

Strengthening the Knowledge of PAUD Teachers about Character Education through Living Values Education in Bengkalis Regency

Mas'ud Zein^{*1}, Edi Iskandar², Azizah Azzahrah Rahmadan³, Cindy Putri Andini⁴, Musa Thahir⁵

^{1,2,3,4} Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia

⁵ Institut Keislaman Tuah Negeri Pelalawan, Indonesia

*e-mail: mas'ud.zein@uin-suska.ac.id¹, edi.isknadar@uin-suska.ac.id², musa.thahir.mt@gmail.com³

Abstract

This service aims to analyze the effect of Character Education training on increasing the competence of Early Childhood Education (PAUD) teachers in implementing character and morality values in PAUD learning. The study was conducted involving 20 PAUD teachers in Bengkalis Regency. The evaluation results show that the training was successful in increasing PAUD teachers' knowledge, skills and understanding of Character Education and Living Values Education. However, there is still potential to further strengthen the integration of the concept in daily practice. The evaluation results also indicate that the training program has a positive impact on the quality of teacher teaching and can create changes in the character and behavior of PAUD children. This research provides important insight into the importance of Character Education training in the context of PAUD education.

Keywords: *Character building, Early Childhood Education, Living Values Education, Teacher Competency, Morality*

Abstrak

Pengabdian ini bertujuan untuk menganalisis pengaruh pelatihan Pendidikan Karakter terhadap peningkatan kompetensi guru Pendidikan Anak Usia Dini (PAUD) dalam menerapkan nilai-nilai karakter dan moralitas dalam pembelajaran PAUD. Studi dilakukan dengan melibatkan 20 guru PAUD di Kabupaten Bengkalis. Hasil evaluasi menunjukkan bahwa pelatihan tersebut berhasil dalam meningkatkan pengetahuan, keterampilan, dan pemahaman guru PAUD tentang Pendidikan Karakter dan Living Values Education. Namun, masih ada potensi untuk lebih memperkuat integrasi konsep tersebut dalam praktik sehari-hari. Hasil evaluasi juga mengindikasikan bahwa program pelatihan berdampak positif pada kualitas pengajaran guru dan dapat menciptakan perubahan dalam karakter dan perilaku anak-anak PAUD. Penelitian ini memberikan wawasan yang penting tentang pentingnya pelatihan Pendidikan Karakter dalam konteks pendidikan PAUD.

Kata kunci: *Pendidikan Karakter, Pendidikan Anak Usia Dini (PAUD), Living Values Education, Kompetensi Guru, Moralitas*

1. INTRODUCTION

Early Childhood Education is currently an important issue in the development of Indonesia's human resources. In 2022 alone, the number of young children in Indonesia will be quite large, namely 11.21% of the total population of Indonesia, or the equivalent of 30.73 million people (Rizaty., 2022). It is not surprising that the Government issued the One Village One Early Childhood Program, as an effort to provide the best service for the future of Indonesian children. This reality is based on the awareness that this period is the golden age of children (Astriani & Alfahnum, 2020). This means that at this age, it is a time when children will respond quickly in acquiring something new. In fact, research states that there is a significant difference in learning outcomes at the age of 10, between children who received stimulation at an early age and children who did not receive stimulation or Early Childhood Education (Adiningsih, 2001).

To date, the number of PAUD in Indonesia has reached 91,367, with details of 86,817 with private status and 4,550 with state status. Meanwhile for the Riau region, the development of PAUD is also quite significant, namely 2254, with 2120 schools in the private category and 134 with state status (BPS, 2022). In fact, in 2016, Riau became a pilot province which was able to encourage every district/city to establish PAUD in every village. However, based on several studies, it shows that there are several notes that are quite concerning in the implementation of learning in PAUD. For example, the lack of school facilities and infrastructure, the low competence

of managers or even teachers (Wahyuni et al., 2022). This is strongly suspected because many of the teachers' backgrounds are still high school or undergraduate graduates who are not in their field (Nusa & Irawan, 2020; Zulkarnain et al., 2020). Other research shows that some teachers PAUD is less able to develop children's interests and talents (Febrialismanto, 2017).

