₅₀ value of 8.50 mg/mL and a relatively high phenolic content (0.83g/100g) (Ardianta et al., 2019) (Aiyuni et al., 2017). With proper drying methods, the antioxidant content of red dragon fruit peel can reach an IC₅₀ value of 2,713 ppm (Purnomo et al., 2016) (Fadilah et al., 2021). Therefore, red dragon fruit peel can be utilized as an ingredient in tisanes due to its proven health benefits.

Based on the results of previous community partnership programs, it is known that PKK (Family Welfare Movement) members in the Kauman Subdistrict need more innovations in utilizing local environmental resources. Red dragon fruit peel is a type of waste that has not been optimally utilized, despite constituting a significant portion, approximately 30-35%, of the fruit. Empowering PKK members in the Kauman Subdistrict of Malang City to produce tisanes using red dragon fruit peel aims to increase their knowledge and skills regarding the health benefits of tisanes and the formulation of tisanes using red dragon fruit peel as an ingredient.

PROBLEM

Based on observations conducted through communication with the PKK (Family Welfare Movement) coordinator in Kauman, Malang City, and an evaluation of previous Community Service (PkM) activities, a situational analysis was performed. The assessment revealed specific issues encountered with the partner organization. These issues include a lack of knowledge among PKK members regarding the health benefits of herbal tea (tisane), limited development of skills among PKK members related to making tisane using dragon fruit peel, and a deficiency in PKK members' knowledge concerning tisane formulation using dragon fruit peel.

METHOD OF IMPLEMENTATION

The implementation methodology of the Community Service (PkM) program encompasses several stages, namely, the preparatory stage, the implementation stage, and the evaluation stage.

Preparatory Stage

The preparatory stage comprises several steps, including:

- a. Field observations and situational analysis in the Kauman Village, Klojen Subdistrict, Malang City.

- b. Communication and coordination with the PKK coordinator in Kauman Village, Malang City, regarding the activity plan.
- c. Preparation of presentation materials using PowerPoint (PPT) (covering the benefits of tisane for health and the process of making tisane using red dragon fruit peel) and the acquisition of equipment for tisane preparation practice.
- d. Creation of a video demonstrating the process of making tisane using red dragon fruit peel.

Implementation Stage

The Community Service activities are conducted in three phases. The first phase includes activities related to the socialization of the health benefits of tisane, which begins with a pretest. The pretest questionnaire consists of 10 questions related to the selection of red dragon fruit peel, the compounds and benefits of red dragon fruit peel, the drying method of red dragon fruit peel, and the process of making and brewing tisane from red dragon fruit peel.

The second phase of activities involves the socialization of the process of making tisane using red dragon fruit peel, while the third phase comprises hands-on practice in making tisane from red dragon fruit peel. Active discussions between participants and presenters take place, and at the end of the activities, an evaluation of the participants' skills is conducted to assess their ability to comprehend the information presented. A post-test is administered by distributing questionnaires to the participants.

Evaluation Stage

Evaluation is conducted on the members of the PKK in Kauman Village, Malang City, who participated in the activities. The evaluation aims to measure the participants' knowledge improvement and assess their skills in making tisane from red dragon fruit peel. Knowledge improvement is assessed using the pretest questionnaire, which consists of 10 questions related to the criteria for selecting red dragon fruit peel for tisane preparation, the health benefits and compounds of red dragon fruit peel, the drying method of red dragon fruit peel, and the process of making and brewing tisane from red dragon fruit peel. Participant skills are evaluated by observing their ability to perform a redemonstration of the tisane-making process, with the assessment based on a skills evaluation sheet containing 10 skill assessment indicators.

RESULT AND DISCUSSION

The implementation of this Community Service (PkM) activity serves as a follow-up to previous PkM activities. The program was developed after conducting observations in Kauman Village, Malang City, with a specific focus on the members of the PKK (Family Welfare Movement) group in Kauman Village, Malang City. Following approaches and communication with the PKK coordinator in Kauman Village, the necessary permits were obtained to conduct the PkM activities within the PKK group.

Subsequently, coordination was established with the PKK coordinator in Kauman Village to determine the timing, location, technical implementation, and participants for the PkM activities. The coordination results, in conjunction with the PKK coordinator in Kauman Village, determined that the PkM activities would be conducted in three stages. The first stage involved the dissemination of information on the "Benefits of Tisane for Health," the second stage focused on the dissemination of information on the "Process of Making Tisane from Dragon Fruit Peel," and the third stage involved practical tisane-making activities using dragon fruit peel. The PkM activities commenced with a pre-test and concluded with a post-test.

In the first stage of the PkM activities, together with the PKK members, participants were introduced to the health benefits of tisane. The women of the PKK group were provided with information about tisane in general and its potential health benefits. This activity also served as a reminder to the participants regarding the functions of dragon fruit peel and the various benefits it contains. It emphasized the recycling of dragon fruit peel waste into useful products, one of which is its transformation into tisane.



Figure 1. Introduction of tisane health benefits to the participants

The second stage of this Community Service (PkM) activity involves introducing and teaching the process of making tisane from dragon fruit peel. During this second stage, the PKK women were instructed in the theoretical aspects of transforming dragon fruit peel into tisane. This instruction encompassed various steps, beginning with how to select quality dragon fruit, followed by the process of drying the dragon fruit peel, and concluding with the method of crafting tisane from the dried dragon fruit peel. Throughout this activity, explanations were supported by visual aids, including photographs illustrating the stages of processing. These visual aids facilitated the participants' understanding of the procedures involved in making tisane from dragon fruit peel.



Figure 2. Training on making tisane from dragon fruit peel.

Moving on to the third stage, it involved direct hands-on practice in making tisane from dragon fruit peel by the members of the PKK (Family Welfare Movement) in Kauman Village. The participants received guidance during the practical tisane-making process. The equipment used during this practical activity included: a medium-sized bowl, cutting board, knife, scissors, baking tray, oven, baking paper, 500 mL glass beaker, glass stirring rod, heater, teacups, and 100 mL paper cups. The materials used to create the dragon fruit peel powder included: fresh dragon fruit peel that had been peeled from the fruit and thoroughly washed. The ingredients for making dragon fruit peel tisane included: fresh dragon fruit, additional ingredients (dried orange peel and cinnamon), tea bags, hot water, and honey/sugar.

In the tisane-making process, the PKK women from Kauman Village actively participated in the process, accompanied by a PkM team comprising of professors and students. They displayed enthusiasm while participating in the series of activities. After the

tisane was prepared, each participant sampled the tisane they had created. At the conclusion of the activity sequence, an evaluation process was conducted by distributing post-test questionnaires to the participants for them to answer. The questionnaire consisted of 10 questions prepared by the PkM team to assess the participants' level of knowledge acquired during the PkM activities. The questions covered topics such as selecting red dragon fruit peel, the compounds and benefits of red dragon fruit peel, the drying method of red dragon fruit peel, and the process of making and brewing tisane from red dragon fruit peel.



Figure 3. Dragon fruit peel tisane product.

The average pretest score for the PkM participants was 61.74, and after participating in the PkM activities, their understanding increased, resulting in an average post-test score of 90.87. This represents an improvement of 47.8% from the pretest to the post-test. Evaluation results indicate that participants were able to correctly answer > 70% of the 10 questions provided, with a minimum score of 80 and a maximum score of 100. Participants were considered to have improved their knowledge if they could answer at least 7 questions correctly out of the 10 questions. The calculation for assessing the level of knowledge is as follows:

$$\text{Level of Knowledge} = \frac{\text{Number of correct answer}}{\text{Total number of questions}} \times 100$$

Equation 1. Calculation for assessing the level of knowledge.

Redemonstration was conducted to assess the participants' skills. Assessment indicators included the participants' ability to recognize the tools and materials used, measure ingredients, follow the sequence of adding ingredients, and perform brewing. Based

on the assessment results, the lowest score obtained was 26, and the highest score was 30, with an average participant score of 28.61. Participants were considered skilled if they achieved a minimum score of 15. This indicates that the information provided on the tisane-making process was well understood by the participants and signifies the success of the conducted PkM activities. Throughout the activities, participants interacted quite well and responded by asking questions about the ongoing activities. It is hoped that after this empowerment activity, the members of the PKK in Kauman Village, Malang City, will have improved skills in utilizing dragon fruit peel more effectively. This will also enhance their knowledge and inspire them to turn dragon fruit peel into a useful and economically valuable natural dye.

