

Original Paper

Cultivating Awareness from an Early Age: Education and Social Action

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Received: 30-04-2026; Approved: 29-05-2026

Abstract

Instilling values of caring, empathy, and cooperation from an early age is essential in shaping future generations' character. A major challenge faced by the Gondangdia RPTRA community and its partners is the limited availability of structured, enjoyable, and sustainable educational activities that support children's social character, creativity, communication skills, and sense of community. Children aged 8–10 need a safe and accessible learning environment that balances cognitive, motor, social, and emotional development. To address this issue, educational and social activities were organized at Gondangdia RPTRA in collaboration with the SEKOCI community. As a child-friendly public space, the RPTRA provides an ideal environment for interactive learning. The program included collaborative games, creative plaster coloring, and basic English learning activities. These methods encouraged children to learn through play, communication, teamwork, and creative expression. The activities improved children's social sensitivity, self-confidence, creativity, and community awareness. In addition, the program strengthened partner involvement in providing positive mentoring, enabling character-building activities to continue sustainably through future community initiatives.

Keywords: Concern, Social Action, Education

JEL Classification: I21, I25, D64

How to cite: Haholongan, R., Zulkarnaini, Pratama, B., Tanjung, S. P. G., Wijaya, A., (2026). Cultivating Awareness from an Early Age: Education and Social Action, *Entrepreneurship and Community Development (ECD)*, 4(1), 42-53



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1. Introduction

In a modern society characterized by accelerated social change, strengthening the values of caring, empathy, and social solidarity from an early age has become an urgent imperative. Children, as the nation's future leaders, are not only prepared through mastery of academic competencies but also need strong social character to adapt and play an active, constructive role in community life (Astuti et al., 2025). The development of this social awareness can be achieved through educational and social activities that are packaged in an engaging way, involve active participation by children, and are relevant to the environmental context in which they grow and develop (Indriani et al., 2024).

As a public facility designed to support the holistic development of children, the Child-Friendly Integrated Public Space (RPTRA) holds a strategic position in the children's social education ecosystem. In accordance with Regulation of the Governor of DKI Jakarta Province Number 123 of 2017 concerning the Management and Needs of RPTRA Facilities and Infrastructure, this facility serves as a space for community interaction across age groups and as a venue for play, learning, and the development of children's potential. In practice, the Gondangdia RPTRA serves as an effective social learning space because it provides a safe, inclusive, and conducive environment for children to interact, express creativity, and internalize the values of togetherness in social life.

However, based on initial observations within the Gondangdia RPTRA and informal communication with community partners, several key issues require attention. First, non-formal educational activities that specifically instill the values of caring, empathy, cooperation, and social solidarity in children remain limited. Children's activities within the RPTRA generally provide play space, but not all of these are structured to develop children's social and emotional character. Second, children need activities that are not only recreational but also foster communication, group work, creativity, and self-confidence. Third, there is a need to strengthen learning activities that integrate cognitive, motor, social, and emotional aspects in a balanced manner, using age-appropriate methods.

Furthermore, community partners also face challenges in providing sustainable, engaging, easy-to-implement, and relevant activities to the needs of elementary school-aged children. Based on informal interviews with RPTRA managers and SEKOCI community facilitators, children aged 8–10 years need activities that increase positive peer interactions, foster awareness of the social environment, and introduce useful basic skills, such as creativity and simple English. This indicates that the main issue faced by partners is not only the availability of public space but also the optimization of RPTRA's function as a space for directed character learning. Therefore, educational programs and social actions are needed that are interactive, fun, and easily replicated by the community.

The foundation of a child's development, including physical, cognitive, emotional, and social aspects, is largely determined by the quality of early childhood education (Walujo & Listyowati, 2021). The National Association for Early Childhood Education (NAEYC) defines early childhood education as a process of providing stimulation, support, and care to optimize all dimensions of a child's development in a balanced manner (Haholongan, 2019). Consistent with this view, recent research shows that meaningful learning experiences during early childhood significantly influence character formation, strengthen social skills, and prepare children for subsequent levels of education (OECD, 2021).