In the learning process, a person's educational background is important and has an influence on a teacher's success in teaching (Nusa & Irawan, 2020). The level of education can influence the way he teaches in class, such as mastery in managing the class which of course must be in accordance with the conditions faced by a teacher. PAUD students certainly have different conditions from middle school or high school students, so they need a different touch in managing the class (Sujiono & Yuliani, 2009). Therefore, PAUD teachers need to be given increased understanding regarding class mastery, creativity in determining learning methods, and innovation in presenting a variety of learning materials, so that they can attract children's interest in learning and can also foster children's character values from an early age (Erni, 2021). The living values education (LVE) approach is a program Education that aims to bring character values to life (Patimah & Herlambang, 2021). Apart from being a model that encourages strengthening children's character, the LVE approach provides a variety of fun activities for students; such as telling stories, singing, role playing and others (Qadafi, 2020). Therefore, this service will encourage PAUD teachers in Bantan District, Bengkalis Regency to be able to awaken the character education potential of children.

2. METHOD

The targets of this service activity are PAUD teachers in Bantan District, Bengkalis Regency, involving the Education Office in the Bengkalis Regency area. In the classroom, efforts are made to build relationships between teachers and students as facilitators with PAUD teachers as participants. Furthermore, in the service process, teachers are involved as mentors, facilitators and participants with student groups and PAUD teachers. The number of students involved in this activity was 2 students and 2 teaching staff.

The method used in this service is Service Learning (SL), which is one of the learning methods that emphasizes the practical side while still paying attention to the concept of Experimental Learning, namely the application of lecture knowledge in the midst of society/community while interacting with society/community and becoming a solution. to the problems faced by society or community. Next, jointly build based learning, by conducting several intense training or workshops using the LVE approach. The material presented is values that are indicators of character education. Partners, in this case, PAUD teachers in Bantan District, Bengkalis Regency, are asked to be actively involved during the service process.

3. RESULTS AND DISCUSSION

3.1. Profile of Service Participant Respondents

In this research, the respondents involved were a group of 20 Early Childhood Education teachers. In our analysis, we will consider various factors such as the respondent's occupation, age, gender, and teaching experience.

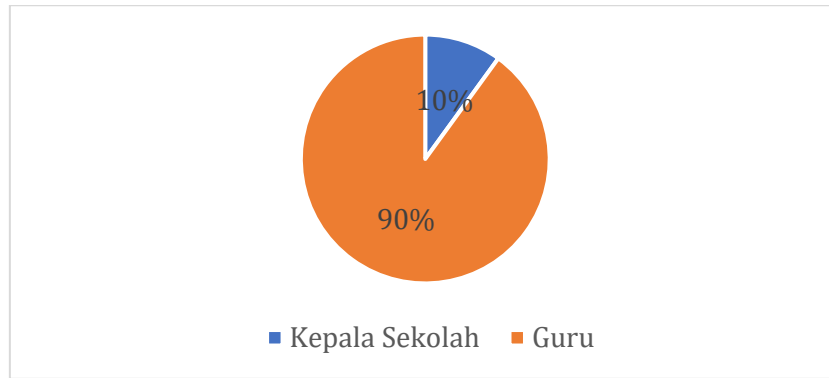


Figure 1. Service Participants by Occupation

Figure 1 shows that respondents consist of two main occupational groups, namely "Principal" and "Teacher," with percentages of 10% and 90% respectively. This explanation can be strengthened by previous research or relevant literature regarding job characteristics in the field of Early Childhood Education. The division of respondents' occupations in this study shows that the majority of respondents are PAUD "Teachers", with a percentage of around 90%. Meanwhile, around 10% of respondents were PAUD "Principals". It is important to understand this job distribution because roles and responsibilities in the world of PAUD education can vary based on each job role.

Previous studies in the field of PAUD education show that the role of a PAUD "Teacher" focuses more on teaching and direct interaction with early childhood children. Research by Dini (2021) identified that PAUD teachers play an important role in creating the environment learning that supports early childhood development. Meanwhile, the "Principal" in PAUD is often responsible for school management, curriculum development, and various aspects of administration. The results of research by Solana & Mustika (2023) highlight the key role of school principals in ensuring the operational effectiveness of PAUD schools. This employment data is in accordance with previous research findings which show the different roles of teachers and school principals in the context of PAUD education. Therefore, understanding the respondents' job characteristics is an important first step in analyzing the impact of job variables on various aspects of this research.