CONCLUSION

Based on the evaluation results of the conducted Community Service (PkM) activities, there was an improvement in the knowledge of the PkM partners, as evidenced by the increase in participants' understanding with an average pretest score of 61.74 and an average post-test score of 90.87, with an average skill score of 28.61, categorizing participants as skilled in making red dragon fruit peel tisane. Furthermore, in addition to its health benefits, it is hoped that future PkM activities will empower members of the PKK (Family Welfare Movement) in terms of skills and knowledge to harness the untapped potential in their surroundings for the benefit of health and as a business idea for the members of Kauman Village, Malang City.

ACKNOWLEDGEMENT

The author extends heartfelt gratitude to the Research and Community Service Institution of Panti Waluya Malang Health Sciences College for their financial support for this PkM activity. The author also wishes to express gratitude to the Kauman Village Head in Klojen Subdistrict, Malang City, along with their team, the PKK chairwoman, and all PKK members who have assisted and supported this PkM activity.

REFERENCES

- Aiyuni, R., Widayat, H. P., & Rohaya, S. (2017). *Pemanfaatan Limbah Kulit Buah Naga (Hylocereus costaricensis) dalam Pembuatan Teh Herbal dengan Penambahan Jahe (Application of Dragon Fruit Peel (Hylocereus costaricensis) in The Production of Herbal Tea with Additional Ginger)*. 2(3), 231–240.

- Ali, M. (2016). Optimasi Pengolahan Teh Kulit Buah Naga (*Hylocereus Polyrhizus*). *AGRITEPA, II* (2), 217–223.
- Ardianta, I. K., Yusa, N. M., & Putra, I. N. K. (2019). Pengaruh Suhu Pencelupan Terhadap Karakteristik Minuman Teh Herbal Kulit Buah Naga Merah (*Hylocereus Polyrhizus*). *Ilmu Dan Teknologi Pangan*, 8(1), 18–26.
- Fadilah, N. N., Fitriana, A. S., & Prabandar, R. (2021). Pengaruh Lama Waktu Penyeduhan dan Bentuk Sediaan Teh Herbal Kulit Buah Naga Merah (*Hylocereus Polyrhizus*) terhadap Aktivitas Antioksidan. *Seminar Nasional Penelitian Dan Pengabdian Kepada Masyarakat (SNPPKM)*, 383–389.
- Fitri, H. A., & Pamungkasih, C. O. (2022). Pengaruh Proses Pembuatan Tisane “Wedang Uwuh” terhadap Kandungan Polifenol dan Aktifitas Penangkap Radikal Bebasnya *Effect of " Wedang Uwuh " Tisane Preparation on Its Polyphenol Contents and Free Radical Scavenging Activity*. 19(01), 108–121.
- Gumelar, Firmanto, H., & Nurcholis, M. (2022). *Antioxidant Content of Tisane of Cocoa Bean Shells as Affected by Roasting Temperatures*. *Pelita Perkebunan*, 38(3), 200–210. <https://doi.org/10.22302/iccricri.jur.pelitaperkebunan.v38i3.524>
- Handayani, P. A., & Rahmawati, A. (2012). Pemanfaatan Kulit Buah Naga (*Dragon Fruit*) Sebagai Pewarna Alami Makanan Pengganti Pewarna Sintetis. *Jurnal Bahan Alam Terbarukan*, 1(2), 19–24.
- Nizori, A., Sihombing, N., & Surhaini. (2020). Karakteristik Ekstrak Kulit Buah Naga Merah (*Hylocereus Polyrhizus*) Dengan Penambahan Berbagai Konsentrasi Asam Sitrat Sebagai Pewarna Alami Makanan. *Jurnal Teknologi Industri Pertanian*, 30(2), 228–233. <https://doi.org/10.24961/j.tek.ind.pert.2020.30.2.228>
- Paschoalinotto, B. H., In, M., Pinela, J., Pires, T. C. S. P., Jos, M., Mocan, A., Calhelha, R. C., Barros, L., Ineu, R. P., & Ferreira, I. C. F. R. (2021). Phytochemical Characterization and Evaluation of Bioactive Properties of Tisanes Prepared from Promising Medicinal and Aromatic Plants. *Foods Article*, 10(2), 1–26.
- Poswal, F. S., Russell, G., Mackonochie, M., Maclennan, E., Adukwu, E. C., Rolfe, V., & Rolfe, V. (2019). Herbal Teas and their Health Benefits: A Scoping Review. *Plant Foods for Human Nutrition*, 74, 266–276.
- Purnomo, B. E., Hamzah, F., & Johan, V. S. (2016). Pemanfaatan Kulit Buah Naga Merah (*Hylocereus Polyrhizus*) Sebagai Teh Herbal. *Jom Faperta*, 3(2), 1–10.
- Ravikumar, C. (2014). *Review on Herbal Teas*. 6(5), 236–238.
- Saragih, F. J., Suter, I. ketut, & Yusasrini, N. L. A. (2021). Aktivitas Antioksidan Dan Sifat Sensoris Teh Herbal Celup Kulit Anggur (*Vitis vinifera L.*) Pada Suhu Dan Waktu Pengeringan *Antioxydant Activity and Sensory Properties Herbal Tea Bag of Grape Skin (Vitis vinifera L.) In Temperatures and Drying Times*. *Itepa Ilmu Dan Teknologi Pangan*, 10(3), 424–435.
- Sutomo, & Purwanto, N. H. (2023). Pengaruh Konsumsi Tisane Daun Belimbing Wuluh Terhadap Perubahan Kadar Gula Dalam Darah Pada Penderita Diabetes Mellitus

Tipe 2. *Husada, Jurnal Keperawatan LPPM Akademi Keperawatan Dian*, 16(1), 1–15.



© 2023 by authors. The content on this article is licensed under a Creative Commons Attribution 4.0 International license. (<http://creativecommons.org/licenses/by/4.0/>).



Original Title:

Pemberdayaan Anggota PKK Dalam Pelatihan Pembuatan Tisane Kulit Buah Naga Merah di Kelurahan Kauman Kota Malang

Abstrak. Tisane merupakan minuman seduhan yang terdiri dari campuran beberapa bahan seperti daun, biji-bijian, rerumputan, kacang-kacangan, kulit pohon, buah-buahan atau bunga yang dikeringkan, ataupun bagian dari tanaman yang dapat memberi aroma dan rasa sekaligus bermanfaat bagi kesehatan. Tisane dapat memberi benefit bagi kesehatan seperti memiliki aktivitas antioksidan, antimicrobial, antihemolytic, dan aktivitas sitotoksik. Kulit buah naga mengandung zat warna alami antosianin cukup tinggi, kaya akan senyawa polifenol, senyawa betalain, vitamin C, vitamin E, vitamin A, alkaloid, terpenoid, flavonoid, tiamin, niasin, piridoksin, kobalamin, fenolik, karoten, dan fitoalbumin, serta potensial sebagai sumber antioksidan alami. Oleh sebab itu kulit buah naga dapat dijadikan tisane karena terbukti memiliki manfaat bagi kesehatan. Pemberdayaan para anggota PKK Kelurahan Kauman kota Malang dalam pembuatan tisane bertujuan untuk menambah pengetahuan dan keterampilan para anggota PKK mengenai manfaat dan cara pembuatan tisane dengan memanfaatkan limbah kulit buah naga. Kegiatan pengabdian dilaksanakan dalam 3 (tiga) tahap. Tahap pertama berupa pemaparan tentang manfaat tisane bagi kesehatan, tahap yang kedua adalah tentang cara pembuatan tisane dengan memanfaatkan kulit buah naga dan tahapan ketiga adalah praktek pembuatan tisane dan evaluasi. Hasil evaluasi menunjukkan peningkatan pemahaman peserta dengan perbedaan nilai rata-rata pretest 61,74 dan rata-rata post test 90,87 dengan skor keterampilan rata-rata peserta 28,61 (dikategorikan terampil). Hal ini menunjukkan bahwa informasi yang disampaikan mengenai cara pembuatan tisane dapat dipahami dengan baik oleh peserta dan mengindikasikan keberhasilan kegiatan PkM yang telah dilaksanakan. Selama kegiatan berlangsung para peserta berinteraksi dengan cukup baik dan merespon dengan memberikan pertanyaan seputar kegiatan PkM.