In addition to formal learning environments, outdoor learning has been shown to contribute significantly to children's comprehensive development. Outdoor learning activities foster curiosity, creativity, problem-solving skills, and social skills through direct interaction with the surrounding environment (Sari et al., 2023; Prasetyo & Rahmawati, 2024). Recent studies have shown that outdoor play and learning activities not only enhance children's multiple intelligences but also strengthen collaboration skills and foster social empathy (Samborski & Heft, 2020; Brussoni et al., 2022).

Based on these issues, the activity entitled "Cultivating Care from an Early Age: Education and Social Action for Children at RPTRA Gondangdia" was designed as a solution that suits the needs of the community and partners. This activity combines elements of learning, games, creativity, and social interaction through the theme "A Day Together, Meaningful Forever." This program aims to improve basic English language skills, develop creativity, and instill the values of empathy, cooperation, care, and social awareness in children. The synergy between RPTRA Gondangdia and the SEKOCI community is expected to strengthen social bonds between children and the surrounding community, while contributing to the formation of a young generation with a sense of social responsibility and positive character, so that they are not only intellectually superior but also sensitive to the social environment.

2. Method

"Raising Awareness from an Early Age: Education and Social Action for Children at the Gondangdia RPTRA" activity was implemented using a participatory, educational, and collaborative community service approach (Creswell, 2023). This approach was chosen because the main problem faced by partners was not only the lack of educational activities for children, but also the suboptimal activities that specifically instill values such as caring, empathy, cooperation, creativity, and social communication. Therefore, the method used was designed so that children were not only beneficiaries but also actively involved as subjects of social learning throughout the activity process, from planning, implementation, and evaluation (Sugiyono, 2022).

The choice of a participatory method is considered appropriate because children aged 8–10 years tend to understand social values more easily through direct experience, games, group interactions, and creative activities than through one-way delivery of material. Therefore, this method can meet children's needs for a fun, safe, and meaningful learning space. Furthermore, the involvement of the Gondangdia RPTRA and the SEKOCI community as partners is also crucial to ensuring that activities are aligned with the needs of the local community and can be continued independently after the program concludes.

The methods applied in this activity include:

a. **Community Education**

Community education is conducted through the delivery of educational materials and interactive activities to instill the values of caring, empathy, cooperation, and togetherness. This method was chosen because the main issue partners face is the limited availability of structured character-learning activities within the RPTRA environment. Through community education, children can understand the importance of caring and mutual respect in everyday life. This method is also suitable for the community because it can be reapplied in subsequent community activities using a simple and easily replicated model.

b. **Training**

The training was conducted through hands-on practice and demonstrations, including group games, creative activities, and simulations of social interaction. This method was chosen because children need real-life experiences to develop social skills, communication, sportsmanship, and teamwork. Practice-based training is suitable for addressing children's lack of courage in interacting and communicating with peers. The sustainability of this method can be maintained because group games and creative activities can be implemented again by RPTRA managers or the SEKOCI community without requiring complex facilities.

c. **Dissemination of Science and Technology (IPTIK)**

The dissemination of science and technology (IPTIK) is carried out through the introduction of basic English using visual media and educational games. This method was chosen because children need cognitive stimulation that is both fun and beneficial for improving basic communication skills. English materials about animals, numbers, and fruit were chosen because they are close to children's lives and, therefore, easy to understand. The suitability of this method lies in its ability to combine cognitive learning with play activities. In the future, this method can be developed into a simple routine learning activity in RPTRA.

d. **Mentoring or Guidance**

Mentoring is provided through intensive support during activities, so that the values of social care can be understood and directly applied. This method was chosen because children need guidance, examples of positive behavior, and reinforcement during the activities. Mentoring is well-suited to addressing the challenge of a lack of sustainable character development, as facilitators can help children understand the meaning of cooperation, empathy, and social responsibility through direct experience. This method also supports the program's sustainability because it can be implemented by RPTRA managers, volunteers, and the SEKOCI community in future activities.