In order to illustrate the diversity of our service participant group, we also present participant profile images based on various factors, one of which is age. This will help us understand more deeply how different age groups contribute to this devotion. The following is participant profile pictures by age.

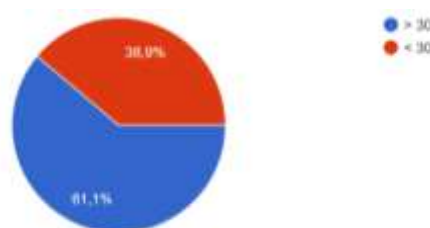


Figure 2. Service Participants by Age

Data on the age of community service participants shows that the majority of participants (around 61.1%) are over 30 years old, while the remaining 38.9% are under 30 years old. This explanation can be strengthened by previous research or relevant literature regarding the

influence of age in the context of service or similar projects. Grouping service participants by age is an important step to understand the extent to which age may influence participants' engagement and contributions to service projects. These data indicate that most participants were over 30 years old, which may indicate more mature experience and wisdom in the context of service. Meanwhile, a number of younger participants (under 30) also have the potential to bring fresh perspectives and energy to the project.

Previous studies in the context of service or similar projects have noted that the age of participants can influence the level of engagement, understanding of tasks, and project impact. Research by Chien et al (2019) highlights that younger participants tend to have high levels of energy and innovation, while older participants may bring experience and stability. Results from Jeste et al (2016) show that collaboration between diverse participants can produce more comprehensive solutions in service projects. This participant age data is in line with previous research findings which underscore the importance of age diversity in the context of service. This can provide a more comprehensive insight into the various perspectives and abilities present in this service project.

Before we present participant profile images, we would like to highlight the importance of understanding gender roles in this service. To that end, we will present participant profile images by gender, which will help us in exploring and understanding the unique contributions that each gender brings to the table. in the context of this service.

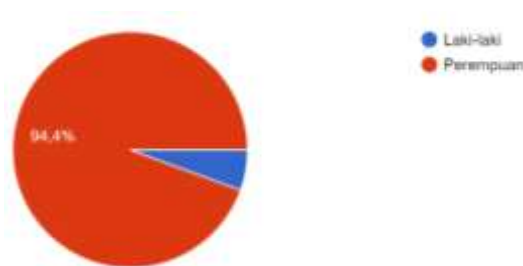


Figure 3. Service Participants by Gender

Data on the gender of service participants shows that the majority of participants (around 94.4%) are women, while men only make up around 5.6%. This explanation can be strengthened by previous research or relevant literature regarding gender participation in service or similar projects. This gender data reflects the gender composition of participants in this service project. The majority of participants were women, which may reflect the trend of higher gender participation of women in various aspects of community service, education, and community service. Women's participation in service is often associated with an important role in meeting community needs and social development.

Previous research has shown that women often have significant contributions in various forms of social service and community service. Research by Khalid et al (2019) highlights that women's participation in service projects can produce a strong impact in terms of meeting community needs, family welfare and community empowerment. Meanwhile, Sansfaçon et al (2020) show that service projects involving different gender participants can create more holistic and inclusive solutions. This participant gender data is in accordance with previous research findings which emphasize the importance of women's participation in service projects. It also demonstrates a commitment to achieving gender equality in service and the significant contribution that women can make in achieving the goals of this project.

Before we share profile images of service participants, we want to acknowledge the importance of the teaching experience variable in participants' contributions to this project. Through the profile data we present, we will explore the diverse roles that participants may play based on their level of teaching experience. This will provides deeper insight into the impact that can be expected from different levels of teaching experience in this project.

