



Pelatihan dan Pendampingan untuk "Gelar Karya Penguatan Cinta Tanah Air" bagi Guru, Orang Tua, dan Siswa Sekolah Indonesia Yangon, Myanmar

Training and Mentoring for the "Masterpiece Program for Strengthening Patriotism" for Elementary School Teachers, Parents, and Students at the Indonesian School in Yangon, Myanmar

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Pelatihan; Gelar karya; penguatan karakter; cinta tanah air.

ABSTRAK

Pelatihan program gelar karya penguatan karakter cinta tanah air bagi guru, orang tua dan siswa SD di Sekolah Indonesia Yangon Myanmar sangat penting dilaksanakan. Pelatihan ini bertujuan untuk melatih skill SDM guru SD Indonesia Yangon di Myanmar agar mampu melaksanakan kegiatan pembelajaran melalui gelar karya yang dapat meningkatkan kecintaan terhadap tanah air. Pelatihan gelar karya penguatan karakter cinta tanah air dilaksanakan dilaksanakan secara hybrid (secara online dan tatap muka), Program pelatihan gelar karya penguatan karakter cinta tanah air bagi guru, siswa dan orangtua siswa di sekolah Indonesia Yangon Myanmar, mencakup pengenalan budaya Indonesia seperti pakaian tradisional, rumah tradisional, dan senjata tradisional meningkatkan pengetahuan dan sikap cinta tanah air sebesar 88% dari hasil post test. Dari pelatihan ini, guru, orang tua, dan siswa berkembang pengetahuan, wawasan dan sikap mereka, akan kecintaan terhadap tanah air Indonesia.

Keywords :

Training; Masterpiece Program; character building; patriotism.

ABSTRACT

The training program on character-building for patriotism for primary school teachers, parents, and students at the Indonesian School in Yangon, Myanmar, is very important to conduct. This training aims to train the skills of Indonesian elementary school teacher human resources in Yangon, Myanmar, so that they are able to carry out learning activities through a showcase that can increase love for the homeland. The showcase training to strengthen love for the homeland character was conducted in a hybrid manner (online and face-to-face). The showcase training program to strengthen love for

the homeland character for teachers, students, and parents of students at the Indonesian school in Yangon, Myanmar, which included an introduction to Indonesian culture such as traditional clothing, traditional houses, and traditional weapons, increased knowledge and attitudes of love for the homeland by 88% based on the results of the post-test. From this training, teachers, parents, and students will develop their knowledge, insights, and attitudes, and will foster a love for their homeland, Indonesia.

INTRODUCTION

Elementary school serves as an educational institution that lays the foundation for knowledge, skills, and the moral values of Pancasila (Annisa, 2020). Education at the elementary school level has the responsibility to improve the learning process, encouraging students to independently and creatively develop important knowledge and character values (Kusumawati, 2022). Teachers function as directors in the teaching and learning process and need to continuously improve their pedagogical abilities. This is done with the hope that they can have creativity and innovation in developing new learning methods, particularly in improving students' competence and character. One of the responsibilities of educators in teaching and learning activities is to be planners, implementers, and evaluators (Purnanto dan Mahardika, 2017). As a planner, teachers must have the ability to design, implement, and evaluate creative and engaging learning.

Training and mentoring programs related to developing patriotic character are one of the media for preparing the needs to improve competence and character, as well as to facilitate the teaching and learning process. The exhibition of character-building works on patriotism, held for teachers and students, plays various roles in supporting the learning process. Some of these roles include: as a creative learning activity, meaningful learning, can improve students' attitudes and character, and can enhance students' skills (Oktavian, 2016). A well-executed and correct character-building exhibition on patriotism can make it easier for students to follow the learning process according to the learning scenario/syntax (Umbaryati, 2016).