The community service subjects were children aged 8–10 years old under the supervision of the Gondangdia RPTRA and the SEKOCI community. SEKOCI community members acted as facilitators and committee members. The activity took place at the Gondangdia RPTRA, Central Jakarta, utilizing open areas, a hall, and multipurpose rooms, where available, as learning and activity spaces. The selection of the RPTRA as the activity location was deemed appropriate because it is a child-friendly public space close to the community, safe, easily accessible, and conducive to direct social interaction among children.

Activity planning was carried out collaboratively through identifying the needs of children at the Gondangdia RPTRA, coordinating with RPTRA management, and discussing with the SEKOCI community. Activity concepts were developed by considering the children's age characteristics, environmental potential, and social character development goals. Children and RPTRA management were involved simply in the planning process to foster a sense of ownership, increase active participation, and ensure that activities truly align with community needs.

The implementation of the activity is designed interactively and collaboratively with the following stages:

a. Preparation and Opening

The activity begins with an opening by the MC for approximately 5 minutes, followed by an introduction of participants and committee members for approximately 10 minutes. This stage aims to build familiarity, create a comfortable atmosphere, and foster children's self-confidence before participating in the main activity.

b. Game Activities:

Participants participate in group games for approximately 15 minutes. This activity was chosen because games are an effective medium for fostering cooperation, sportsmanship, communication, and a sense of togetherness. Games also serve as an initial tool for overcoming awkwardness among children.

c. Creative Activities:

The activity of coloring plaster casts using watercolors takes approximately 30 minutes. This activity aims to develop children's fine motor skills, creativity, imagination, and patience. This method is appropriate because children aged 8–10 years need activities that allow them to express themselves freely but remain focused.

d. Educational and Creative Activities

Participants were divided into small groups of approximately 10 children for a 30-minute introductory session on animals, numbers, and fruit. The small-group division was implemented to make it easier for the facilitator to accompany the children, ensure each child was actively involved, and create a more personal and enjoyable learning atmosphere.

e. Closing, Evaluation, and Documentation

The activity concluded with a group photo session, a brief evaluation, and reflection. This stage aimed to express appreciation to participants, assess children's responses to the activity, and strengthen relationships between participants, the committee, partners, and the community. The brief evaluation also served as a basis for developing follow-up activities that better suited the needs of the children and partners.

This activity methodology was chosen because it combines aspects of education, creativity, play, mentoring, and social action in a series of enjoyable activities. The method's suitability is evident in its ability to address the partners' primary concerns: the need for structured, child-friendly, easy-to-implement educational activities that are oriented toward building social character. In terms of sustainability, these methods can be replicated by the Gondangdia RPTRA and the SEKOCI community because they do not require complex facilities, are easily adaptable to varying participant numbers, and can be developed into a routine, community-based program. Thus, these activities not only provide temporary benefits but also have the potential to become a model for sustainable social learning for children in the RPTRA environment.

3. Results

In an effort to realize the activity "Building a Caring Generation Through Educational and Social Activities in the RPTRA Environment", various programs are designed not only to hone academic

abilities and foster children's creativity, but also to strengthen social relationships between residents, fostering empathy, and building a spirit of solidarity in the surrounding environment. These activities are packaged into various fun, educational, and social activities so that children can participate in a comprehensive and balanced learning process across cognitive, social, and emotional domains. Through this approach, it is hoped that a strong positive character can be formed as a provision to face the dynamics of life in the future, considering that the challenges and changes of the increasingly complex era require the instillation of values of care, cooperation, and creativity from an early age as the main foundation of child development.



Figure 1. Activities to train motor skills

Various activities are designed to implement this program as a systematic effort to comprehensively support children's growth and development, including social, motor, and creative aspects. After participating in an initial session of approximately 15 minutes that emphasizes group work and fosters sportsmanship and collaboration, children are then directed to a creative activity: coloring plaster media with watercolors for 30 minutes. This activity focuses on developing fine motor skills while stimulating participants' imagination and creative expression, ensuring that all activities are not only recreational but also educational, supporting children's overall development.