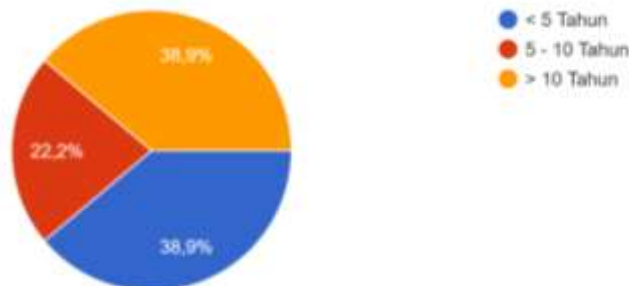


Figure 4. Service Participants based on Teaching Experience

Data on the teaching experience of service participants shows that the participants are divided into three groups based on the period of teaching experience. Approximately 38.9% of participants had less than 5 years of teaching experience, 22.22% of participants had between 5 and 10 years of teaching experience, and 38.9% of participants had more than 10 years of teaching experience. The grouping of participants based on years of teaching experience into three categories reflects the diversity of experience levels among service participants. Participants with less than 5 years of teaching experience may bring a fresh perspective and new enthusiasm, while participants with more than 10 years of experience may bring wisdom and a deep understanding of the challenges and opportunities in education.

Previous research has highlighted the importance of teaching experience in the development of effective educational practices. The study by Sulaiman & Neviyarni (2021) emphasized that participants with more teaching experience students tend to have a better understanding of students' needs and a more mature approach to addressing educational problems. On the other hand, research by Agélii Genlott et al (2019) shows that participants who are just starting their teaching careers can bring valuable innovation and energy in updating curriculum and teaching methods. These participants' teaching experience data are consistent with previous research findings showing the importance of diversity of experience in educational projects. It also underscores the valuable contribution that participants with varying levels of teaching experience can make in achieving the goals of this service project.

3.2. Implementation of Community Service Activities

This community service activity was carried out offline on Thursday, October 19 2023 at the Banten District Korwilcam Office. For more details, the process of implementing the service will be presented in Table 1 below.

Table 1. Documentation of Community Service Activities

No	Documentation	Information
1		Speech from the Head of the Service Team by Mr. Dr. H. Mas'ud Zein, M.Pd.
2		Greetings from the Head of PAI, Ministry of Religion, Bengkalis Regency by Mr. H. Khairul Nizam, M.Pd.
3		Presentation of Character Education material by Mr. Dr. H. Edi Iskandar, M.Pd.

In implementing the service activity "Strengthening PAUD Teachers' Knowledge about Character Education through Living Values Education in Bengkalis Regency," the initial steps focused on thorough preparation. The service team has carefully designed activity plans, set clear goals, prepared training materials that are relevant to Living Values Education and Character Education, and collaborated closely with related parties, such as the Education Office and PAUD schools in the area. After preparation, the socialization stage took place, where announcements and promotion of activities were given to PAUD teachers in Bengkalis Regency. Next, the workshop implementation stage is the core of the activity. In the workshop, the participants were invited to listen to the presentation of material by the main resource person, who might be Dr. H. Akhyar Hamzah, M.Ag., and Dr. H. Edi Iskandar, M.Pd. This material covers the basic concepts of Life Skills, Living Values Education, and how to integrate it into PAUD learning. Discussions, interactive sessions and practical workshops follow the presentation of the material, providing opportunities for participants to participate actively and gain in-depth understanding. Opportunities for questions and answers are also provided to ensure better understanding. After the workshop, an evaluation of the activities was carried out, and participants were given certificates as an appreciation for their participation. This activity closed with the hope that strengthening PAUD teachers' knowledge about Character Education will have a positive impact

on the character and moral development of PAUD children in Bengkalis Regency. Follow-up in the form of monitoring, mentoring, dissemination of results, and final evaluation are also carried out to ensure the sustainability and effectiveness of this program.

3.3. Analysis of Community Service Program Impressions Based on Material Content Constructs

Based on the data that has been collected, the structure of the material content for each service questionnaire item for respondents in this service is known, which is presented in Table 2 below.

