

Community Service Activities: Realizing Sustainable Social Care Through the Kindergartens Togetherness

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Abstract

As an effort to realize children's concern for each other, an activity was carried out with the union of parents and teachers at one of the kindergartens in Beji Timur, Depok. This moment continues previous activities with the aim of being a solution to maintain the sustainability of social activities at Raudhatul Athfal Taufiqurrahman. Using participatory action research, the approach involves providing dissemination to children about the importance of sharing with others. The activity was carried out in the month of Ramadan, attended by 30 students with the school principal, accompanying teachers, and representatives of the student's parents. At this event, the children distributed gifts to orphans and people in need around the school. With this action, children experience sharing with others so that the support of parents and teachers is expected to be touched and interested in social activities. This effort is related to the formation of good character in children so that collaboration with stakeholders will support the sustainability of this education. The togetherness of several parties is a form of subjective norm so that children become more interested in social activities. Meanwhile, messages reminded by teachers and mothers at home can form a positive attitude towards social activities. In this way, children can assess this activity as a positive experience, thereby fostering awareness and prosocial behavior in their adult years. This is in line with the sustainable development goals to ensure development progress for children. As a recommendation, further activities can be carried out with orphanages.

Keywords: children, prosocial behavior, sustainable social care

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Introduction

Transformations in information technology directly influence people's behaviour. The situation during the pandemic accelerated the massive use of digital technology, giving birth to new habits in social life. It cannot be denied that the presence of social media makes it easy to search for information, knowledge, and entertainment, so in the current situation there is a dependency on this media. Even though they appear to be gathered together, smartphone use dominates activities in a community, including among children, so this habit has given rise to a new habit known as phubbing. In addition, the presence of this technology makes shopping easier and has the potential to form consumerism in children (Setyari et al., 2022). The involvement of various parties is needed to prevent or restrain habits from becoming excessive in children.

Meanwhile, humans must be able to harmonize their roles as economic and social creatures so that humans do not only rely on their own strength, but require the involvement of other humans in certain matters, and must respect, love, and care for each other in various ways surrounding conditions (Tabi'in, 2017). The situation requires a social care approach to form the ability to pay attention to, appreciate, and respond to the needs and emotions of other people around them. This involves empathy, attention to the social environment, and prosocial behavior. The way to balance children's use of social media is to bring children's sensitivity closer to social issues in their own lives.

In line with the UNICEF Report, a number of problems were identified that had a negative impact on the lives of Indonesian children, including poverty, health services, education, violence, and environmental change (UNICEF, 2020). By taking the problem of poverty as an example, it was found that there were disparities in welfare experienced by children, some of whom were less fortunate in getting through the pandemic. Starting from parents losing their jobs to losing family or parents. This situation is a lesson and gratitude for the grace of Allah SWT. This feeling can then bring empathy towards the difficulties that other people are experiencing.

Prosocial behavior is the intention to provide benefits to other people which is considered very important for the welfare of social groups at various scales, including the school community. The formation of prosocial behavior in the classroom helps motivate students to learn and contribute broadly to the classroom and school community. Referring to Wikipedia, prosocial

behavior is defined as behavior that benefits other people or society as a whole, such as "helping, sharing, donating, co-operating, and volunteering". The Charities Aids Foundation (CAF) developed this indicator into the World Giving Index (WGI) to measure the prosocial behavior of people around the world (Shubhan & Aloysius, 2021). The main factor forming prosocial behavior is empathy, so students must have this feeling as early as possible in order to gradually form this indicator.

The act of helping someone or a stranger, donating money to charity events, and volunteering time in social organizations are indicators of WGI as a representation of the global trend of generosity in society. Indonesia is ranked in the 10th highest achievement index for six years, and for the last 3 years, it has even received the title of being the country with the highest generosity in the world. These achievements are summarized in Table 1.

Table 1. Indonesia's World Giving Index in the last 3 years

Year	2020	2021	2022
World Giving Index	69%	68%	68%
Helped a stranger	65%	58%	61%
Donated money	83%	84%	82%
Volunteered time	60%	63%	61%

Sources: Charities Aids Foundation (2021, 2022, 2023)

Even though there are variations in values between the indicators, Table 1 shows the reality that Indonesian society is very generous, as evidenced by the achievement of the index during the pandemic and after. This is evidence of good character, so this capital of kindness must always be passed on and educated to Indonesian children.

