Game competition training to increase creativity in volunteers Perkampungan Sosial Pingit, Yogyakarta

Komang, Mahadevi[1], Sheilla Varadhila Peristianto[2], Laily Lolita S.[3]
123Mercu Buana University Yogyakarta, Indonesia
*sheilla@mercubuana-yogya.ac.id

ABSTRACT

One of the social problems resulting from poverty is the rise of the phenomenon of street children. Unfortunately, the government cannot resolve this phenomenon entirely, so there are many ways to implement it as an independent initiative from the community, both individuals and groups. These activities usually focus on educating street children and marginalized groups, including the Pingit Social Village (PSP) Yogyakarta. This community offers simple services for homeless families affected by the economic crisis of 1965. The residents they support also come from the streets around Yogyakarta and have assisted for approximately two years, so they are no longer on the streets. Like other CSOs, they rely on volunteers to teach children as the target of their intervention. In this case, PSP is also assisted by volunteers aged teenagers to adults who volunteer to help PSP with tasks to achieve noble goals.

Of the many problems that arise, children's character education is the most important thing to pay attention to and resolve in the PSP community because character education is essential for forming a quality next generation. However, volunteers considered this activity program ineffective in helping overcome character education problems, and various obstacles emerged related to the lack of competence of volunteers as teachers in the different program activities prepared. Therefore, volunteers need to be equipped with soft skill competencies because their role as teachers and trainers for children at PSP is vital. This is in line with the intention of the PSP management shortly to focus on empowering the volunteers themselves; ultimately, the volunteers will be assisted in achieving prosperity for all residents in the PSP. Based on this, a solution is proposed to overcome existing problems by carrying out coaching and mentoring activities for volunteers to get skills training, which can then be applied in the field considering that one of the current visions and missions of PSP is as a social laboratory that volunteers can use to improve his social skills. Several skills are essential for volunteers to carry out their role as teachers and companions for PSP children, such as public speaking skills, leadership, and creativity in creating learning media such as icebreakers and other media, which can help volunteers teach and accompany children. PSP community children have a variety of different characters and backgrounds. This activity will be carried out offline by presenting experienced speakers or trainers. The effectiveness of the training provided will be measured by questionnaires distributed before and after the training to see the increase in knowledge and abilities of the volunteers after participating in this activity. Apart from that, it is hoped that this activity can be carried out continuously so that volunteer empowerment can continue to be carried out to achieve the vision and mission of the PSP community itself in improving the character of children in the PSP community.

Keywords: coaching, mentoring, social community, volunteering, soft skills training, psychology

Introduction

The purpose of the Introduction is to stimulate the reader's interest and to provide pertinent background information necessary to understand the rest of the paper. You must summarize the problem to be addressed, give background on the subject, discuss previous research on the topic, and explain precisely what the paper will address, why, and how.

It must contain (a) the latest scientific development of the studied variable, (b) the research gap, (c) the researchers' argument in fulfilling the gap as their commitment to contributing to the development of science, and (d) research objectives. (the total number of pages should be no more than 20% of the overall manuscript pages)

One of the social problems due to poverty is the rampant phenomenon of street children and marginalized people. Unfortunately, this phenomenon does not seem to have been completely solved by the government, so many ways have been carried out as independent initiatives from the community, both individuals and groups that focus on providing education for street children and marginalized groups, one of which is the Pingit Social Village (PSP) Yogyakarta. This community offers simple services in the form of assistance for homeless families affected by the economic crisis of 1965 from the streets around Yogyakarta City. Just like other CSOs, PSP relies on volunteers' presence in assisting street children and marginalized people as targets by *volunteers*. Several mentoring activity programs are considered ineffective in helping to overcome the problem of character education, and obstacles arise due to the need for volunteer competence as teachers. Therefore, *volunteers* need to be provided with *soft skills* competencies because their role is essential as teachers for street children and marginalized people in PSP. The provisions focused on developing these volunteers' skill*s, which was essential* because *volunteers* were an 'extension' in realizing PSP's mission to improve children's character education in the PSP community. It is necessary for volunteers to carry out their role as teachers and companions for PSP children and to have the ability to be creative in creating learning media for PSP community children who have a variety of different characters and backgrounds.