Problems in learning activities at school for teachers are not only related to pedagogical abilities, but also to teachers' mindsets, which tend to choose easy methods by relying on various types of activities. Behavioural issues in teaching remain a major problem that has not seen progress among teachers or educators in Indonesia. Next, Zuriyah, et al (2016) Most teachers are still not optimal in implementing the program to strengthen patriotism. Creativity in designing adequate and context-appropriate learning activities, and the lack of implementation of learning activities such as art exhibitions that align with innovative and engaging teaching methods for students. However, textbooks published by the Department of Education are still considered capable of meeting the actual learning material needs of students (Hakim, 2017).

Based on an interview with one of the teachers at the Indonesian School in Yangon, Myanmar, there are necessary learning activities to help teachers and students strengthen and cultivate a sense of love for their homeland. Learning activities that can foster love for the homeland are conducted by providing in-depth training to teachers, so they can carry out interesting and creative learning activities through exhibitions. This training is very important because it can be directly applied by the learners to make it easier for them to obtain comprehensive and adequate material, and to support their activities according to innovative learning steps.

Training and mentoring in event organisation to strengthen patriotism are highly necessary, especially for Pancasila Education materials, which are closely related to the demands of the Merdeka curriculum. This curriculum requires the formation of a student profile based on Pancasila (Shunhaji, 2019). Pancasila Education material is one part of the curriculum specifically designed to shape

Pancasila character in students. Through this training, it is hoped that it will benefit teachers by improving their ability to design engaging, innovative, and effective learning that aligns with Pancasila Education material (Lubis, 2020). Based on these considerations, training and mentoring are needed for the development of a program to strengthen love for the homeland, the content of which aligns with the Pancasila student profile and includes innovative learning steps focused on students.

IMPLEMENTATION METHOD

The situation analysis and problem identification activities conducted revealed that the main issue in this Community Service (PkM) is the lack of understanding and internalisation of patriotism among teachers, parents, and students at SD Indonesia Yangon, Myanmar. More specifically, it was found that:

- Students' understanding of Indonesian culture and their sense of patriotism are still limited.
- The teachers' ability to design and implement effective learning activities to foster patriotism through the "Gelar Karya" method still needs improvement.
- The lack of training and mentoring activities to support teachers' capacity building in that area.

Based on the identification of these problems, the problem-solving framework is designed in the following Figure 1:

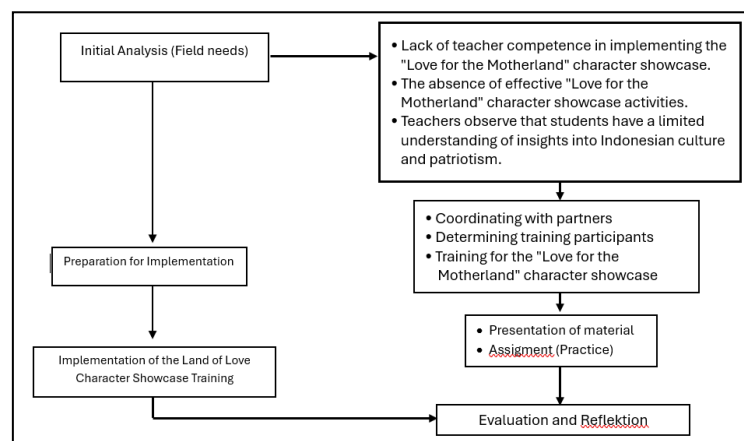


Figure 1. Scheme for the implementation of community service activities

The implementation method used is Hybrid, which consists of Training and Mentoring. The stages of the activity are detailed as follows:

1. Preparation Phase (March 2025)

Coordination with Partners: Holding coordination meetings with the school (SD Indonesia Yangon) to align needs, schedules, and technical implementation. **Material Development:** The team prepared training modules, presentation materials, and evaluation instruments (pre-tests & post-tests) focussing on the "Gelar Karya" concept and strengthening patriotism. **Logistics and Administrative Preparation:** Preparing the online platform (Zoom, registration website), the venue for offline training, and other supporting equipment.