Table 2. Impression of the Community Service Program Based on Material Content Construct

Statement Items	N	Minimum	Maximum	Mean
The material presented in this service includes the basic concepts of Character Education and Living Values Education	20	4	5	4.57
This introduction and conceptual framework of service helps understand the importance of Character Education in PAUD education	20	4	5	4.57
This service material provides concrete examples of how to implement Character Education in the PAUD environment	20	4	5	4.43
I feel this material is relevant to my work as a PAUD teacher in Bengkalis Regency	20	4	5	4.43
This material provides useful insight into how to improve the character and morality of children in PAUD		4	5	4.57
Valid N (listwise)	20			4.51

Table 2 is the result of evaluating the impression of the service program based on the material content construct. This evaluation measures how service program participants feel and assess the material presented during service activities. In this table, there are five statement items covering various aspects of service material, and the evaluation results are based on assessments from 20 respondents.

The evaluation results show that the service program participants felt very positive about the content of the material presented. This material covers the basic concepts of Character Education and Living Values Education very well, as stated in the first statement which received an average score of 4.57. Apart from that, the introduction and conceptual framework of service really helped participants understand the importance of Character Education in PAUD education, which also received a high assessment with an average score of 4.57. Participants also felt that the service material provided concrete examples about how to implement Character Education in the PAUD environment, and is relevant to their work as PAUD teachers in Bengkalis Regency, with an average score of 4.43 for these two statements. This shows that the material is not only theoretical, but also practical and applicable in the context of their work. Lastly, participants felt that this material provided useful insight into how to improve the character and morality of children in PAUD, which was reflected in the fifth statement with an average score of 4.57.

The results of this evaluation reflect the success of the service program in providing material that is relevant, useful and very appropriate to the needs of PAUD teachers in Bengkalis Regency, in line with the research findings of Sabarua et al (2020) which shows the importance of providing appropriate and useful material in teacher training. Positive assessment from participants regarding the material which covers the basic concepts of Character Education and Living Values Education as well as a presentation about the importance of Character Education in

PAUD education, reflects the success of the service program in meeting expectations and providing useful insights.

Additionally, the results of this evaluation provide positive encouragement to the claim that this service program is effective in strengthening PAUD teachers' knowledge about Character Education and Living Values Education. With high assessments on all aspects of the material, it appears that participants feel this material can make a significant contribution to improving the character and morality of children in PAUD. The results of this evaluation are also consistent with research by Wiyani et al (2020) which highlights the importance of developing teacher knowledge and skills in understanding and implementing Character Education in the PAUD education environment. Thus, this service program seems to have succeeded in providing significant and relevant benefits for PAUD teachers in Bengkalis Regency, which ultimately has a positive impact on the development of children's character and morality at the PAUD level. This evaluation strengthens the claim that the service program is a positive step in strengthening the capacity of PAUD teachers in implementing Character Education and Living Values Education in their learning.

3.4. Analysis of the Impression of the Service Program Based on the Material Delivery Construct

Based on the data that has been collected, the structure of the material content for each service questionnaire item for respondents in this service is known, which is presented in Table 3 below.

Table 3. Impressions of the Service Program Based on the Construct of Material Delivery

Statement Items	N	Minimum	Maximum	Mean
The teacher's ability to explain material clearly and easily understood	20	3	5	4.29
Delivery of material went smoothly without technical problems or obstacles	20	3	5	4.43
Teacher interaction with participants, including the ability to answer questions and communicate effectively	20	3	5	4.29
Supporting materials, such as presentation slides, videos, or reading materials, are used to support understanding of the material	20	3	5	4.14
The quality of material delivery in this service	20	3	5	4.43
Valid N (listwise)	20			4.31

Table 3 is the result of evaluating the impression of the service program based on the material delivery construct. This evaluation covers several important aspects in the delivery of material, and the results are very positive. Service program participants assessed that the delivery of material in this program was very good. Teachers are considered to have good abilities in explaining material clearly and easily to understand, which is an important aspect in the success of teacher training. Apart from that, the smooth delivery of the material without technical problems or obstacles shows that the service program has well prepared all the necessary technical aspects. Good interaction between instructors and participants, including the ability to answer questions and communicate effectively, provides an interactive and meaningful learning experience. The use of supporting materials such as presentation slides, videos and reading materials is also considered effective in supporting understanding of the material. Overall quality of material delivery rated very good, reflecting participants' satisfaction with the way the material was presented.

