Prosiding Seminar Nasional Pengabdian Masyarakat
e-ISSN 3048-2011
Volume 6, November 2026 Hal. 41-48
https://journal.unucirebon.ac.id/

Implementation of the Character Development Education Program on Obedience for Children and Adolescents in Kopheng

Catur Octowibowo[1] , Hari Setyowibowo[2]
[1,2] Universitas Padjajaran
*email: catur26001@mail.unpad.ac.id
HP. 083122691422

Abstrak

Artikel ini bertujuan untuk mendeskripsikan pelaksanaan program pengabdian kepada masyarakat yang melibatkan anak dan remaja di Kopeng, Jawa Tengah. Secara khusus, program ini bertujuan menyediakan kegiatan pembelajaran yang interaktif dan partisipatif melalui penyampaian cerita, permainan, diskusi kelompok, aktivitas kreatif, dan refleksi. Artikel ini berfokus pada bentuk kegiatan, proses pelaksanaannya, serta keterlibatan peserta selama program berlangsung. Artikel ini menggunakan pendekatan deskriptif dengan mengacu pada dokumentasi kegiatan dan wawancara peserta. Kegiatan yang diselenggarakan memberikan kesempatan kepada anak dan remaja untuk berpartisipasi dalam aktivitas kelompok, berinteraksi dengan teman sebaya, dan terlibat dalam pengalaman belajar bersama. Artikel ini juga menggambarkan pengalaman tim pelaksana dalam berinteraksi dengan peserta dan anggota masyarakat setempat. Uraian ini menyoroti berbagai kegiatan yang dilaksanakan, partisipasi anak dan remaja, serta pengalaman pembelajaran yang diperoleh tim pelaksana melalui interaksi langsung dengan masyarakat setempat. Artikel ini diharapkan dapat menjadi dokumentasi pelaksanaan program pengabdian kepada masyarakat yang melibatkan anak dan remaja serta menjadi referensi dalam merencanakan kegiatan serupa di lingkungan masyarakat lainnya.

Kata kunci: Pengabdian kepada Masyarakat, Anak dan Remaja, Kegiatan Edukatif, Pelaksanaan Program, Kopeng

Abstract

This article aims to describe the implementation of a community service program involving children and adolescents in Kopeng, Central Java. Specifically, the program aimed to provide interactive and participatory learning activities through storytelling, games, group discussions, creative activities, and reflection. The article focuses on the forms of activities, their implementation, and participants' involvement throughout the program. This article adopts a descriptive approach based on activity documentation and participant interviews. The activities provided opportunities for children and adolescents to participate in group activities, interact with their peers, and engage in shared learning experiences. The article also describes the experiences of the implementation team in interacting with participants and members of the local community. The description highlights the range of activities conducted, the participation of children and adolescents, and the learning experiences gained by the implementation team through direct interaction with the local community. This article is expected to provide practical documentation of a community service program involving children and adolescents and serve as a reference for planning similar activities in other community settings.

Keywords: Community Service, Children and Adolescents, Educational Activities, Program Implementation, Kopeng

DOI: https://doi.org/10.52188/psnpm.v6i.2656
©2026 Authors by Universitas Nahdlatul Ulama Cirebon

INTRODUCTION

Character education is an important part of the development of children and adolescents because it relates to the formation of values, attitudes, and behaviors in daily life. The process of character development cannot be achieved solely through the imparting of advice; it also requires learning experiences that help children understand and apply positive values in their lives. Amelia and Ramadan (2021) discuss the implementation of character education through school culture, highlighting the importance of the learning environment in supporting students' character development. In addition to the school environment, the community can also serve as a learning space for children and adolescents through social interactions and activities that involve their participation. Therefore, community service activities can serve as a means to introduce character values through learning experiences closely tied to daily life.