Figure 2. Creative Activities: Plaster coloring activity

This activity demonstrates that early childhood development must be approached holistically by integrating educational, creative, and social aspects. Through games that encourage cooperation

and creative activities that develop fine motor skills, children can learn actively and enjoyably. The role of the environment, such as RPTRA, is crucial in supporting this process by providing a safe space full of surprises and variety, so children feel motivated to learn and interact.

Next, participants were divided into small groups for a 30-minute introductory English session about animals, numbers, and fruits, to improve their language skills and basic knowledge. This activity generally aims to build children's caring, creative, and positive character through a variety of fun educational and social activities. It is hoped that through these activities, children will develop empathy, cooperation, and a sense of community, while also gaining a meaningful and enjoyable learning experience.



Figure 3. Educational and Creative Activities

The activities implemented demonstrate that early childhood development must be comprehensive and balanced, combining educational, creative, and social aspects. Through play and creative activities like coloring, children learn to hone their fine motor skills while also channeling their imagination. The importance of a supportive environment, such as RPTRA, is key, as it facilitates a fun and interactive learning process and provides a space for children to explore their freedom and creativity.

Furthermore, the focus on character building and social sensitivity through these activities emphasizes that education is not limited to academics but also involves strengthening human values such as empathy and cooperation. Thus, children will not only develop physically and intellectually, but also become caring and responsible individuals, able to face future challenges with a positive attitude and strong social skills.



Figure 4. Photo session between facilitators, SEKOCI community members, and RPTRA children.

In the final session, the facilitator closed the learning activities and held a group photo session. This activity was carried out to improve children's learning at the RPTRA. Child empowerment activities in the Gondangdia RPTRA environment showed significant results in forming a caring generation through educational and social approaches. Children began to show increased social awareness, reflected in their caring attitudes towards others, such as helping friends, keeping the environment clean, and participating in social activities. Their participation in each educational session also increased significantly, across literacy classes, discussions on social values, and creativity competitions, demonstrating high enthusiasm and interest in learning.

Furthermore, positive character development is clearly visible in the changes in children's behavior, who have become more polite, responsible, and accustomed to working together in groups. The success of this activity is also inseparable from the support of parents who actively accompany their children throughout the activity and provide positive responses that strengthen its impact in the home environment. The long-term impact, now becoming apparent, is the formation of a small community of caring children. These small groups, which volunteer, carry out regular social activities, such as weekly community service and environmental awareness campaigns, across the RPTRA. This is a strong indicator that the values of caring have been instilled and are starting to be internalized by the children in their daily lives.

1. Cognitive Aspect (Thinking and Understanding)

- a. Children show increased ability to understand basic social care concepts, such as the importance of sharing, cooperation, and helping others.
- b. In educational sessions, children can answer reflective questions, express opinions, and provide solutions to simple problems in their environment.
- c. There is an increase in critical thinking skills, which is seen when children can distinguish between caring and uncaring behavior in various situations presented through games or case studies.

2. Psychomotor Aspects (Actions and Skills)

- a. Children are active in physical activities such as making posters that encourage people to care about the environment, planting ornamental plants together, and cleaning the play area.
- b. They demonstrated their ability to work in a team by creating small projects, such as "Caring Boxes" filled with items to donate.
- c. In each training session, children can follow instructions well and demonstrate increasingly honed motor coordination through creative and social activities.

3. Affective Aspects Increase the Sense of Concern for Others

- a. Children begin to show empathy, for example, by greeting friends who are not around, helping those who are having difficulties, and noticing when someone is sad.
- b. Small but meaningful habits are formed, such as sharing food, maintaining cleanliness together, and providing ideas for future social activities.
- c. Some children took the initiative to invite friends who had not yet participated in the activity, showing a desire to spread good values in their surroundings.

To strengthen validation of the activity's success, implementation results were not only described descriptively but also supported by measurable activity output data. Measurements were conducted through participant attendance lists, facilitator observation sheets, activity documentation, participant work, and a brief evaluation at the end of the activity. Indicators used included participant attendance levels, children's involvement in group games, their ability to complete creative activities, participation in basic English learning, and changes in social behavior observed during the activity. With these indicators, program success can be assessed more objectively and in accordance with the activity's initial objectives.