The results of this evaluation are in line with previous research findings which highlight the importance of delivering good material in teacher training. Research by Sari et al (2020) has also revealed that the quality of material delivery has a significant impact on training effectiveness and participant understanding. The research results of Kusen et al (2019) show that good interaction between instructors and participants, as well as the instructor's ability to explain concepts clearly, contributes to increasing participant understanding and training effectiveness. Therefore, the positive evaluation of the delivery of material in this service program supports these findings and emphasizes the importance of effective delivery approaches in the context of teacher training. This strengthens the belief that this service program is able to provide significant benefits to participants through the delivery of material good and interactive.

3.5. Analysis of Community Service Program Impressions Based on Discussion/Question and Answer Constructs

Based on the data that has been collected, the structure of the material content for each service questionnaire item for respondents in this service is known, which is presented in Table 4 below.

Table 4. Impressions of the Community Service Program Based on Discussion/Question and Answer Constructs

Statement Items	N	Minimum	Maximum	Mean
Questions asked during the discussion are relevant to the service material	20	3	5	4.29
Interaction between participants in discussion sessions, including collaboration in answering questions and sharing ideas	20	3	5	4.43
The answers given by the teacher or participants in the question and answer session can explain 4 material concepts	20	3	3	4.43
Quality and benefits of discussion/question and answer sessions	20	3	5	4.43
Valid N (listwise)	20			4.39

Table 4 is the result of evaluating the impression of the service program based on the discussion/question and answer construct. This evaluation examines the extent to which discussion and question and answer sessions in the service program provide added value for participants. The evaluation results show that the discussion and question and answer aspects were assessed very positively by the participants.

Questions asked during the discussion were considered relevant to the service material, which reflects the program's success in maintaining focus and relevance in discussion sessions. Interaction between participants in the discussion session, including cooperation in answering questions and sharing ideas, was rated as very good, indicating a level of active and collaborative participation in the discussion. The answers given by teachers or participants in the question and answer session are considered capable of explaining the concept of the material well, which shows a strong understanding of the service material. In addition, the quality and benefits of the discussion/question and answer sessions were rated very highly by average value 4.43. The results of this evaluation are in line with the research findings of Ishak et al (2019) which emphasize the importance of interaction between teachers and participants in strengthening understanding and application of the material. Waluyo et al's (2023) research has shown that effective discussions and questions and answers can deepen participants' understanding of the material and facilitate the exchange of ideas and experiences between them.

Thus, the results of this evaluation support the importance of discussion and question and answer interactions in the context of teacher training, which has also been proven in previous

research. This strengthens the claim that this service program provides an effective opportunity for participants to actively participate, discuss and deepen the material presented, which ultimately can increase their understanding of Character Education and Living Values Education.

3.6. Program Role

Apart from looking at participants' impressions of the implementation of service, this report also presents a scale of the role of the PkM program by service participants as presented in Table 5 below.

Table 5. Program Roles

Statement Items	N	Minimum	Maximum	Mean
This program helps in increasing my knowledge about Character Education and Living Values Education	20	2	5	4.00
This program helps in applying the concept of Character Education in my daily practice as a PAUD teacher	20	2	5	3.86
This program helps in improving my skills in teaching character and morality to PAUD children	20	2	5	4.00
This program 4 understanding and character behavior of PAUD children in my environment	20	2	5	3.86
Valid N (listwise)	20			3.93

Table 5 is the evaluation result regarding the role of service programs in increasing participants' knowledge, skills and understanding of Character Education and Living Values Education. The results of this evaluation provide important insight into the impact of the service program on improving participant competency. From the evaluation results, it appears that participants rated the service program as an effective tool in increasing their knowledge about Character Education and Living Values Education, with an average score of 4.00. This shows that the program was successful in providing participants with a deeper understanding of these concepts. Apart from that, this program is also considered to help participants apply the concept of Character Education in their daily practice as PAUD teachers, although with an average score of 3.86. This indicates that the program provides a good foundation, but there is potential to further integrate these concepts in depth daily practice.