One approach that can be used to introduce character values is storytelling featuring inspirational figures. Through the life stories of these figures, children and adolescents can recognize values such as honesty, responsibility, compassion, courage, and perseverance. Stories also provide concrete examples of how individuals face challenges and apply these values in their actions. Aji and Legowo (2024) discuss the potential of hero-themed storytelling in character development among elementary school students in Indonesia. Meanwhile, Ramdhani et al. (2019) examined the instillation of character values through storytelling using Sasak folk tales for early childhood students. Both studies provide a foundation for using stories as a medium to introduce character values through narratives that students can understand.

To make the conveyance of values through stories more interactive, storytelling activities can be supplemented with discussions, role-playing, and guidance. Armawan et al. (2026) discuss the use of storytelling as an educational communication strategy in strengthening the character of young children. This study emphasizes the importance of structured and contextual storytelling in the character education process. Additionally, Sultan et al. (2025) developed role-playing-based educational games to support character education for elementary school children. These findings provide a foundation for using participatory activities to complement learning through stories. In community service activities, mentoring can also provide a space for participants to interact with mentors, ask questions, share experiences, and discuss the values learned from inspirational figures. Subur et al. (2024) reported on character-building mentoring activities through out-of-classroom learning that combined educational games and group activities.

Educational games can complement these activities by providing children and adolescents with opportunities to actively engage in the learning process. Dewi et al. (2026), through a systematic review of educational games for character education, discussed the potential of games to support the introduction and internalization of values, including responsibility, cooperation, and empathy. This research highlights the importance of designing games that are integrated with learning objectives. Various existing studies indicate that the introduction of character values can be achieved through a variety of media and activities tailored to the needs of students.

Community service activities can also include social activities that involve the local community at the program site. In this program, a low-cost bazaar serves as a supporting activity that complements the series of educational activities. The bazaar provides a space for the implementation team and the local community to meet, ensuring that interactions during the service program are not limited to the relationship between mentors and participants. In the context of this program, the low-cost bazaar is positioned as part of the social activities, while the instillation of character values is specifically carried out through storytelling featuring inspirational figures, mentoring, and educational games. This division helps clarify the function of each activity within the overall program.

Based on these considerations, the community service program in Kopheng, Central Java, was implemented through a series of activities that included orientation and introductions, storytelling featuring inspirational figures, mentoring, educational games, and a low-cost bazaar. Storytelling served as the primary approach for introducing character values through the stories of inspirational figures. Mentoring and educational games complement the learning process by providing opportunities for participants to interact, participate, and learn together. Meanwhile, the low-cost bazaar serves as a social activity involving the local community. This series of activities is designed to provide diverse experiences for children and adolescents while fostering interaction among participants, mentors, and the community.

This article aims to describe the implementation of a community service program in Kopheng, Central Java, with a focus on character development for children and adolescents through storytelling featuring inspirational figures. Specifically, this article outlines the format and process of the activities, participant engagement in mentoring and educational games, and the organization of the affordable bazaar as part of the community service series. This article also discusses the lessons learned by the implementation team through interactions with participants and the local community. As a descriptive report, this article focuses on the processes and experiences during the activities, rather than on measuring the program's effectiveness or demonstrating changes in participants' character.

METHOD

This community service project employs a qualitative descriptive approach to describe the implementation of a character-building education program for children and adolescents in Kopheng. The qualitative approach was used to understand the process of the activities, the participants' experiences, and the interactions that arose during the program (Creswell & Poth, 2018). The project was carried out in June 2025, with children and adolescents as the primary target audience.

The program included several activities, such as storytelling featuring inspirational figures, mentoring, educational games, a low-cost bazaar, and a ginger candy-making workshop. Storytelling was used to introduce character values through the stories of inspirational figures. Educational games and mentoring served as tools to encourage participant engagement and interaction. The use of stories in character education was also discussed by Ramdhani et al. (2019), while Subur et al. (2024) described mentoring activities as a form of strengthening character education through out-of-classroom learning.