2. Implementation Phase (April 14 – May 30, 2025)

Method 1: Hybrid Training (Online & Offline)

Core Material Session: The training was held at the Indonesian Elementary School in Yangon with the following topics: (a) Concepts and urgency of strengthening patriotism in Indonesian schools abroad; (b) Technical and systematic implementation of the "Gelar Karya" program as a learning method; (c) Examples of implementation (traditional clothing, traditional houses, traditional weapons). **Objective:** To strengthen teachers' patriotic character and equip them with the skills to pass on these values to

students and parents.

Method 2: Online Mentoring

Implementation Support: The team provides periodic support through an online platform to help participating teachers apply the skills they have learnt to their Lesson Plans (RPP) and school activities. **Facilitation:** Team members act as facilitators if the teacher needs assistance in delivering the same material to colleagues or in preparing for student showcase events.

3. Evaluation Stage (Ongoing & Final)

Formative Evaluation: Conducted through question-and-answer sessions and observations during training and mentoring sessions to assess participants' understanding.

Summative Evaluation: Conducted by comparing pre-test and post-test results to measure knowledge improvement. Evaluation is also performed on the "Gelar Karya" activity plan product created by the teacher.

RESULT AND DISCUSSION

Implementation Results The PkM program with the theme "Training and Mentoring for the 'Gelar Karya' Program on Strengthening Patriotism for Teachers, Parents, and Students of Indonesian Elementary School in Yangon, Myanmar" was carried out according to schedule. This activity was attended by 35 Participants with the participation of parents and students in certain sessions. This activity will be conducted through hybrid learning at the Indonesian School in Yangon, Myanmar. Here is the map of the PkM location at the Indonesian School in Yangon, Myanmar, as shown in Figure 2 below:

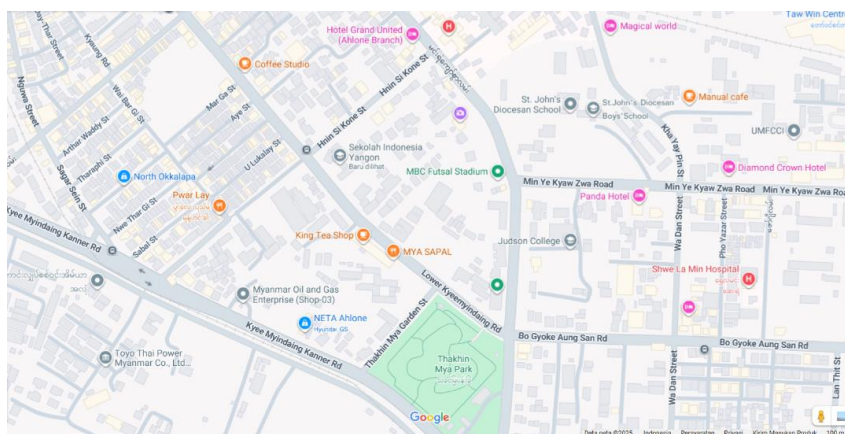


Figure 2. Map of the Community Service Location in Yangon, Myanmar

1. Quantitative Achievements:

Attendance & Participation Rate: Participants attended >90% of training sessions and actively participated in discussions. **Knowledge Improvement:** Post-test results showed an 88% increase in average scores compared to the pre-test, indicating significant material comprehension.

Product Output: Teachers successfully designed "Gelar Karya" activity plans ready for implementation in their respective classrooms, with diverse themes such as traditional clothing, cuisine, and Indonesian folk songs.

2. Qualitative Achievements:

Teacher Capacity Building: Participants showed high enthusiasm and reported feeling more confident in designing project-based learning that highlights Indonesian local wisdom. **Implementation Commitment:** The school stated its commitment to making the "Gelar Karya" event an annual agenda to commemorate major Indonesian national holidays.