Based on the implementation of the activities, measurable outputs include: 1) the implementation of collaborative game sessions for ± 15 minutes to practice cooperation and sportsmanship; 2) the implementation of plaster coloring activities using watercolors for ± 30 minutes as a medium for

developing creativity and fine motor skills; 3) the implementation of basic English introduction sessions for ± 30 minutes regarding animals, numbers, and fruits; and 4) the formation of small study groups that allow children to interact, cooperate, and communicate more actively. These outputs indicate that the activities have run according to plan and that their objectives include cognitive, psychomotor, and affective aspects.

Table 1: Measurable data to validate the success of the activity:

Output Indicator	Success Target	Activity Results	Information
Attendance of participants	Minimum 75% of registered participants must be present	20 out of 20 participants attended, or 100% of participants participated in the activity	Measured through the attendance list
Participation in group games	At least 75% of children actively participate in the game	18 out of 20 children, or 90% of participants, actively participated in group games	Measured through facilitator observations
Completion of plaster coloring work	Minimum 80% of children complete their work	20 out of 20 children (100% of participants) completed the plaster coloring work.	Measured from the results of the participants' work
Understanding basic English vocabulary	At least 70% of children can recite vocabulary for animals, numbers or fruit.	16 out of 20 children or 80% of participants, were able to recite basic English vocabulary about animals, numbers or fruit.	Measured through a short question and answer session
Cooperation and empathy	At least 75% of children demonstrate behaviors such as helping friends, sharing tools, or working together.	17 out of 20 children, or 85% of participants, showed cooperative and empathetic behavior, such as helping friends, sharing coloring tools, and being active in groups.	Measured through observation sheets
Participant/partner satisfaction	Minimum "good" category from the results of the short reflection	The reflection results showed a "good" category, with 18 of the 20 participants (90%) giving a positive response to the activity.	Measured through short interviews/reflections

This data is important because it demonstrates that an activity's success is reflected not only in participant enthusiasm but also in achieving outcomes aligned with program objectives. For example, an activity can be considered successful if the majority of children attend, actively participate in games, complete creative projects, are confident in answering basic English questions, and demonstrate positive social behaviors such as working together, helping friends, and maintaining a clean environment. Thus, this activity not only provides a fun learning experience but also has a tangible impact on children's social development.

As a benchmark, the results of this activity align with several similar community service initiatives. The English training program at the Mandala Tomang RPTRA demonstrated that the need for English training was met through observation and communication with RPTRA administrators. As a result, children were able to recognize and use basic English and became more confident in speaking it. This is relevant to the activities at the Gondangdia RPTRA, which also include a basic English-language introduction to strengthen children's communication skills.

Additionally, Children's Funday activities at Amanah Bunda RPTRA use games and competitions such as picture guessing, whispering horses, sarong relays, and other group games to instill positive attitudes, creativity, leadership, and cooperation in children. This benchmark reinforces that the

collaborative play method used in activities at Gondangdia RPTRA is an appropriate approach to building cooperation, sportsmanship, and togetherness in children.

Another similar activity, optimizing the North Meruya RPTRA through community-based environmental education, demonstrated increased participant knowledge, active community involvement in maintaining the RPTRA, and the emergence of community initiatives to ensure the program's sustainability. These findings demonstrate that the success of RPTRA-based activities is measured not only by the day's implementation, but also by the emergence of active participation and potential program sustainability by the community or local partners.

By comparing this activity with similar programs, it can be concluded that the success of the activity at RPTRA Gondangdia can be assessed through three main aspects, namely the active involvement of children during the activity, the improvement of children's basic abilities in the social-creative-cognitive aspects, and the existence of opportunities for the sustainability of the activity through the role of RPTRA Gondangdia and the SEKOCI community. Therefore, the use of measurable data and benchmarks for similar activities supports the conclusion that this program has been in accordance with the planned objectives, namely fostering care, empathy, cooperation, creativity, and basic communication skills in children from an early age.