Data collection was conducted through observations of the activities and documentation. Where available, the data were supplemented with reflective notes or interview results from participants, facilitators, and community members. Observations were used to record the activity process and participant engagement, while documentation helped provide an overview of the activities that had been carried out. The use of observation, interviews, and documentation are techniques that can be employed in qualitative descriptive research to obtain an overview of an activity or phenomenon (Creswell & Poth, 2018).

The data were analyzed descriptively by grouping information based on the nature of the activities, participant engagement, interactions during the program, and lessons learned by the implementation team. Information from observations and documentation was then analyzed to provide an overview of the program implementation process. Where interviews or reflective notes were available, this information was used as supporting data to explain participants' experiences and responses.

The success of the activities was assessed based on how well the implementation aligned with the program plan and observable indicators. These indicators included (1) participant engagement in activities, (2) interactions between participants and facilitators, (3) participant participation in educational activities, and (4) community involvement in supporting activities.

Evidence of achievement is derived from observation notes, activity documentation, and available qualitative information. The implementation of the low-cost bazaar and the ginger candy-making workshop is reported as a form of activity, not as direct evidence of economic improvement in the community.

Measurement of program achievement is conducted descriptively, not through experimental testing of effectiveness. The introduction of character values through storytelling and participant engagement in activities was used to describe the educational process that took place. However, long-term changes in attitude or character cannot be concluded in the absence of measurement instruments or pre- and post-activity data. Thus, the results of the community service program focus on the implementation of the program, participant participation, and the learning gained during the activities.

RESULT

The community service program at Kopheng combines values education, group activities, social activities, and skills development. The series of activities listed in the program materials is summarized in Table 1.

Table 1. Summary of Community Service Program Activities in Kopheng

Activity	Format Activities	Participant Experience
Orientation and Introduction	Program overview and introductory session	Getting to know the activities, mentors, and other participants
Storytelling and Role-Playing	Sharing stories of inspirational figures, role-playing scenarios, and reflection	Recognizing values through stories and examples of action
Educational Games	Games that actively engage participants	Participating and interacting in group activities
Bazar	Providing affordable goods and interacting with the community	Creating a space for social interaction
Ginger Sugar Workshop	Introduction to and hands-on practice making the product	Gaining hands-on experience in a skill-based activity

The opening session, which consisted of an orientation and introductions, was used to present the activities and facilitate interaction among the implementation team, children and adolescents, and other participants. Next, storytelling and role-playing became part of the activities, which were designed to introduce values through stories and acted-out scenarios. Educational games provided a different type of activity, with an emphasis on participation and group experiences.



Figure 1. Socialization, introductions, or group sessions with participants

The program also included a bazaar and a ginger candy making workshop. The lowcost bazaar served as a community outreach activity that brought the organizing team together with the public, while the workshop provided an opportunity to learn about the product-making process through hands on activities. Both activities expanded the scope of the program beyond the delivery of educational content.





Figure 2. Storytelling, role playing, or educational games



Figure 3. A bargain bazaar or interaction with the community



Pengembangan keterampilan melalui workshop pembuatan gula jahe



Figure 4. Ginger sugar-making workshop

DISCUSSION

Based on a summary of the findings in the program materials, children and adolescents were engaged in a series of educational activities and games. These activities provided opportunities to take part in group activities, participate, and interact with mentors and peers. In addition to the participants' experiences, the program also yielded lessons for the implementation team. Direct interaction gave mentors the opportunity to hear the experiences and perspectives of children and adolescents, while also gaining an understanding of the context of village life. These findings describe processes and experiences, not quantitative measures of participation levels or evidence of behavioral change.

The series of activities demonstrates that the community service program was not designed merely as a delivery of content, but rather combines various forms of learning experiences. Storytelling and role-playing were used to introduce values through stories and actions, educational games provided opportunities for participation, while workshops offered

hands-on skill practice. A low-cost bazaar complemented the program by providing a space for social interaction with the community. This combination of activity formats aligns with the view that character education requires a contextual approach and environmental support, rather than merely the verbal transmission of concepts (Hadi et al., 2025).