Kata kunci: Tisane, *Hylocereus polyrhizus*, antioksidan, kulit buah naga merah, herbal

Training on the Development of Constructivist-Based Teaching Modules for Educational Practitioners at SMAN 3 Sidoarjo

Hayuni Retno Widiarti^{1*}, Habiddin¹, Parlan¹, Nur Candra Eka Setiawan¹, Deni Ainur Rokhim^{1,2}, Richa Nan Maharani¹, Ristiwi Peni³, Asnan Wahyudi³, Bambang Wahyudi³, Syaiful Arif³, and Juwita Karina Pratiwi¹

¹Chemistry Study Program, Faculty of Natural Science and Mathematics, Universitas Negeri Malang, Jl. Semarang No. 5, Malang, Indonesia 65145

²Chemistry, SMAN 3 Sidoarjo, Jalan. Dr. Wahidin No. 130 Sekardangan Sidoarjo, Indonesia.

³SMAN 3 Sidoarjo, Jalan. Dr. Wahidin No. 130 Sekardangan Sidoarjo, Indonesia.

Correspondence: Hayuni Retno Widiarti (hayuni.retno.fmipa@gmail.com)

Received: 19 August 2023 – Revised: 3 September 2023 - Accepted: 5 September 2023

Abstract. Within the framework of the Merdeka Curriculum, educators are directed to guide and teach students in accordance with their characteristics, interests, and talents. The development of the independent learning concept within the Merdeka Curriculum can be directed towards differentiated learning. The method implemented involves providing socialization and training to teachers at SMAN 3 Sidoarjo in the creation of teaching modules with the application of constructive methods. The instrument used as a measure of the success of this community service activity is a post-activity questionnaire consisting of 7 questions. There were 70 participants from SMAN 3 Sidoarjo involved in this community service, which took place at SMAN 3 Sidoarjo. Participants in the community service displayed a positive response (average score of 98.32) regarding participant satisfaction, alignment of participant expectations with the activity, the competence of facilitators and presenters, the effectiveness or responsiveness of facilitators and presenters, and participant interest. The results of this community service can be implemented in the process of creating differentiated teaching modules at SMAN 3 Sidoarjo.

Key Words: Merdeka Curriculum, teaching modules, differentiated learning

Citation Format: Widiarti, H.R., Habiddin, Parlan, Setiawan, N.C.E., Rokhim, D.A., Maharani, R.N., Peni, R., Wahyudi, A., Wahyudi, B., Arif, S., & Pratiwi, J.K. (2023). Training on the Development of Constructivist-Based Teaching Modules for Educational Practitioners at SMAN 3 Sidoarjo. *Journal of Community Practice and Social Welfare*, 3(2), 37-47.

INTRODUCTION

Indonesia has experienced frequent curriculum changes and revisions (Daga, 2021). These changes have evolved from the previous curriculum structures, such as KTSP and K-13, to the current Merdeka Curriculum introduced by Nadiem Makarim, the Minister of Education, Culture, Research, and Technology. The Merdeka Curriculum represents a revision and improvement of the Curriculum-13. Within the Merdeka Curriculum, educators are directed to guide and teach students according to their individual needs, intellectual levels, backgrounds, talents, interests, and readiness for learning (Marlina, 2023), assessed at the beginning of the learning process. To realize the concept of independent learning within the Merdeka Curriculum, differentiation in teaching is essential (Kurnia Fitra, 2022). Differentiated learning allows students the freedom to explore and deepen their understanding based on their preferences and abilities (Ultra Gusteti, 2022). Differentiated learning also aligns with various aspects of the Merdeka Curriculum, including the Pancasila learner profile (Martanti et al., 2021), which encompasses the moral values of Pancasila education (Wadu et al., 2019).

Changes in the Merdeka Curriculum also influenced the transformation of educational tools, including Lesson Plans (RPP), which now incorporate Teaching Modules. Teaching modules are designed materials that implement the Learning Objectives Flow (ATP) developed through Learning Outcomes (CP), with a focus on the Pancasila learner profile (Setiawan et al., 2022). Teaching modules are a vital replacement for RPPs in the Merdeka Curriculum and play a crucial role in ensuring that the learning process achieves its intended objectives. Therefore, educators must comprehend the concepts of creating teaching modules to maximize the effectiveness and meaningfulness of the teaching process.

Within the teaching modules of the Merdeka Curriculum are included tools, instructions, methods, and guidelines related to systematically designed learning tailored to students' needs, developmental stages, and characteristics. In the Merdeka Curriculum, educators are granted the freedom to choose, develop, and use teaching module formats while adhering to its three essential components: learning objectives, learning activities, and assessment (Hanifah et al., 2023). In other words, during the development of teaching modules, teachers have flexibility in various aspects, guided by the Learning and Assessment Guidelines (Setiawan et al., 2022). The primary goal of teaching module

development outlined in the Learning and Assessment Guidelines is to create teaching materials that serve as a guide for educators during the learning process. This aligns with the core principle of the Merdeka Curriculum, which emphasizes the liberation of both educators and students, empowering them to face the era of disruption and fostering independence (Tedjokoesoemo et al., 2020).

However, in practice, it has been observed that the curriculum changes and the development of teaching materials, particularly for differentiated learning, pose challenges for many educators (Rindayati et al., 2022). These challenges stem from both external and internal factors. External factors include the continued dominance of teacher and student textbooks and the demand for creative and innovative development of teaching materials. Internal factors involve educators' limited understanding of the techniques for creating teaching modules (Maulida, 2022) and the changes in the Merdeka Curriculum that emphasize themed principles and procedures, making it difficult for educators to think about integrated teaching material development (Indarwati, 2021). Hence, there is a need for training and the application of constructivist methods to assist educators facing difficulties.

The constructivist method can be applied by providing instruction and training to educators, focusing on specific teachers. The aim is to enhance the potential of these educators through continuous training, seminars, workshops, and teaching to make them more professional in their work and the development of teaching materials, as expected (Barlian et al., 2022).

PROBLEM

The issue at hand is the insufficient understanding among educators when it comes to designing and creating differentiated teaching modules within the Merdeka Curriculum. In order to address this problem, a community service activity has been organized, focusing on training in the development of differentiated teaching modules based on constructivist methods, with the target audience being the teachers at SMAN 3 Sidoarjo.

METHOD OF IMPLEMENTATION

This training activity is conducted through a combination of online (virtual) and offline (in-person) methods, involving a total of 70 teachers from SMAN 3 Sidoarjo. The approach employed includes socialization and training sessions for the teachers, focusing

on the development of teaching modules with the application of constructivist methods. The training, carried out as a community service initiative, is divided into two sessions. The first session was held online through Zoom Meeting platform on July 13, 2023, which discuss about introduction and socialization of differentiated learning, planning for diagnostic assessment, developing diagnostic, summative, and formative assessment items based on Minimum Competency Assessment (MCA), and creating differentiated teaching modules or Lesson Plans (RPP). The second session was held offline (in-person) in SMAN 3 Sidoarjo on July 20, 2023. The session was facilitated by faculty members from the Department of Chemistry at Universitas Negeri Malang and undergraduate students majoring in Chemistry Education at Universitas Negeri Malang. This session discusses about hands-on training in the development of teaching modules and practical implementation of constructivist methods in module creation. The community service activities are conducted sequentially, with a clear outline of the stages involved. The following are the steps of the community service activity.

Table 1. Community Service Activity Schedule

Session	Date	Material	Method
1	July 13, 2023	Socialization of differentiated learning Socialization of planning for diagnostic assessment, developing diagnostic, summative, and formative assessment items based on Minimum Competency Assessment (MCA) Socialization of creating differentiated teaching modules or Lesson Plans (RPP)	Online
2	July 20, 2023	Hands-on training in the development of teaching modules and practical implementation of constructivist methods in module creation	Offline

The project implementers are required to engage in coordination with their partners, specifically SMAN 3 Sidoarjo, concerning the adjustment of the community service activity schedule. An evaluation of this community service training activity is deemed necessary in order to assess its strengths and weaknesses in implementation. The



measurement tools or indicators employed for gauging the success of the activity include the utilization of surveys.