A number of activities were carried out during the pandemic and post-pandemic. This includes social activities (Nuringsih & Chandrawinata, 2022), followed by saving and sharing activities (Nuringsih et al., 2020), then developed into "let's save at the bank" (Nuringsih & Natsir, 2021) with the aim of preventing consumptive behavior among children. Apart from collaborating with schools, a similar approach can be carried out by involving parents (Madania & Rahiem, 2023) to foster social awareness. Both are media to foster social awareness. Aligned with the theory of planned behavior (TPB), the role of teachers at school and parents at home represents subjective norms. This factor supports the formation of students' intentions in social activities in an effort to form prosocial behavior. Therefore, there are need to hold an activity to realize

sustainable social care through kindergarten togetherness. This approach aims to foster empathy in children so that they can feel other people's conditions, so that children become more aware of how to be warm, and have a sense of caring and compassion for their friends who are facing limitations (Arniansyah et al., 2018). By forming empathy, children learn to put themselves in other people's positions or feel other people's feelings (Syafitri, 2020). Furthermore, academically this concern is in line with the formation of the positive character of Indonesian children so it is hoped that it can overcome or reduce the habits of today's children who are more focused on social media or tend to care less about other people. In general, this character formation has relevance to academic purposes.

In an effort to support this behavior, various approaches are needed on an ongoing basis. As an appreciation for prosocial behavior, service activities were carried out again with partner audiences in Raudhatul Athfal (RA) Taufiqurrahman, Beji Timur Village, Depok. Raudhatul Athfal is a kindergarten-level educational institution under the auspices of the Ministry of Religion. The learning atmosphere can be seen in Figure 1.



Fig. 1. Daily learning life at Raudhatul Athfal Taufiqurrahman

Even in simple situations, social awareness must be instilled in children, so togetherness with Mrs. Indah as the school principal, Mrs. Ina, and Mrs. Eli as accompanying teachers with the Tarumanagara University Community Service Institute is important to complete the learning atmosphere and play in this kindergarten. It is based on this consideration that sharing actions are still carried out with Raudhatul Athfal Taufiqurrahman partners. Community service

activities aim to help teachers and appreciate children's activities in implementing sharing practices in the immediate environment. In line with the situation that occurs in student trends or habits, the problem faced by partners is identified: how to encourage prosocial behavior in children at RA Taufiqurrahman.

The theme of this activity is in line with the commitment to realizing the Sustainable Development Goals (SDGs) Agenda in 2030 to spur development progress for children with the principle of not letting anyone fall behind in the pace of development. In overcoming this problem, it is necessary to involve the government, media, and the general public to improve the welfare and improve the quality of life of Indonesian children. Even though it is a simple approach, in general, this moment complements Tarumanagara University's involvement in achieving sustainable development goals while specifically helping the school maintain sustainable social activities thereby contributing to fostering children's empathy for the social problems around them.

Methods

Together with partners, various types of activities with an educational orientation were carried out in line with the target of achieving SDGs in 2030. In line with the transition to a post-pandemic situation, the theme of community service in 2023 focused on social care with the student partner audience at RA Taufiqurrahman in Depok. The method used was Participatory Action Research (PAR) involving the teacher's role during the activity. The stages are shown in Figure 2.

Aligned with Figure 2, partner participation was realized starting from the preparation, implementation, and evaluation of activity results. Discussions with the school principal and accompanying teachers were carried out in the preparation process assisted by representatives of the student's parents. In the implementation stage, partners coordinated and organized the children. Meanwhile, the evaluation stage focused on the level of enthusiasm of the children while participating in sharing activities. At this stage, it was carried out through observations and stories from teachers and mothers involved in this activity. To make it better, it was necessary to develop collaboration with other external partners and involve other communities in sharing actions.