Pingit Social Village (PSP) is a community engaged in *community development* in the Pingit area, DI Yogyakarta. The community was started in 1965 by Bernhard Kieser, a prospective Jesuit priest at St. Ignatius' College, to provide simple services to homeless families during that year's severe economic crisis. After 1965, the problems in the Pingit area became a striking phenomenon in DI Yogyakarta. The following important figure is Mr. Soebardjo. With the services and assistance of Mr. Soebardjo, this simple movement then received the support of residential land in the form of a plot of land on the banks of the Winongo River, DI Yogyakarta, which until now continues to be the location of the center of PSP activities. In 1968, the activities of the PSP social community received a legal umbrella from the Soegijapranata Social Foundation from the Socio-Economic Commission of the Archdiocese of Semarang. The existence of this legal umbrella makes this social community activity better known as the Soegijapranata Social Foundation (YSS), even though the location of the activity is in Yogyakarta. Then, in 2005, YSS returned to its previous name, Pingit Social Village (PSP).

There are two divisions in PSP, namely the Children's Education Division, where the main task is to provide learning assistance for children in the Winongo riverbank area, Pingit, DI Yogyakarta. The second division is Community Service; in this division, the main task is assisting the inmates. The inmates are homeless families from the streets around Yogyakarta City, DI Yogyakarta, who were met when holding a hunt. Hunting is a term for PSP activities involving finding and inviting homeless people to live in PSP shelters. People experiencing homelessness living in the shelter are provided with assistance for approximately two years to live "normally" in the community or no longer on the streets. In achieving the goal, the tasks at the PSP are assisted by volunteers. The *volunteers* involved are teenagers and adults, and they voluntarily help with PSP tasks to achieve noble goals.

Based on the results of initial interviews with several *volunteers*, several complaints were obtained, including 1) there has been no meaningful development felt by *volunteers* for more than 50 years since the establishment of PSP, 2) there is a problem of disharmony among residents which should not occur considering that the ultimate goal of PSP is to achieve common welfare, and 3) the emergence of character education problems in children who are still low. Of the many problems that arise, children's character education is the most important thing to pay attention to and solve. This is because character education is essential to form the next generation of quality. Character education is the right tool to guide a person to become a person who has good values and can filter for bad influences from the environment. What children learn from childhood will continue until adulthood; good characters that have grown since childhood will continue to develop into adulthood (Santrock, 2011).

The follow-up interviews and observation data show that most Pingit, DI Yogyakarta children show worrying behavior. These include habituation to using abusive and dirty language, stealing, drinking alcohol or getting drunk, and disrespectful behavior in adults, as well as reports of cases of violence against children. *Volunteers* at PSP have prepared a program to overcome this character education problem in their scheduled activities, namely twice a week (i.e., Monday and Thursday), which is the main task of the Child Education Division. However, volunteers consider the activity program ineffective in helping to overcome character education problems, and various obstacles have emerged. One of the dominant obstacles is the lack of volunteer competence as teachers in various program activities that are prepared. *Volunteers must* be provided with *soft skills* competencies because their role is essential as teachers and trainers for children in PSP. This aligns with the PSP management's intention shortly to focus on empowering the *volunteers* themselves before, in the end, *volunteers* are assisted in achieving welfare for all residents in PSP. PSP is a social laboratory for *volunteers*, whom young people dominate to learn social skills, improve their experience in the field, and foster behaviors of loving, sharing, and caring for each other. Based on the analysis of the situation, this is the reason the service team should improve *the soft skill competencies* of volunteers at PSP.

One of the social problems due to poverty is the rampant phenomenon of street children. Unfortunately, this phenomenon has not been entirely solved by the government, so many ways have been carried out as independent initiatives from the community, both individuals

and groups. These activities usually focus on educating street children and marginalized groups, including the Pingit Social Village (PSP) Yogyakarta community.

Related obstacles include the need for volunteer competence as teachers are prepared for various program activities. Therefore, volunteers need to be provided with *soft skills* competencies because their role is as vital as that of teachers and *trainers* for children in PSP. This aligns with the PSP management's intention shortly to focus on empowering the *volunteers* themselves before, in the end, *volunteers* are assisted in achieving welfare for all residents in PSP.

Based on this, the solution to overcome the existing problems is to conduct training activities for volunteers to get skills training that can then be applied in the field, considering that one of the visions and missions of the current PSP is as a social 'laboratory' that can be used by volunteers to improve teaching skills. The proposal, which focuses on developing the skills of volunteers, plays a vital role because it serves as an 'extension' in realizing PSP's mission to improve character education for children in the PSP community. Volunteers need to carry out their role as teachers and companions for PSP children and to have the ability to be creative in creating learning media for PSP community children who have a variety of different characters and backgrounds.