RESULT AND DISCUSSION

A. Overview of Activity Implementation

The Community Service Activity organized by the Community Service Team from the Department of Chemistry at Universitas Negeri Malang, with the theme "Dissemination and Optimization of Differentiated Teaching Module Development," at SMAN 3 Sidoarjo, has proceeded smoothly and successfully. This community service training activity was conducted in both online (virtual) and offline (physical) modes. The implementation of the training activities as part of community service took place twice, with the first agenda encompassing the socialization of differentiated learning, diagnostic planning, diagnostic questions, summative and formative questions based on Minimum Competence Assessment (MCA), and the creation of differentiated teaching modules or Lesson Plans (RPP). This initial agenda was held on July 13, 2023, from 8:00 AM to 10:10 AM through the Zoom Meeting platform.

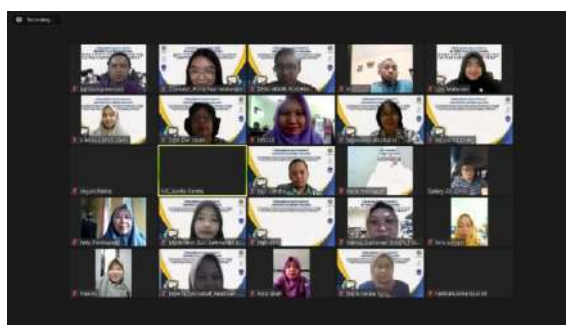


Figure 1. Implementation of community service activities in an online format

The first agenda was carried out systematically, involving preparations related to the requirements for online implementation, including content delivery, event facilitators, operators, and internet connectivity. The second agenda involved training on the development of teaching modules, which took place on July 20th and was conducted in person at SMAN 3 Sidoarjo by lecturers from the Department of Chemistry at Universitas Negeri Malang and undergraduate students majoring in Chemistry Education from the same university.

The online implementation of these activities has yielded numerous benefits through the optimal utilization of technology and the internet. This approach has ensured

uninterrupted connectivity among participants in the community service training, transcending the constraints of physical space and time, enabling engagement from anywhere and at any time. The online format of these activities has streamlined interactions between both presenters and participants, eliminating the need for face-to-face meetings (Maknun et al., 2022).



Figure 2. Implementation of community service activities in an offline format

Furthermore, the in-person community service training has proven to be beneficial both for the participants and the executing team. The execution team can readily monitor and provide direct guidance to the participants, facilitating a real-time assessment of their understanding.



Figure 3. Dissemination on chemistry misconceptions and conceptual errors by Prof. Dr. Hayuni Retno Widarti, M.Si.

B. Socialization Activities on differentiated learning, diagnostic planning, diagnostic questions, summative and formative questions based on Minimum Competence Assessment (MCA), and the Development of Differentiated Teaching Modules

The community service activity commenced with an opening ceremony and prayer led by the Master of Ceremony. It was followed by a presentation delivered by the first speaker, Prof. Dr. Hayuni Retno Widarti, M.Si., on differentiated learning, as depicted in

Figure 3. The presentation encompassed various topics, including planning patterns and differentiation techniques in teaching for educators at SMAN 3 Sidoarjo, specifically in the creation of teaching modules. This planning took into consideration the readiness and competencies of the learners, tailoring the scope of the material accordingly. Subsequently, educators could more effectively design strategies to ensure the comprehension of the subject matter by each learner. During the presentation, the speaker also imparted knowledge pertaining to the concept of differentiated learning.

During the first session, an explanation of differentiated learning was provided, along with its significance, to the teachers at SMAN 3 Sidoarjo, serving as a reference for their future teaching module development. Subsequently, the second session focused on the presentation of topics related to diagnostic planning, diagnostic questions, summative and formative assessments based on Minimum Competence Assessment (MCA). This session was delivered by the second speaker, Habiddin Ph.D. The presentation covered information about the instruments required for planning MCA-based diagnostic questions. It also elaborated on the components of MCA that learners should possess, including reading literacy and numeracy skills. Reading literacy is defined as the ability of learners to comprehend, implement, and interact with written texts. Numeracy skills refer to the ability to represent events by solving problems and making decisions by utilizing mathematical knowledge.

The final session involved the dissemination of information on the creation of differentiated teaching modules or Lesson Plans (RPP), presented by Nur Candra Eka Setiawan, S.Si., M.Pd. Following the presentation by each speaker, a question-and-answer session was conducted. This Q&A session proceeded smoothly, with enthusiastic participation from the attendees.

C. Training Activities on the Development of Differentiated Teaching Modules as an Implementation Substitute for Lesson Plans among Educational Practitioners in School Education

This training activity was conducted in person (offline) at SMAN 3 Sidoarjo and commenced with a prayer, followed by opening remarks from the activity's chief organizer, Prof. Dr. Hayuni Retno Widarti, M.Si. Additionally, Dr. Imam J, S.Pd., M.M., the supervisor of the Chemistry Teachers' Working Group (MGMP Kimia) for SMA (Senior

High School) in Sidoarjo Regency, delivered a welcoming address. The event proceeded with a group photo session for documentation purposes.

The event consisted of two sessions. The first session involved the presentation of materials, while the second session was a question and answer. The material presentation session lasted for 60 minutes and focused on the creation of differentiated teaching modules as an alternative implementation to Lesson Plans among educational practitioners in school education. Following the material presentation session, a question and answer was conducted, facilitated by the Master of Ceremony. Once all sessions were concluded, the event was closed with a prayer.



Figure 4. Group photo from the event.

After the training activity concluded, participants were provided with a post-training questionnaire. The results from this questionnaire were utilized as a quantitative measurement tool to assess the success of the training and determine whether its objectives were achieved or not. The post-training questionnaire results are presented in Table 2.

Table 2. Results of the Post-Training Questionnaire on Constructivist Method-Based Teaching Module Development for Educational Practitioners at SMAN 3 Sidoarjo

No	Evaluation Aspects	Evaluation Results (%)			Total (%)
		Good	Sufficient	Insufficient	
1	Participant satisfaction	91,6	8,4	-	100
2	Alignment with participant expectations	100	-	-	100
3	Competence of presenters	100	-	-	100
4	Presenter promptness and responsiveness	100	-	-	100
5	Participant interest	100	-	-	100

Table 2 indicates that the implementation of community service activities has proceeded smoothly, with positive evaluations across various aspects assessed, including participant satisfaction, alignment with participant expectations, competence of presenters, promptness, and responsiveness of presenters, as well as participant interest. However, it is worth noting that some participants rated satisfaction as "cukup" (sufficient), which may be attributed to the limited duration of the in-person training. This observation aligns with the feedback provided by participants through post-training questionnaires, suggesting a need for more time during the in-person training component based on their recommendations.

CONCLUSION

Based on the results and discussions presented above, it can be concluded that the training on the development of differentiated teaching modules has been successfully conducted. The aim of this community service project is to facilitate the implementation of differentiated teaching module creation at SMAN 3 Sidoarjo by providing MCA-based questions to students, thereby better preparing them for the National Assessment.

ACKNOWLEDGEMENT

We extend our heartfelt gratitude to the organizing team for their utmost efforts and to the dedicated teachers at SMAN 3 Sidoarjo.