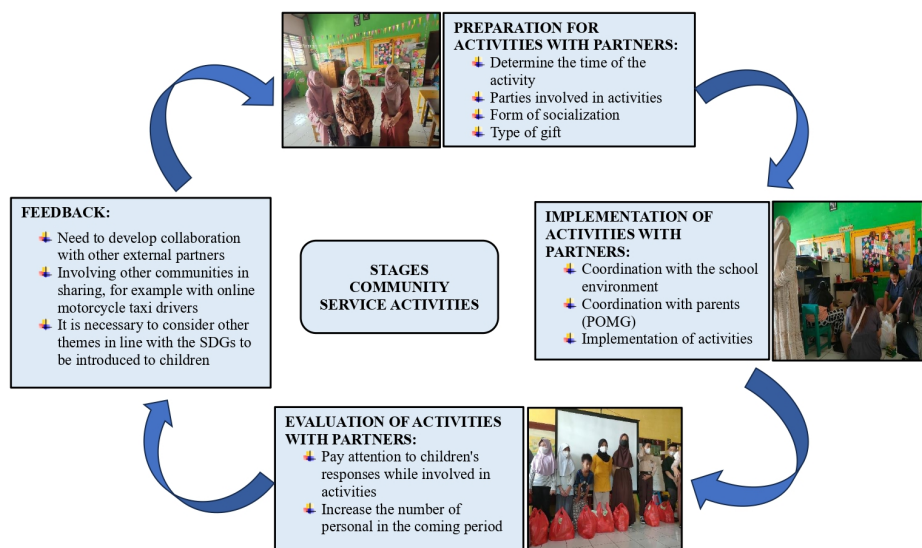


Fig. 2. Stages to implement the community service

Moreover, this activity was the result of community service involving action research so that the design used is participatory action research. In accordance with Darwis (2016), action research is based on the assumption that there is a relationship with the change agenda in society. In this case, it emphasizes participation and action from the school environment at RA Taufiqurrahman. The analysis technique used descriptives with the aim of getting an in-depth picture of the phenomenon.

The role of the community service team was to disseminate the importance of sharing with others and also provide gifts in carrying out sharing actions. Children shared their little fortune with friends and orphans around the school. Reminding parents to always guide them about caring for others who are experiencing limitations. Like the previous activities, the sharing activities were carried out during the month of Ramadan, which is the most appropriate moment to realize social awareness with the community around the school.

Results and Discussions

Results

The activity was held at RA Taufiqurrahman in Baiturrahim Street number 12, Beji Timur Depok, and was attended by 30 students, the school principal, and three accompanying teachers. This activity is a continuation of the introduction of social care from the beginning of the Covid-19 pandemic until nearing the post-pandemic, by choosing the implementation time to coincide with the month of Ramadan. In this activity, 50 gifts were distributed by the

children to their friends who were orphans and parents or the poor around the school. On the same occasion, students also received prizes from the school so they felt the sensation of giving and receiving while taking part in this activity.

As before, activities with children started with storytelling with the main message about sharing. This togetherness makes the children happy, become more familiar, and experience directly the beauty of sharing with others. With the support of teachers and parents, children would become more accustomed to social activities. Their support can touch their empathy so they become interested in social activities. Children's actions in sharing and then being rewarded by receiving gifts is an expression of love, making it an unforgettable experience for children. The depiction of the activity is shown in Figure 3.



Fig. 3. Sharing with each other at RA Taufiqurrahman

It is hoped that this moment will foster social awareness in their adult life. In this way, children would remember that they did it when they were in kindergarten. The involvement of children as a real action can form children's interest in social activities. By constantly being reminded by the mothers at home, this behavior would be formed in the children's life. One thing that is worth highlighting is that even though the place is very modest, the value of sharing is always given by the teachers to the children.

Discussions

Togetherness with RA Taufiqurrahman in educational activities is in line with the achievement

of SDGs in 2030. Since the transition from the Millennium Development Goals (MDGs) to SDGs at the end of 2015, a series of education about sustainability has been carried out. Some service activities have been carried out with contributions to quality education (SDGs-4) with socialization of green behavior (SDGs-14 and SDGs-15), saving behavior (SDGs-12), and prosocial behavior (SDGs-1) so that the series of activities with RA Taufiqurrahman as a small replica of the introduction and implementation of the triple bottom line in Beji Timur Depok. To maintain activities for 7 years, a commitment to sustainability is indeed necessary.