In increasingly complex situations, where there are various changes and greater interconnectedness between various components of the environment, new problems often arise. When facing various problems or challenges while seizing opportunities in the future, we need creativity. The creation of creativity requires conducive situations that are fun, full of humor, and spontaneous and provide space for individuals to do various games or experiments.

One of the creative aspects of *volunteers* can be seen when faced with a particular field to produce work that can be enjoyed by volunteers and other people, which requires creativity and expertise to get maximum results. As Clark (in Munandar 1999) states, creativity is the experience of expressing and actualizing individual identity in an integrated form about oneself, nature, and others.

Creative people have the freedom to think and act. This freedom comes from oneself, including the ability to control oneself in finding alternatives that allow one to actualize one's creative potential. This aligns with Guilford's view (in Fuad and Rachmy 2002) that creativity is the ability to think divergently to explore various alternative answers to a problem, which is equally valid. Rogers (in Munandar 1999) said that creativity is the tendency to actualize oneself and realize potential and the drive to develop and become mature.

This activity was carried out offline by presenting experienced resource persons. The effectiveness of the training provided will be measured by questionnaires distributed before and after the training to see the improvement of the knowledge and abilities of the *volunteers* after participating in this activity. In addition, this activity can be carried out continuously so that volunteer empowerment can continue to be carried out to achieve the vision and mission of the PSP community itself in improving the character of children in the PSP community.

Methods

The quantitative research method involves two variables: the free variable in the form of game competition training, and the bound variable is creativity. This study uses a *one-group pretest-posttest experimental design* involving a group of participants who are given an intervention in the form of training. Participants are *volunteer* teachers at the Pingit Social Village (PSP) who are selected based on criteria by *purposive sampling*. The criteria were set with a low creativity score based on the initial screening results using the creativity scale. The procedure is carried out through the following stages: 1) determination of *volunteer participants* in the PSP community, 2) adaptation of the creativity scale, 3) adaptation of training modules, 4) *professional judgment process* in the four professions of psychologists, 5) preparation of training media, 6) selection of facilitators and observers, 7) pre-test or initial screening, 8) provision of creativity experience materials, 9) discussion and sharing, 10) provision of various three games in order, and 11) post-test, and 12) evaluation. The creativity scale uses the Rhodes scale (in Munandar, 2004), which has a value of 0.89 and an item difference index > 0.30. Observation of behavior was carried out during the training (Shaughnessy et al., 2006). The data analysis method used was a non-parametric *Wilcoxon signed rank* test to determine the difference in *pretest* and *posttest scores* in a group of participants.

Results

The following is presented: pre-test and post-test data from the results of the game competition training to increase creativity in volunteers at the Pingit Social Village. The number of scores on the pre-test and post-test results showed an increase.
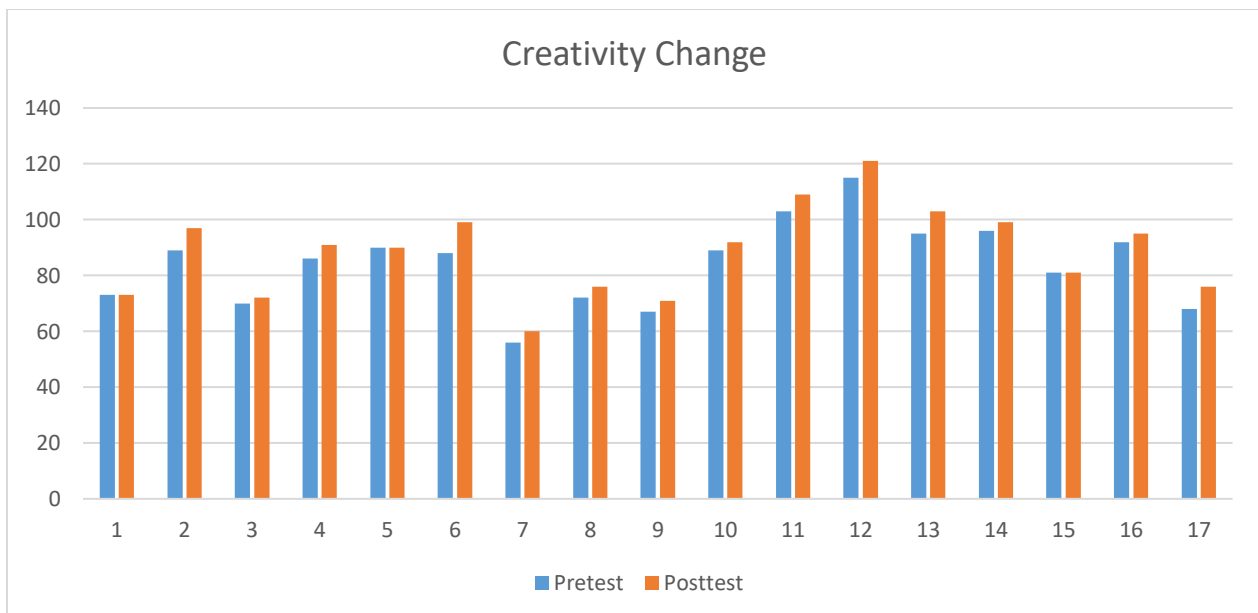