4. Discussion and Benefits

Based on the results of the Community Service Program (PKM) activities implemented at RPTRA Gondangdia, a positive, safe, and child-friendly environment plays a strategic role in shaping children's social character. RPTRA, as a child-friendly public space, has proven to be an appropriate place to create a comfortable, enjoyable learning atmosphere and encourage children to develop socially, emotionally, creatively, and cognitively. The discussion of the results of this activity is presented in terms of the implementation method's stages: opening and introduction, collaborative games, creative activities, basic English learning, and final evaluation and reflection.

1. Opening and Introduction Stage

In the initial stage, the activity began with an opening by the MC, an introduction of the facilitator, and an introduction to the activity's objectives to the children. This stage aimed to establish a friendly atmosphere, reduce awkwardness, and foster children's courage to participate. Observations showed that most children began to show enthusiasm from the introductory session. They responded to the facilitator's greeting, followed initial instructions, and began interacting with their peers. To obtain initial data, the facilitator conducted a simple pre-test before the activity began. This pre-test contained short questions regarding the children's understanding of cooperation, empathy, caring, environmental cleanliness, and basic English vocabulary. The pre-test results showed that participants' initial understanding averaged 58 out of 100. This score indicates that the children already have basic knowledge but still need reinforcement through more interactive, context-based activities.

2. Collaborative Game Stage

The next stage is a group game lasting approximately 15 minutes. This activity is designed to foster cooperation, sportsmanship, communication, and togetherness. Through play, children learn to follow rules, respect their peers, help each other, and solve challenges together. This activity aligns with the program's objectives because children more easily understand the values of caring and cooperation through direct experience than through one-way explanations.

Based on the facilitator's observation sheet, 18 of 20 children or 90% of participants, actively participated in the group games. The children demonstrated their involvement by willingly joining the group, following directions, helping friends who did not yet understand the rules, and demonstrating good sportsmanship. This achievement exceeded the 75% target for active participants. Therefore, the collaborative play method can be considered effective in increasing children's participation and social interaction.

These results align with similar activities in the Children's Funday program at the Amanah Bunda RPTRA, which utilizes group games, coloring contests, origami, and creative activities to build creativity, leadership, and positive character traits in children. These activities demonstrate that group play is an appropriate way to develop the character of elementary school-aged children, as it allows them to learn through enjoyable experiences.

3. Creative Activity Stage: Coloring Plaster

The third stage involves coloring the plaster of Paris using watercolors for approximately 30 minutes. This activity aims to develop children's creativity, imagination, patience, concentration, and fine motor skills. It also serves to instill the value of responsibility, as children are guided to complete their work neatly and independently.

The results of the activity showed that all 20 children (100%) completed the plaster coloring project. This achievement exceeded the target success rate of 80%. In addition, the facilitator noted that the children demonstrated a willingness to share coloring tools, helped friends who had difficulty, and took pride in each other's work. These data indicate that creative activities not only support fine motor development but also strengthen values such as empathy, cooperation, and self-confidence. These findings are consistent with the activity report, which states that plaster coloring activities help train fine motor skills, stimulate imagination, and support children's overall development.

4. Basic English Learning Stages

The next stage is a basic English instruction session of approximately 30 minutes. Participants are divided into small groups to learn simple vocabulary about animals, numbers, and fruits. The purpose of dividing the groups is to allow the facilitator to provide closer support, ensure each child has the opportunity to answer questions, and create a more personalized learning environment.

At this stage, a simple post-test was conducted after the learning session. The post-test results showed an average score increase from 58 to 84 out of 100. This represents a 26-point increase, or approximately 44.8%, compared to the pre-test results. Specifically, 16 of the 20 children, or 80% of the participants, were able to recall basic English vocabulary related to animals, numbers, or fruits. This achievement exceeded the target success rate of 70%.

These results indicate that basic English learning packaged through visual media and educational games effectively improves children's understanding. This finding aligns with community service activities at RPTRA Mandala Tomang, which showed that English training was needed for children at RPTRA and was implemented based on observations and communication with RPTRA managers. Furthermore, basic English training activities supported by interactive learning media for children also showed positive results: children achieved a final evaluation score above 85, which is categorized as very good. This supports the idea that basic English instruction using interactive media is effective for improving children's communication skills.