Through the direct observations and some stories from the teachers and mothers who accompanied this activity, it can be assessed that the children were very enthusiastic. This can be seen from the enthusiasm for money collecting, and preparation until completion. This enthusiasm is shown by a feeling of sincerity and joy when giving gifts to other people or friends. The children were not stingy when asked to give their money for this event, including providing some of their savings for this activity. The teacher encouraged the children to save at school and use part of the savings for social activities. This was the beginning of developing concern for other people. Therefore, our involvement was to support and strengthen motivation in this activity.

This activity is a continuation of the introduction of social care at the beginning of the Covid-19 pandemic (Nuringsih et al., 2020; Nuringsih & Natsir, 2021) to post-pandemic (Nuringsih & Chandrawinata, 2022) with different partner audiences. These three activities show the children's enthusiasm while participating in socialization activities. Because it was still at the kindergarten level, the application of prosocial behavior was limited to helping and sharing with other people. However, both can develop empathy as early as possible. This is in accordance with Arniansyah et al., (2018), children can act warmly, care, and feel sorry for their friends. With empathy, they learn to put themselves in other people's positions or feel other people's feelings (Syafitri, 2020).

In line with Tabi'in (2017), humans as social creatures must respect, love, and care for various situations around them. Through togetherness, effort can be made to implement social care to form the ability to pay attention, respect, and respond to the needs and emotions of other people. In this way, one can maintain a positive attitude with other people, including anticipating consumerist behavior or phubbing habits when gathering with other people. This activity is relevant to the formation of good character in children. It is stated that character-building

functions to show students' true identity, determine how to make decisions, and determine students' attitudes, words, and actions in their lives. This is considered important in building a generation that has intelligence, morale, and noble character. For this reason, stakeholder commitment is needed to collaborate in community service activities.

Further implementation, parents play a role in guiding children's prosocial behavior. For example, in the Covid-19 pandemic situation, parents provided examples of behavior to their children, repeating social care actions, and giving children the opportunity to do them, showing empathy, and motivating them to help people who are in trouble (Madania & Rahiem, 2023). Aligned with the theory of planned behavior, the role of teachers at school and parents at home represents subjective norms as forming students' intentions in social activities. Through the act of sharing and being given knowledge about the importance of sharing and helping others, a positive attitude towards social care will be formed which will then form prosocial behavior. Mechanisms through subjective norms and attitudes are considered sufficient as a foundation for building interest or concern with other people. By forming good behavior, it means contributing to the development of national character so that it has relevance to academic goals.

Even though it is simple, this activity is routinely carried out by RA Taufiqurrahman every Ramadan as a form of educating children about virtue and gratitude to Allah SWT. In line with achieving the world giving index, the approach through early education is a good program to develop prosocial behavior. By maintaining this behavior can avoid the possibility of aggressive actions that harm other people (Shubhan & Aloysius, 2021) or at least prevent selfish habits. Moreover, the community's culture is collectively oriented, such as *gotong royong* and religious rules regarding *shodaqoh*, *zakat*, and *infaq* as a tradition of caring for other people. In this way, aspects related to sustainable development are simply and gradually introduced to children. The community service roadmap reflects efforts to disseminate the SDGs with a simple approach in limited communities. This activity is a commitment to realizing the SDGS in 2030 to spur development progress for Indonesian children.

Conclusion

Community service activities help teachers as well as giving appreciation to students in implementing sharing practices directly to the environment. At this community service, the children distributed gifts to orphans and people in need around the school. The involvement of

these children is to experience sharing with others directly so that with the support of parents and teachers, it is hoped that they will be touched and become interested in social activities. As a beautiful experience, it can foster social awareness in adulthood. This effort is related to the formation of good character in children so that stakeholder collaboration will greatly support the sustainability of this program. Tarumanagara University's contribution as a subjective norm to provide support for children to become more interested in social activities. However, the biggest obstacle is building joint commitment between stakeholders.

Suggestions for partners' activity are developed by involving online motorcycle taxi drivers in the next sharing program, especially during the month of Ramadan. As an inspiration for other communities, the continuation of this activity can be carried out together with other partners at the elementary school level with the aim of sharing with orphanages. For the next program, it is necessary to develop collaboration with other external partners and involve other communities in sharing actions.

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