Activity Documentation: Here is the documentation of the activity implementation of the "Gelar Karya the strengthening the character of patriotism". In Figure 3, the following:

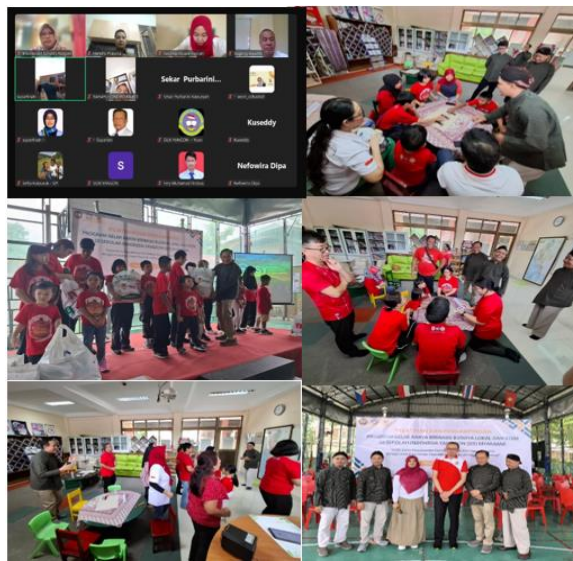


Figure 3. Figure 3. Implementation of the Activities for the "Gelar Karya" Program for Strengthening Patriotism

The community service program was implemented through a workshop on strengthening the character of patriotism for teachers, parents, and students at the Indonesian School in Yangon, Myanmar. This program was conducted over several months, both in-person and online using the Zoom application. It is hoped that this community service program, which focusses on strengthening patriotism among teachers, parents, and students at the Indonesian School in Yangon, Myanmar, will further increase and develop their love for their homeland.

Discussion

Based on the results obtained, this program can be declared successful in achieving its objectives. This success is marked by increased teacher knowledge and the creation of a concrete product in the form of a learning activity design. Program Relevance: As stated by Purwaningsih, E., & Kanukisya, (2023), the art exhibition activity is very beneficial for improving the quality of learning and fostering a sense of nationalism. This program addresses the challenge of erosion of love for the homeland amidst the rapid flow of technology and foreign culture, particularly for Indonesian citizens living abroad (Bezliudniy, et al, 2022).

Effective Hybrid Method: The combination of face-to-face training and online mentoring proved effective for partner locations outside the country. Offline training builds strong engagement, while online mentoring ensures sustainability and problem-solving during the implementation phase.

Alignment with the Merdeka Curriculum: This program aligns with the demands of the Merdeka Curriculum, where teachers are required to be creative in using various learning activities (Aini, 2023). "Gelar Karya" is a practical form of the Pancasila student profile strengthening project.

Impact and Sustainability: The conclusion of Rokhani, (2020) regarding the need for knowledge development for Indonesian citizens abroad proved to be relevant. The most important outcome of this PkM is not just the one-time training, but the triggering of the school's sustainable initiative to institutionalise the exhibition activities. To ensure long-term impact, it is recommended to have an MoU or follow-up plan for monitoring the implementation of the students' exhibition in the next academic year.

Overall, this program has had a positive and practical impact on efforts to strengthen Indonesian identity and patriotism in Indonesian schools in Yangon, Myanmar.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The training program on character building for teachers, students, and parents at the Indonesian School in Yangon, Myanmar, which included an introduction to Indonesian culture such as traditional clothing, traditional houses, and traditional weapons, increased knowledge and attitudes towards patriotism by 88% based on the post-test results. This patriotic character art exhibition training aims to learn how to develop and enhance a sense of love for Indonesia. Teachers, parents, and students are expected to gain knowledge and insights into Indonesian culture during this training. Then, after the resource person's briefing at the end of the training, guidance was provided for the implementation of a character-building exhibition on patriotism, with prizes awarded at the end of the activity. From this training, teachers, parents, and students can increase their knowledge and insights, as well as their love for Indonesia.

Suggestions

The suggestion for the training program is to provide an opportunity for the Training and mentoring of the Activities for the "Gelar Karya" Program for Strengthening Patriotism with other topics relevant to the current situation.

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