REFERENCES

- Barlian, U. C., Solekah, S., & Rahayu, P. (2022). Implementasi Kurikulum Merdeka dalam Meningkatkan Mutu Pendidikan. *JOEL: Journal of Educational and Language Research*, 1(12), <http://bajangjournal.com/index.php/JOEL>
- Daga, A. T. (2021). Makna Merdeka Belajar dan Penguatan Peran Guru di Sekolah Dasar Hanifah. (2023). Perspektif Guru Sekolah Dasar Dalam Pengembangan Perangkat Ajar Pada Kurikulum Merdeka. <http://prosiding.unipma.ac.id/index.php/SENASSDRA>
- Indarwati, N. (2021). Pelaksanaan Workshop untuk Meningkatkan Keterampilan Guru dalam Membimbing Kegiatan Ekstrakurikuler Tulis dan Baca Puisi Kepada Siswa Melalui Teknik Asosiasi dan Fantasi. *JIRA: Jurnal Inovasi Dan Riset Akademik*, 2(6), 782–791. <https://doi.org/10.47387/jira.v2i6.160>. *Jurnal Educatio FKIP UNMA*, 7(3), 1075–1090. <https://doi.org/10.31949/educatio.v7i3.1279>
- Kurnia Fitra, D. (2022). Pembelajaran Berdiferensiasi dalam Perspektif Progresivisme pada Mata Pelajaran Ipa. *Jurnal Filsafat Indonesia*, 5.
- Maknun, C. L., Nasir, R., Gaol, M. L., Siahaan, U. M. J., & Kertiyani, N. M. I. (2022). Pendampingan Penyusunan Desain Pembelajaran Berorientasi Pada Akm Dan Pisa Untuk Guru. *Jubaedah : Jurnal Pengabdian Dan Edukasi Sekolah (Indonesian*

- Journal of Community Services and School Education*), 2(1), 89–96. <https://doi.org/10.46306/jub.v2i1.67>
- Marlina, E. (2023). Pembinaan Penyusunan Modul Ajar Kurikulum Merdeka Belajar pada Guru Sekolah Menengah Pertama (SMP). *Journal of Community Dedication*, 3(1), 88–97.
- Martanti, F., Widodo, J., Rusdarti, R., & Priyanto, A. S. (2021). Penguatan Profil Pelajar Pancasila Melalui Pembelajaran Diferensiasi Pada Mata Pelajaran IPS di Sekolah Penggerak. 412–417.
- Rindayati, E., Putri, C. A. D., & Damariswara, R. (2022). Kesulitan Calon Pendidik dalam Mengembangkan Perangkat Pembelajaran pada Kurikulum Merdeka. *PTK: Jurnal Tindakan Kelas*, 3(1), 18–27. <https://doi.org/10.53624/ptk.v3i1.104>
- Setiawan, R., Syahria, N., Andanty, F. D., & Nabhan, S. (2022). Pengembangan Modul Ajar Kurikulum Merdeka Mata Pelajaran Bahasa Inggris SMK Kota Surabaya. *Jurnal Gramaswara*, 2(2), 49–62. <https://doi.org/10.21776/ub.gramaswara.2022.002.02.05>
- Tedjokoesoemo, P., Nilasari, P. F., & Sari, S. M. (2020). Addressing The Independent Learning Curriculum (Kurikulum Merdeka Belajar) as a Form of Positive Disruption to Empower the Community. Repository.Petra.ac.id.
- Maulida, U. (2022). Pengembangan Modul Ajar Berbasis Kurikulum Merdeka In *Agustus* (Vol. 5, Issue 2). <https://stai-binamadani.e-journal.id/Tarbawi>
- Ultra Gusteti, M. (n.d.). Pembelajaran Berdiferensiasi pada Pembelajaran Matematika di Kurikulum Merdeka. 3(3), 2022. <https://doi.org/10.46306/lb.v3i3>
- Wadu, L. B., Darma, I. P., & Ladamay, I. (2019). Pengintegrasian Nilai Moral Melalui Pendidikan Pancasila dan Kewarganegaraan Di SMP. *Jurnal Inspirasi Pendidikan*, 9(1), 66–70. <https://doi.org/10.21067/jip.v9i1.3067>



© 2023 by authors. The content on this article is licensed under a Creative Commons Attribution 4.0 International license. (<http://creativecommons.org/licenses/by/4.0/>).



Original Title:

Pelatihan Pembuatan Modul Ajar berbasis Metode Konstruktif terhadap Pelaku Pendidikan SMAN 3 Sidoarjo

Abstrak. Dalam Kurikulum Merdeka, pendidik diarahkan membimbing dan mengajar peserta didik sesuai dengan karakteristik, minat dan bakatnya. Pengembangan konsep merdeka belajar dalam Kurikulum Merdeka ini dapat diarahkan ke dalam pembelajaran berdiferensiasi. Metode yang dilaksanakan adalah dengan pemberian sosialisasi dan pelatihan terhadap guru-guru di SMAN 3 Sidoarjo dalam pembuatan modul ajar dengan penerapan konstruktif metode. Instrumen yang digunakan sebagai alat ukur keberhasilan kegiatan dalam kegiatan pengabdian masyarakat ini adalah angket pasca kegiatan dengan 7 pertanyaan. Subjek dalam pengabdian ini sebanyak 70 orang dari SMAN 3 Sidoarjo. Sedangkan lokasi pengabdian bertempat di SMAN 3 Sidoarjo. Peserta kegiatan pengabdian memilih respons positif (skor rata-rata sebesar 98,32) terhadap aspek kepuasan peserta, kesesuaian harapan peserta terhadap kegiatan, kompetensi pemateri dan pengisi acara, kecekatan atau ketanggapan pemateri dan pengisi acara serta minat peserta. Hasil pengabdian ini adalah dapat diimplementasikan dalam proses pembuatan modul ajar berdiferensiasi di SMAN 3 Sidoarjo.

Kata kunci: Kurikulum Merdeka, modul ajar & pembelajaran berdiferensiasi.

Character Building Training on Gen-Z Tolerance for 12th Grade SMAK Santa Maria, Malang

Antono Wahyudi*

English Literature Study Program, Faculty of Language, Universitas Ma Chung, Villa Puncak Tidar Blok N-01, Doro, Karangwidoro, Kec. Dau, Kabupaten Malang, Jawa Timur 65151, Indonesia

Correspondence: Antono Wahyudi (antono.wahyudi@machung.ac.id)

Received: 29 September 2023 – Revised: 20 October 2023 - Accepted: 23 October 2023

Abstract. One of the reasons that the act of intolerant occur is because of the ambiguity factor in the term “tolerance” itself. The logical consequence of this ambiguity has led to the vagueness of meaning of the tolerance boundaries. Furthermore, intolerance and even radicalism often occur in a society. There are serious problems that must be faced if we narrow it down to the life of Gen-Z. Based on the research by the Center for Islamic and Community Studies (PPIM) UIN Jakarta 2018, there are more than 50% of Gen-Z were exposed to intolerance and radicalism through social media. By focusing on the Gen-Z, specifically to the 12th grade students at SMAK Santa Maria, we began to provide provision for deepening and expanding their understanding on tolerance boundaries and the relationship between the intolerance and social media. This activity is conducted through concrete activities such as role-play, poster campaigns on social media, and games method like building “Tolerance Tower”. Such activities are important to be implemented so that students’ self-value appreciation as well as actualization in a society can be manifested. After the survey conducted, students’ understanding, and awareness is increased by approximately 30%. It certainly did not quantitatively achieve a complete successfulness. Therefore, it is important to carry out such activity that is more systematic and comprehensive way. However, the overall “Character Building Training on Gen-Z Tolerance” activity has laid to the fundamental foundation for a better change in awareness for the next future generations.

Key Words: tolerance boundaries, Gen-Z, social media, tolerance campaigns, tolerance tower

Citation Format: Wahyudi, A. (2023). Character Building Training on Gen-Z Tolerance for 12th Grade SMAK Santa Maria, Malang. *Journal of Community Practice and Social Welfare*, 3(2), 48-64.

INTRODUCTION

Tolerance is a word that is constantly discussed in the context of religious life, culture, socio-politics, and even academics. In implementing the values of tolerance, society is often shown the meaning of tolerance, which is in the realm of ambiguity or, more precisely, a vagueness of meaning. For instance, there was Religious Community Organization (ORMAS)—which has been disbanded by the government—declaring themselves to be one of the organizations who uphold the values of tolerance, but in fact often violate them (cnnindonesia.com, 2017). Even the values of tolerance to which defined by the organization itself are not free from the action that is contrary to what it has formulated (JawaPos.com, 2017). Certainly, this can happen because there are several possibilities behind it. One of them is the narrowness and shallowness of the meaning of the word “tolerance” itself.

This phenomenon makes things worse for the understanding of the tolerance boundaries that can or cannot be implemented in society. Not only the values of tolerance in general are still an important aspect to disseminate, but the tolerance boundaries is also a fundamental perspective that needs to be clarified. Therefore, the “tolerance boundaries” should become the common focus to provide new awareness to the society. Quite a lot of public education and training has focused on discussing in general the importance of tolerance values. For instance, what has been implemented by Pujiono, Fidiyani, Sugiarto and Prabowo (2019), in their community service entitled “*Penanaman Nilai Bertoleransi Dalam Kehidupan kebebasan Beragama Bagi Siswa sekolah Menengah Kejuruan (SMK)*” or another community service that has a wider scope as implemented by Wewo, J.A. (2022) entitled “*Sosialisasi Peningkatan Pemahaman Terhadap Pentingnya Toleransi Beragama Di Kota Kupang*”.