From a character education perspective, Lickona (1991) outlines character through the dimensions of moral understanding, moral feelings, and moral actions. This framework can be used to analyze the activity design conceptually: stories help introduce values, discussions or reflections provide space to consider the meaning of values, and role-playing opens opportunities to try out actions in simulated situations. However, this activity report has not specifically measured whether participants experienced changes in these three dimensions. Therefore, Lickona's framework serves as a basis for interpretation, not as evidence that character change has occurred.

Storytelling can also be understood through social learning. Bandura (1977) explains that behavior can be learned through observation of models. In this program, the figures present in the stories and the characters portrayed can serve as examples for group discussion. Research on learning through narrative emphasizes that children not only receive the story's message but can also interpret social situations and discuss them (Gasser et al., 2022). A review by Valdez et al. (2024) also highlights the importance of stories accompanied by guidance and opportunities to explain key events in the narrative. Findings on storytelling in the context of children's resilience development also demonstrate the wide-ranging use of narratives as a means of communication and learning (Ramamurthy et al., 2024). Thus, reflection and discussion sessions could be considered as complementary elements to storytelling in future implementations.

Educational games and ginger candy-making workshops align conceptually with experiential learning. Kolb and Kolb (2005) emphasize the importance of experiences and learning spaces that allow participants to engage in the learning process. In the context of this program, participants had the opportunity to directly participate in activities, interact, and try out a process. However, the available documentation does not detail the stages of participant reflection following each activity. In future programs, facilitators could include brief reflective questions, such as what was learned, which parts were challenging, and how the experience can be applied in daily life.

The affordable bazaar and interactions with the community demonstrated that community service activities take place within a social context, not merely within the mentor-participant relationship. These interactions provided opportunities for the implementation team to gain insight into the experiences and needs of the local community. Hadi et al. (2025) emphasized the importance of environmental and community engagement in character education strategies. Studies on character education based on local wisdom also highlight the relevance of cultural context in the learning process (Hidayati et al., 2020; Tohri et al., 2022). In similar programs, communicating with residents before the activity, involving local stakeholders, and engaging in joint reflection after the activity can help ensure that the activities are better suited to the community's context.

One key lesson from implementing the program is that the learning process is two-way. Children and adolescents are given space to participate, while mentors gain a more contextual understanding through direct interaction. This underscores that community-based programs must make room for participants' voices and not rely solely on the organizers' assumptions. However, since this article is descriptive in nature and structured evaluation data are not yet available, the program's success is limited to a description of the activities carried out and the opportunities for interaction that emerged. Future research or evaluations could utilize structured observations, participant reflections, documented interviews, and pre-post measurements if the program's objectives include changes in character or skills.

CONCLUSION

The community service program in Kopheng was carried out through various activities, including storytelling, role-playing, educational games, a ginger candy-making workshop, and a low-cost bazaar. This series of activities provided opportunities for children and adolescents to participate in learning experiences that combined the introduction of character values, hands-on activities, and social interaction with the community.

Implementing the program also taught the mentor team the importance of understanding the experiences and life contexts of the local community when designing community service activities. The interaction process demonstrated that learning in community-based programs can be a two-way process, benefiting both participants and the implementation team. However, because this study is descriptive in nature and was not accompanied by structured measurements, the reported results are limited to the implementation of activities and the available learning opportunities; therefore, it cannot yet be concluded that the program produced character changes in the participants. For future activities, more systematic documentation, participant reflections, and appropriate evaluations are needed so that the program's processes and benefits can be understood more deeply.