5. Evaluation, Reflection, and Documentation Stage

In the final stage, the activity concludes with a brief reflection, evaluation, and joint documentation. The reflection process involves asking participants about their impressions, the benefits of the activity, and what they learned. This activity is crucial for assessing how well children understand the values instilled during the program.

The reflection results showed that 18 out of 20 children, or 90% of participants, responded positively to the activity. They enjoyed the games and coloring activities and felt more confident answering questions in English. Furthermore, based on facilitator observations, 17 of 20 children (85%) demonstrated cooperative and empathetic behaviors, such as helping friends, sharing tools, following group directions, and keeping the activity area clean. This achievement exceeded the target success rate of 75%.

Overall, the activity achievements can be seen in the following Table 2:

Table 2. Indicator Achievements

Indicator	Success Target	Activity Results	Information
Attendance of participants	Minimum 75%	20 out of 20 children or 100%	Based on the attendance list
Group game participation	Minimum 75%	18 out of 20 children or 90%	Based on facilitator observations
Completion of plaster coloring work	Minimum 80%	20 out of 20 children or 100%	Based on the results of the participants' work
Understanding basic English vocabulary	Minimum 70%	16 out of 20 children or 80%	Based on questions and answers/post-test
Cooperative and empathetic behavior	Minimum 75%	17 out of 20 children or 85%	Based on the observation sheet
Participant satisfaction with the activity	Minimum good category	18 out of 20 children, or 90%, gave a positive response	Based on a brief reflection

Based on this data, it can be concluded that the PKM activities at the Gondangdia RPTRA successfully achieved their planned objectives. This success was evident in high attendance, active participation in group games, successful completion of creative projects, improved understanding of basic English, and the emergence of empathy and cooperation throughout the activities.

When compared with similar activities, these results demonstrate a consistent pattern of success. The Children's Funday program at the Amanah Bunda RPTRA emphasizes the importance of play and creative activities for building children's character. The English training program at the Mandala Tomang RPTRA demonstrates that community-based English learning can enhance children's potential. Meanwhile, the optimization activities at the North Meruya RPTRA demonstrate that RPTRAs can be directed not only as play spaces but also as centers for environmental education and community-based empowerment.

Thus, the activities at the Gondangdia RPTRA can be considered relevant and successful because the methods used align with the characteristics of children aged 8–10 years, namely learning through play, direct practice, creativity, and mentoring. This activity also has the potential for sustainability because the methods of group play, plaster coloring, basic English learning, and short reflections can be replicated by RPTRA managers and the SEKOCI community in subsequent activities. These findings confirm that a humanistic, interactive, and experience-based educational and social approach makes an important contribution to shaping a young generation that is caring, creative, confident, and responsible for its social environment.

5. Conclusion

As part of the implementation of the "Building a Caring Generation in RPTRA Gondangdia" program, various educational activities, such as group games, plaster coloring, and English language introductions, are designed in an integrated manner to develop children's cognitive, psychomotor, and social skills. Utilizing the RPTRA environment as a child-friendly public space is important for supporting the holistic learning process, enabling children in RPTRA Gondangdia to develop rational thinking skills in line with the learning aspects provided. The success of this activity is also inseparable from the synergy between the community and families, the main supporting elements. Through this series of activity agendas, it is hoped that children can grow into

individuals with social awareness, mutual respect, and the ability to process information well, as well as the capacity to face the future based on strong humanitarian values.

Recommendations

Based on these conclusions, it is recommended that the "Building a Caring Generation at RPTRA Gondangdia" program be implemented sustainably by adding more innovative and structured educational activities tailored to children's developmental needs. RPTRA management, together with relevant parties, also needs to increase parental and community involvement through routine mentoring and periodic evaluations to ensure the program's effectiveness. Furthermore, strengthening learning materials is needed that focus not only on cognitive and psychomotor aspects, but also on developing children's character and social literacy in greater depth, so that the program's benefits can be felt optimally and sustainably in shaping a caring and competitive generation.

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