The fundamental problem of intolerance is not only touching the linguistic area (the meaning itself) but has also penetrated the digital space whereas the younger generation or what is often known as Gen-Z lives. Research by the Center for Islamic and Community Studies (PPIM) UIN Jakarta in 2018 has successfully conducted with the survey results on the religious attitudes of students from schools and universities in Indonesia. From a total sample of 1859 students in all provinces, as many as 37.71% views *jihad* as a war, 23.35% believes that *jihad* can be carried out with suicide bombings, 34.03% believes that apostates can be killed, and as many as 33.34% think that attitudes intolerance towards

minorities is not even a problem. Meanwhile, 58.89% of Gen-Z's references in gaining religious understanding comes from social media. The rest refers to books, television, recitation, blogs/web, radio, bulletins and *LIQO* (Nisa, Y.F., et al., 2018). In conclusion, quite a few Gen-Z are exposed to intolerance and radicalism through social media.

Based on these findings, academics have responded seriously to the problem of intolerance that has impacted Gen-Z. As has been done by Nuryanto, S. (2018) entitled “*Cerita Dalam Rangka Meningkatkan Toleransi Dan Kebhinekaan*”, this community service has focused on digital applications which emphasize on storytelling and conflict transformation to spread the values of tolerance and diversity to minimize conflict. Therefore, the “Character Building Training on Gen-Z Tolerance” activity also has the same concern as well as focus, namely Gen-Z by not only entering the area of social media, but also touching on the issue of the meaning of tolerance, or in this case the tolerance boundaries. The target of Gen-Z focuses on the 12th grade students at SMAK Santa Maria.

SMAK Santa Maria is located at Jl. Raya Langsep No. 41, Bareng, Kec. Klojen, Malang City, East Java, 65116. Like any other school in general, SMAK Santa Maria has extracurricular activities such as various sports and arts. The facilities to support education are considered sufficient, such as a library with various types of books, art rooms ranging from traditional and modern art, various laboratories which equipped with modern technology such as Language laboratory, Computer laboratory, Biology laboratory, Chemistry laboratory, Physics laboratory, and health supporting facilities such as sports fields for basketball, volleyball, and badminton. SMAK Santa Maria also provides men's and women's dormitories with complete facilities for students who come from outside the city of Malang.

In terms of human resources, this religious-based school has most students who are Catholic. Activities such as *Ibadah Jalan Salib* (Stations of the Cross), *Misa Natal* (Christmas mass) and Retreat have become routines that SMAK Santa Maria residents cannot abandon. However, this does not make this school become exclusive towards differences. As can be seen from its vision, to become “an educational community that is loving, competent, creative-innovative and harmonious”, SMAK Santa Maria adheres firmly to the corridor of universal humanism. Although religious education subjects are

more focused on Catholic, the values of tolerance are still not forgotten to be learned by the students.

Based on the background of social phenomena and the profile of SMAK Santa Maria, the aims of holding the “Character Building Training on Gen-Z Tolerance” activity are (1) to equip students with the understanding of tolerance which is adapted to the conditions of social phenomena so that the students will be ready to step on to the next level of education and the work life in general; (2) to provide the students with the understanding and training in concrete attitudes which specifically concentrate on the tolerance boundaries that are often considered ambiguous by the society in general, and the understanding and concrete attitudes regarding the relationship between the urgency of the Gen-Z paradigm and intolerance related to the use of social media; (3) to train students learning to synergize with different peers by working on small projects about tolerance; and (4) to encourage students to build courage in communication by prioritizing the values of tolerance

PROBLEM

To implement a community service, it is necessary to know and understand the problems and challenges which faced by the community. The following are some of the conditions that can be identified within the SMAK Santa Maria community.

1. SMAK Santa Maria requires additional activities, especially for 12th grade who have taken the graduation exam. These additional activities are needed due to a lack of resources that can be directed to being able to prepare and implement these additional activities.
2. SMAK Santa Maria requires additional activities that are not yet included in the school’s curriculum. These additional activities aim for preparing the 12th grade students for the next stage of life.
3. These additional activities for the 12th grade students are focused on concrete social phenomena which occur in society. The need to identify materials and methods of implementing activities becomes very important when it is viewed from external parties, especially from a higher education level who have been conducted the previous research.

Based on the three problems, challenges, or needs that are mentioned above, it can be concluded that SMAK Santa Maria needs to conduct training activities especially for the 12th grade students to be able to adapt to the next social environment after graduation. Apart from that, the focus of providing training to the 12th grade students is on the theme of tolerance which not only touches the area of religion, but it also covers the discussion of ethnicity, race and interreligious point of view.

METHOD OF IMPLEMENTATION

Referring to the three problems, challenges or needs that are mentioned before, there are steps from preparation to the implementation along with the method of the training activities. *First*, to find out the problems, challenges or needs of partners, a survey is needed. This step is carried out together with the community (school) by conducting two-ways of discussions. This means that the input from the community service team is also carried out to reach a mutual agreement. *Second*, based on the results of the survey, a preparation stage was carried out which is consisted of several stages. (1) The survey stage targets participants, namely the 12th grade students for their initial understanding of the discourse and phenomena of tolerance and intolerance. The survey was carried out by distributing questionnaires using *Google Form*. The questions are used and distributed with a response of “agree” or “disagree” are as follows:

- a. I prefer to have a friend who has the same religion, ethnicity, or race as me.
- b. I do mind if my neighbour who has different religion hold religious activity at their house.
- c. I am willing to give advice to my friends to play with the people who have the same religion, ethnicity, or race.
- d. In my opinion, whatever religious sermons/lectures that I see on social media are true.
- e. Social media can make young generation intolerant.

(2) The stage of preparing materials and methods for implementing the training. (3) Preparing the human resources requirement. (4) Preparing the training activity arrangements. (5) Preparing the equipment. (6) Implementing the tasks division, and (7) coordinating with partner (school) on the results of the preparations that have been made.

Third, the training activities is carried out by means of *in-house training* for 3 (three) days with a minimum duration of 2 (two) training hours each. The time execution is adjusted to the conditions or requests by the partner. *In-house training* is carried out with

an emphasis on 30% provision of materials and 70% direct training or practice. Apart from that, *in-house training* also uses activities that can be fun for the students, such as ice-breaking, role-play simulations, making posters, making towers using simple tools and giving attractive but simple prizes to encourage students' motivation. *Fourth*, at the final stage, a final survey is carried out to obtain data achievement. The survey was conducted using the same method and questions as the survey at the initial stage.

RESULT AND DISCUSSION

The implementation of community service is carried out over 4 (four) meetings, where each meeting is based on survey activities and training. The results of each activity can be explained as follows.

A. Identification Problem Results

The survey stage was carried out at the partner's location to discuss with someone who is responsible for the curriculum (Mrs. Marsilina Atik Woroastuti, S.Pd.). The results of the discussion showed that the partner needs training activities or some kind of self-development activities which aimed for the 12th grade students (total of 130 students) who will continue to a higher level of education. The expected training needs are any training that can prepare the students to socialize and live in society in accordance with the values of Pancasila. Partners can also make an adjustment from the community service team regarding the proposed themes.

There are so many training themes needed by the young generation. However, the community service team sees that the factor of national unity is currently very important, and it is still (will always be) relevant for the young generation. Unity, in this case, refers to the matters relating to the issues of ethnicity, religion, race and intergroup. One of the foundations of this problem is the actions which promote violence. Unfortunately, the act of violence has become a culture. This is because violence is seen as a "habit" that usually occurs (Riyanto, 2011). Therefore, the community service team proposed a theme which can strengthen and implement the values of tolerance. More specifically, "tolerance boundaries" and "views of Gen-Z on tolerance and intolerance which intersect with social media".