REFERENCES

Aji, W., & Legowo, Y. A. S. (2024). Etnopedagogi: Potensi story telling dengan tema pahlawan dalam pengembangan karakter siswa sekolah dasar di Indonesia. *Academy of Education Journal, 15*(1), 212–227. https://doi.org/10.47200/aoej.v15i1.2002

Amelia, M., & Ramadan, Z. H. (2021). Implementasi pendidikan karakter melalui budaya sekolah di sekolah dasar. *Jurnal Basicedu, 5*(6), 5548–5555. https://doi.org/10.31004/basicedu.v5i6.1701

Armawan, I., Sarwoko, T. A., Kusuma, R. I., Pasaribu, R., Sinambela, L., Wulandari, S. A., & Sitinah. (2026). Building early childhood character through storytelling as an educational communication strategy. *Community Empowerment, 11(*1), 97–105. https://journal.unimma.ac.id/ce/article/view/15985

Az Zahra, T., Dewi, R. K., Lestari, D. A., & Nugraha, R. G. (2024). Pengembangan media pembelajaran flipbook "Karakter Anak Bangsa, Indonesia Beradab" untuk meningkatkan karakter siswa sekolah dasar. *Jurnal Basicedu, 8*(1), 615–623. https://doi.org/10.31004/basicedu.v8i1.6998

Bandura, A. (1977). *Social learning theory.* Prentice Hall.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches (4th ed.).* SAGE Publications. Inlislite

Dewi, R. K., Sunardi, & Sarwanto. (2026). Edugames as a tool for character education: A systematic review of value internalization. *Discover Education, 5,* Article 679. https://doi.org/10.1007/s44217-026-01644-1

Gasser, L., Dammert, Y., & Murphy, P. K. (2022). How do children socially learn from narrative fiction: Getting the lesson, simulating social worlds, or dialogic inquiry? *Educational Psychology Review, 34*(3), 1445–1475. https://doi.org/10.1007/s10648-022-09667-4

Hasanah, S. U., Hidayat, S., & Pranana, A. M. (2022). Analisis penanaman nilai cinta tanah air melalui kegiatan literasi membaca cerita rakyat di sekolah dasar. *Edu Cendikia: Jurnal Ilmiah Kependidikan, 2*(2), 282–288. https://doi.org/10.47709/educendikia.v2i02.1628

Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education, 4*(2), 193–212. https://doi.org/10.5465/amle.2005.17268566

Lickona, T. (1991). *Educating for character: How our schools can teach respect and responsibility.* Bantam Books.

Meltzer, A., & Saunders, I. (2020). Cultivating supportive communities for young people: Mentor pathways into and following a youth mentoring program. *Children and Youth Services Review, 119,* Article 104815. https://doi.org/10.1016/j.childyouth.2020.104815

Ramamurthy, C., Zuo, P., Armstrong, G., & Andriessen, K. (2024). The impact of storytelling on building resilience in children: A systematic review. *Journal of Psychiatric and Mental Health Nursing, 31*(4), 525–542. https://doi.org/10.1111/jpm.13008

Ramdhani, S., Yuliastri, N. A., Sari, S. D., & Hasriah, S. (2019). Penanaman nilai-nilai karakter melalui kegiatan storytelling dengan menggunakan cerita rakyat Sasak pada anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 3*(1), 153–160. https://doi.org/10.31004/obsesi.v3i1.108

Subur, S., Zakiya, M. G., Sa'ad, M., Widianingrum, R., Choirunisa, F. S., & Paramesti, E. C. S. (2024). Character education strengthening (CES) mentoring for school-aged communities through out-of-classroom learning. *Community Empowerment, 9*(5), 856–862. https://doi.org/10.31603/ce.5566

Sultan, M. A., Maryam, M., & Krismanto, W. (2025). Android-based role-playing educational games to support strengthening children's character education in elementary school. *Jurnal Penelitian dan Pengembangan Pendidikan, 9*(1), 102–113. https://doi.org/10.23887/jppp.v9i1.82185