The service program was also considered successful in improving participants' skills in teaching character and morality to PAUD children, with an average score of 4.00. This shows that this program provides participants with better skills in educating the character of PAUD children. However, this program was assessed with an average score of 3.86 in terms of helping the understanding and behavior of the character of PAUD children in the participant environment. This could be an area that needs to be further strengthened to ensure that service programs have a more tangible impact on children's character development. The results of this evaluation are in line with the research findings of Lapsley et al (2013), Lapsley & Woodbury (2016) which emphasize the importance of teacher training programs in improving teacher understanding, skills and practices in the context of Character Education. This positive evaluation provides an indication that this service program has been successful in providing benefits to participants in terms of knowledge and skills related to Character Education and Living Values Education. However, it should be noted that continuing to strengthen the application of daily practice and the real impact on the character of PAUD children is the next step that can be improved.

3.7. Program Impact

Apart from looking at the role of the program in the implementation of service, this report also presents the scale of the program's impact on service participants as presented in Table 6 below.

Table 6. Program Impact

Statement Items	N	Minimum	Maximum	Mean
This program has increased your knowledge as a PAUD teacher regarding Character Education and Living Values Education	20	2	5	4.14
I have applied the Character Education concepts you learn in your daily practice as a PAUD teacher	20	2	5	3.86
This program has 4 on improving the quality of your teaching to PAUD children	20	2	2	4.00
I see changes in the character and behavior of PAUD children in your neighborhood as a result of this program	20	2	5	4.14
Valid N (listwise)	20			4.04

Table 6 contains evaluation results regarding the impact of the service program on knowledge, practice, quality of teaching, as well as the character and behavior of PAUD children in the participant environment as a result of the program. This evaluation provides a deeper understanding of the extent to which the service program has had an impact on participants and their environment. The evaluation results show that the service program has been successful in increasing participants' knowledge as PAUD teachers regarding Character Education and Living Values Education, with an average score reaching 4.14. This indicates that the program provides participants with a better understanding of these concepts, which in turn can have a positive impact on their teaching practices. Even so, this program was assessed with an average score of 3.86 in terms of applying the concept of Character Education in daily practice as a PAUD teacher. This indicates that there is potential for further integration these concepts in participants' daily practice. The service program was also assessed with an average score of 4.00 in terms of its impact on improving the quality of participants' teaching to PAUD children. This indicates that the program helps participants improve the quality of their teaching, which is a positive outcome. Furthermore, participants saw changes in the character and behavior of PAUD children in their environment as a result of this program, with an average score of 4.14. This shows that the service program has a positive impact on the character of PAUD children, which is the main goal of Character Education.

The results of this evaluation are in line with Smith & Sheridan's (2019) research findings which highlight the importance of teacher training programs in influencing knowledge, practice and impact on students. This positive evaluation provides an indication that this service program has been successful in providing benefits to participants in terms of knowledge and quality teaching, and the impact on the character of PAUD children in their environment. However, there is potential to further strengthen participants' daily practical application. This emphasizes the importance of continuing to improve the implementation of the Character Education concept in daily teaching practice.

4. CONCLUSION

This service has gone well in increasing participants' understanding and knowledge about Character Education and Living Values Education. Participants gave a positive assessment of the program in terms of knowledge, indicating that they felt they had a better understanding of the concepts after attending the program. This program was also assessed as positive in terms of its

impact on their understanding of the character and behavior of PAUD children in their environment. In addition, the program also received positive assessments in terms of its impact on improving the quality of participants' teaching. This shows that the program was successful in helping participants improve their teaching practices to PAUD children. Although the average score for applying Character Education concepts in daily practice as a PAUD teacher was slightly lower, the program still had a positive impact on participants' teaching skills.

However, in terms of impact seen in the character and behavior of PAUD children in the participant environment, this program may require further monitoring or follow-up to ensure that its impact can be strengthened and more real. This could involve more advanced evaluation strategies or specific approaches to measuring impact on PAUD children. Overall, this program has been successful in increasing participants' knowledge of Character Education and Living Values Education, as well as in improving the quality of their teaching. With slight improvements in applying the concept of Character Education in daily practice, this program can continue to strengthen its impact on PAUD teachers and PAUD children in their environment.

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