After agreed upon the substance of the material, the community service team conducted a survey to obtain initial data regarding the understanding of tolerance and those related to social media. The results of the questionnaire by the respondents (which are the 12th grade students) can be seen in Table 1 explained the understanding of tolerance in which reflect the value of tolerance that the respondents have. Based on the results of tolerance value in Table 1, it can be concluded that most students still have general tolerance values. The word “general” here refers to a pattern of thought and action related to mutual respect for differences. There are relatively a few (when compared with the result of No. 1) of students who tend to prioritize in choosing communities with the same ethnicity, religion, race, and other groups rather than those with different ones.

Table 1. First Stage (I) Result of Tolerance Value with 111 Respondents

No	Questions	Agree	Disagree
1	I prefer to have a friend who has the same religion, ethnicity, or race as me.	6	105
2	I do mind if my neighbour who has different religion hold religious activity at their house.	2	109
3	I am willing to give advice to my friends to play with the people who have the same religion, ethnicity, or race.	18	93
4	In my opinion, whatever religious sermons/lectures that I see on social media are true.	21	90
5	Social media can make young generation intolerant.	64	47

There are quite a lot of the students (when compared with the results No.1 and No.2) who have the desire to suggest their friends to hang out with the same religion, ethnicity, or race. It can be said that more and more students (when compared with the result No.3) view that religious sermons/lectures on social media are true. It can be said that almost most of the students (when compared with the result No.4) view that social media cannot make the young generation become intolerant. In other words, the young generation will not become intolerant by interacting/using social media. Based on the results of the questionnaire, it is relevant and important to provide activities for deepening tolerance material such as the tolerance boundaries in everyday life as well as the

relationship between Gen-Z, tolerance, and social media which has *de facto* emerged in society.

B. Tolerance Boundaries Training Results

Based on the results of a survey regarding the views of tolerance for student participants and considering to social phenomena related to the tolerance boundaries, the material “Tolerance Boundaries” has thus become an important material to be conveyed to students. This activity can be seen in Figure 1. As stated by Sugiharto, B. (2019), tolerance has its ambiguities. Therefore, the tolerance boundaries need to be clarified as can be seen in Table 2.

The concept of tolerance boundaries is divided into 3 (three) categories, namely tolerance, intolerance, and radicalism where each category can be divided into 2 (two) types, namely active and passive. This is what differentiates the “boundaries” of categories in the value of tolerance, intolerance, and radicalism. Active tolerant is the ideal disposition where a person emphasizes the understanding of others who have different identities (such as religion, race or ethnicity, political ideology and so on).

Table 2. Tolerance Boundaries

	Radical	Intolerant		Tolerant	
Active	Passive	Active	Passive	Passive	Active
Destruct	Intention of destructing	Forbid	Refuse	Neglect	Understand

Passive tolerant is neglecting the others’ difference of identities. Intolerant active and passive is forbidding and refusing the others’ difference of identities. Radical active and passive has at least the intention of destructing and worstcase scenario has the action to destroy the others’ difference of identities. Certainly, the examples from everyday life that are “close” to the student participants are presented by the community service team to facilitate the understanding of the concept of tolerance boundaries.



Figure 1. Tolerance boundaries provision



Figure 2. Students' role-play

The topic of “tolerance boundaries” does not stop at the theoretical area. The next activity is a task for the students in each group to translate the “tolerance boundaries” material into a role-play. This activity can be seen in Figure 2. Based on Wilhelm Dilthey's thoughts, Wahyudi, A. (2018) explained that a person's level of understanding will gain more or approach objectivity if he/she enters the mental area of the object, or in this case is able to appreciate it through attitude of the object (*verstehen*). Role-play activities aim to accommodate *verstehen* so that student participants can role model as a tolerant person. Thus, each group chooses at least 1 (one) tolerance boundaries category and makes it into a role-play simulation. The results for each group were quite interesting. There are those who emphasize aspects of tolerance, intolerance and radicalism in matters relating to the religious relations, but there are also highlight intolerance in the aspects of daily friendships of young generation, and cases of bullying which to these days are still frequently occur. The results of the material provision on Tolerance Boundaries along with the training in the form of role-play can be seen in the final stage survey with the same questions in the first stage (see method of implementation section) in Table 3.

Table 3. Final Stage (II) Result of Tolerance Value with 70 Respondents

No	Questions	Stage I		Stage II	
		Agree	Disagree	Agree	Disagree
1	I prefer to have a friend who has the same religion, ethnicity, or race as me.	6	105	3	67
2	I do mind if my neighbour who has different religion hold religious activity at their house.	2	109	2	68

No	Questions	Stage I		Stage II	
		Agree	Disagree	Agree	Disagree
3	I am willing to give advice to my friends to play with the people who have the same religion, ethnicity, or race.	18	93	9	61

Based on Table 3 although the number of respondents decreased from 111 students to 70 students, the number of the two variables of “agree” and “disagree” also decreased. Especially in this case, the number of students who “agree” to the questions which emphasize the understanding of the student participants in terms of intolerance. The number of respondents decreased from 111 students to 70 students, it is because some of the participants did not fill out the questionnaire. However, the provision of training material on the Tolerance Boundaries along with the exercises in the form of role-play has achieved the expectation.

C. Training Results on The Relations of Gen-Z, Intolerance, and Social Media

This training is the second session in a series of activities. The training stages are divided into 2 (two) parts, namely providing the results of research on Gen Z's level of tolerance and implementing tolerance campaign posters. As explained in the introduction, the training (exposition) on understanding the relationship between Gen-Z and Intolerance or Tolerance is based on the results of research conducted by UIN Jakarta through the Center for Community Islamic Studies. The results that have been found are that in general more than 50% of Gen-Z are easily exposed to intolerance and radicalism through social media. The result of this research is intended to scientifically show student participants that intolerance and even radicalism can grow among the young generation, especially Gen-Z, through social media. Moreover, from the results of a survey of student participants (Table 1), quite a few think that (sermons or lectures) broadcast information via social media can have a negative impact (intolerance and radicalism) on Gen-Z.



Figure 3. Providing Gen-Z & intolerance



Figure 4. Create campaign poster

After the student participants gained an understanding of how the relations between Gen-Z and Intolerance related to social media were given as can be seen in Figure 3, the next step was the task to create a poster which is used as an instrument for campaigning on social media. These activities can be seen in Figure 4 where student participants created poster and Figure 5 where they present their posters to the team. The created poster is aimed to spread the values of tolerance (based on the understanding of student participants in the first and second sessions) through their respective social media. Figure 5 to 6 are the campaign poster on social media. The aim is to provide awareness stimulus for student participants about tolerance issues by utilizing social media as an instrument for Gen-Z.



Figure 5. Campaign poster presentation.

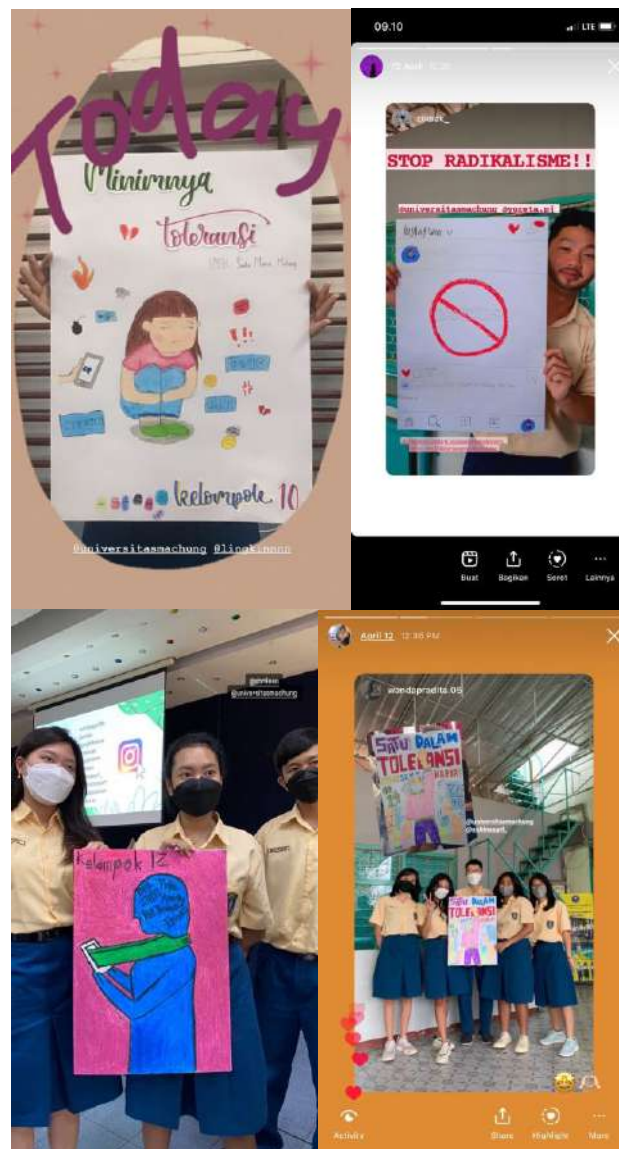


Figure 6. Collections of campaign poster on social media.