Figure 1. Creativity Change

Tabel 1. Posttest-Pretest Test Statistic

	Posttest - Pretest
With	-3.306b
Asymp. Sig. (2-tailed)	.001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The change in the posttest-pretest score and the significance value of 0.001< 0.05 can be interpreted as a significant change in creativity before and after being given volunteer skills.

Based on his presentation, the main problem in PSP is children's character education, which still needs to be improved; this is one reason for the lack of competence of *volunteers* who play the role of teachers and trainers to improve the character of children's education in PSP. Therefore, the service team provided a proposal that focused on developing the abilities of volunteers who played an essential role as an extension to realize the organization's vision and mission: to improve children's character education in the PSP community. The form of solution proposed by the service team is in the form of *coaching* and *mentoring activities*, where this proposal is a follow-up to the initial assessment that has been carried out. In this case, PSP provides the right for *volunteers* to get social skills training, which can then be applied in the field considering one of the visions and missions of PSP today, namely as a social laboratory that volunteers can use to improve their social skills.

Discussions

The study also used the Wilcoxon Test to measure the difference before and after participants were given treatment. The results of the Wilcoxon Test analysis on the experimental group data showed a sig value (2-tailed) of 0.001 < 0.05, which means that there was a significant difference before and after the treatment.

This training is also essential because it can provide volunteers with an overview and depth of the skills needed to complete a particular task, communicate that they play a vital role, and develop *self-esteem* knowing they are making an impact (Shin & Kleiner, 2003). Based on research conducted by Intan & Sitio (2016) on *volunteers* in several CSOs, it was found that increasing the skills of *volunteers* is one way for CSOs to increase the length of *time volunteers* stay in the organization. Other research has also proven that training volunteers is considered an *intangible incentive* associated with retention (Hager & Brudney, 2008; Bohne et al., 2014). Thus, training *volunteers* can have various positive impacts on realizing the vision and mission of the organization.

The PSP community provides simple services to homeless families affected by the economic crisis of 1965. The residents of the PSP community also come from the streets around Yogyakarta City to be provided with assistance for approximately two years so that they are no longer on the streets. Just like other communities, PSP relies on the existence of *volunteers to teach* children as the target of its intervention. In this case, PSP is also assisted by *volunteers* who are teenagers to adults, who voluntarily help PSP tasks in order to achieve noble goals.

A volunteer must be creative, including when accompanying PSP children. Bandura (1986) said that creative people generally know problems very well and are disciplined, and they can usually do something that deviates from traditional ways. The creative process involves new, valuable, and unexpected but implementable ideas.

Through this intervention, it is hoped that PSP will have more qualified and committed volunteers who will be fully involved in children's education and other social services at PSP. *Qualified*, committed, and sincere volunteers are one way to implement character education directly and indirectly in Pingit children more effectively and efficiently. Several skills are essential for *volunteers* to have in order to be able to carry out their role as teachers and companions for PSP children, such as public speaking skills, leadership, and creativity in creating learning media such as *ice breaking* and other media. Some of these abilities are important *for volunteers* to consider when deciding to be companions and teachers of PSP community children who depart from various characters and backgrounds.

Conclusion

The creativity training provided effectively improves the volunteers' knowledge and abilities. In addition, this activity can be carried out continuously so that volunteer empowerment can continue to be carried out to achieve the vision and mission of the PSP community itself in improving the character of children in the PSP community.

Acknowledgment

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