The results of providing material on the relations of Gen-Z, intolerance, and social media along with training in creating campaign posters via social media can be seen in the final stage survey with the same questions (Implementation Methods Section) in Table 4. Based on Table 4, it can be concluded that there has been an increase in awareness about the relations between Gen-Z, intolerance, and social media. The number of respondents who answered “agree” to the first question decreased. Meanwhile, the number of respondents who answered “disagree” to the second question also decreased. Thus, the provision of material regarding the results of research conducted by the Center for Islamic and Community Studies (PPIM) UIN Jakarta and the implementation of training in creating campaign posters has achieved the expected target.

Table 4. Final Stage (II) Result of Tolerance Value with 70 Respondents

No	Questions	Stage I		Stage II	
		Agree	Disagree	Agree	Disagree
1	In my opinion, whatever religious sermons/lectures that I see on social media are true.	21	90	10	60
2	Social media can make young generation intolerant.	64	47	55	15

D. Results Training on “Tolerance Tower Challenge”

The final training given to the student participants was to build an understanding of tolerance as one of the basic values that can strengthen the unity of nations. Participants are assigned to create or build a “Tolerance Tower Challenge” using simple materials such as straws, duct tape, and scissors. As seen by Figure 7, the instructions were given to build a “Tolerance Tower” as high and sturdy as possible. The higher and the stronger the tower is built, the better quality the tower is. The strength of the tower can be measured by placing several notebooks on top of a tower that has been built.



Figure 7. Building Tolerance Tower

The discussion of understanding regarding the relationship between building this “Tolerance Tower” and the value of tolerance itself lies in the sturdiness of the tower. The strength of the tower comes from the foundation on which it was built. This foundation symbolizes the value of tolerance. This means that when the value of tolerance is solid as the foundation of nationality, then the “national building” with all the diversity will automatically be strong enough to stand. Diversity and peace will be achieved. Such

discussions were held at the end of the activity after the participants made the “Tolerance Tower”.



Figure 8. Tolerance Tower Assessment



Figure 9. Community Service Team



Figure 10. Reward distribution



Figure 11. All the participants

Apart from exploring the meaning behind the Tolerance Tower, student participants also gained other meanings related to leadership values. For example, teamwork, value of persistence, communication and so on. Thus, the activity of building the Tolerance Tower is very useful holistically for student participants character building. The activity of

building the Tolerance Tower and training activities such as role-play and making Tolerance Campaign Posters were stimulated by simple rewards (distribution reward can be seen in Figure 10 which based on the assessment from the team which can be seen in Figure 8). This stimulus aims to motivate the enthusiasm for student participants in learning and participating in every activity. Apart from that, the level of students' participation is also rewarded.

CONCLUSION

The results of all the "Character Building Training on Gen-Z Tolerance" activities were considered successful. Quantitatively measures of success can be seen in Tables 3 and 4. All activities ended with reflection. Reflection is one of the most important methods that the community service team should be implemented. By the method of reflection, students are able to understand the moral lessons of each activity which is related to the main topic that is tolerance. The impact of this activity brought to the new awareness for the student participants in 3 (three) main things, namely issues regarding tolerance, the relationship between tolerance and intolerance with Gen-Z and the influence caused using social media. Furthermore, not only the students' awareness of these topics is increased, but the expectation is also to increase the awareness of the tolerance values especially for the students' friends outside their school, families as well as society in general. This training activity however can still be improved. The following are recommendations for sustainability activities:

- 1) Organizing similar training with target of 10th grade students who gradually implement the material in a mild-stone manner until they move up to 11th grade and 12th grade. This way, student participants can focus on self-development with certain themes that are mastered in more depth. Apart from that, the training activity is also accompanied by field practice which will meet and interact with the society. However, it is also possible that the training area could be adapted to the world of Gen-Z, namely by utilizing social media. Themes can be developed more broadly according to the mild-stone stage.
- 2) Organizing similar training that can be developed but this time is focused on Students Organization (OSIS). The aim for Students Organization is to develop and continue this kind of educational training to the next generations through programs designed every year.

- 3) Organizing training for teachers especially when the subjects or curriculum do not fully touch concrete problems that occur in society or relate to the daily life of Gen-Z. It certainly requires specific stages that can be mutually agreed by the community (schools). This way, the teachers can carry out the programs independently in the future.

ACKNOWLEDGEMENT

The community service team would like to express gratitude and to thank *Lembaga Penelitian & Pengabdian Masyarakat (LPPM) Universitas Ma Chung* who has provided guidance so that this journal article can be published. We would also like to thank the leaders of Universitas Ma Chung who have provided support so that this community service activity was able to be implemented smoothly. Special thanks to the partner or community, SMAK Santa Maria, Malang, who have collaborated both materially and non-materially, especially Mrs. Marsilina Atik Woroastuti, S.Pd.

REFERENCES

- Kukuh, T. (2017, Maret 3). Wow, Habib Rizieq Keluarkan 10 Poin Toleransi Beragama, Tapi.... *JawaPos.com*. <https://www.jawapos.com/nasional/01140796/wow-habib-rizieq-keluarkan-10-poin-toleransi-beragama-tapi>
- Nisa, Y.F., Hendarmin, L, A., Lubis, D.A., Mubarak, M.Z., Agung, A., Narhetali, E., . . . Putra, D.K. (2018). Gen Z: Kegagalan Identitas Keagamaan. PPIM UIN Jakarta.
- Nuryanto, S. (2018). Cerita Dalam Rangka Meningkatkan Toleransi dan Kebhinekaan. *Jurnal Pengabdian Masyarakat Borneo*, 2(2), 29-36.
- Pratiwi, P.S. (2017). Monas, Gereja dan Segala Kenangan Buruk Tentang FPI. *cnnindonesia.com*. <https://www.cnnindonesia.com/nasional/20170817065248-20-235311/monas-gereja-dan-segala-kenangan-buruk-tentang-fpi>
- Pujiono, Fidiyani, R., Sugiarto, L., & Prabowo, M. S. (2019). Penanaman Nilai Bertoleransi dalam kehidupan Kebebasan Beragama Bagi Siswa Sekolah Menengah Kejuruan (SMK). *Jurnal Pengabdian Hukum Indonesia (Indonesian Journal of Legal Community Engagement)*, 01(2), 101-122.
- Riyanto, A. (2013). *Menjadi Mencintai: Berfilsafat Teologis Sehari-hari*. Kanisius.
- Sugiharto, B. (2019). *Kebudayaan dan Kondisi Post-Tradisi: Kajian Filosofis atas Permasalahan Budaya Abad ke-21*. Kanisius.
- Wewo, J.A. (2022) Sosialisasi Peningkatan Pemahaman Terhadap Pentingnya Toleransi Beragama di Kota Kupang. *Jurnal Pengabdian Ilmu Pendidikan, Sosial, dan Humaniora*, 2(1), 87-94.

Wahyudi, A. (2018). Interpretasi Hermeneutika: Meneropong Diskursus Seni Memahami Melalui Lensa Filsafat Modern dan Postmodern. *Jurnal of Linguistics, Literature, and language Learning*, 2(2), 51-79. <https://doi.org/10.33479/klausa.v2i02>.



© 2023 by authors. The content in this article is licensed under a Creative Commons Attribution 4.0 International license. (<http://creativecommons.org/licenses/by/4.0/>).





LPPM Ma Chung
RnD Building,
Ground Floor,
Ma Chung University
Jalan Villa Puncak Tidar N-1, Malang
+62-341-550 171 Ext. 4010
jacips@machung.ac.id
lppm@machung.ac.id



9 772774 601004

p-ISSN : 2774-6011



9 772774 634002

e-ISSN : 2774-6348