THE EFFECTIVENESS OF IMPLEMENTATION OF CHARACTER BUILDING TRAINING WITH PARTICIPATION LEARNING METHOD (CASE STUDY: WORKSHOP 21st CENTURY FLUENCY SKILL EDUCATION, LIFELONG GUIDELINES, AND LIFE SKILLS (UNIVERSAL VALUES) IN MEDAN

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ABSTRACT
The researcher sees the importance of the participatory learning method in character-building training as an effective method to build motivation and creativity so that cooperation and efforts to support each other. The purpose of this qualitative research and case study survey is to determine the participants' perceptions of the effectiveness of character-building training using the participatory learning method. The research sample consisted of ten participants and a trainer from a purposive sample, and the primary data collection tool was semi-structured interviews. The findings in the study based on the results of interviews with participants were positive comments or sound judgments that occurred during the training and respect, courtesy, and supportive behavior shown by participants when interacting with other participants..

INTRODUCTION

For decades young people have been judged on traditional exams in which questions asked on exams are often multiple-choice, matching right and wrong. Each point on the exam only tests the participant's passive knowledge to recognize the correct answer. Ten participants in the class were always labeled smart, and another 30 or so were labeled stupid. In this way, educators have killed the motivation and creativity of students. The ten best participants may have been the best since elementary school. The tendency of participants who are always considered the best will be very territorial and difficult to cooperate, and the only thing that develops between them is envy, stupidity, and dropping each other to be in the first rank position. Meanwhile, in learning and living in this century, what needs to be prioritized is cooperation and mutual support, especially in order to achieve our shared goal of defending and advancing the Unitary States of the Republic of Indonesia in general and North Sumatra in particular, which has shown signs of being headed for extinction. It is caused by the inability to educate the younger generation to make intelligent choices and make choices between right or wrong so that risky behaviors are often found around us, such as a large number of drug use among youth.Definition of Learning and Training

Tracing the history of learning is proven to be critical; it can be seen in most human activities in learning outcomes. This research paper deals with how an understanding of learning theory can be helpful in training design. The focus of this paper lies in the design of training in the context of youth. Therefore, the learning theory and its effectiveness in the training context were analyzed. After defining the main terms, significant learning theories from the constructivism paradigm field were analyzed.

To analyze the use of learning theory in training design, the definition of learning and training is critical. According to Balasubramanian et al. (2014), learning can be defined as a procedure for acquiring a set of skills, acquiring knowledge, and changing attitudes caused by teaching, experience, or implementation. Learning can also be defined as a change in behavior caused by practice and experience (Michael, 2006). A consistent aspect of the definition of learning is the emphasis on experience, which is often set in the context of memory and recall of specific skills, knowledge, and abilities (Friston et al., 2016).

On the other hand, training can be defined as the acquisition of more work-related skills than the participants (Cohen, 2014). In addition to the technical definition mentioned above, Buckley and Caple (2007) define individualized training as defined as a methodological effort and development defined in learning and experience, which enables a person to acquire abilities (Buckely et al., 2007).

Training Design

Training design can be defined as a strategic outline of realistic concepts that increase participant

performance (riding & Sadler-Smith). It is essential to identify, measure, and evaluate training needs and expected outcomes. Individual, organizational, or participant goals must be aligned with the training objectives (de Jong et al., 1999).

Constructivist Learning Theory

Problem-based learning theory is related to constructivist learning theory (Ommundsen, 2013) and Vygotsky's theory of social development (Wenger, 2018), forming the design framework for training. Problem-based learning (problem-based learning) is a learning method characterized by problem-solving widely used in educational institutions (Kilroy, 2004). It is an active learning method that emphasizes independent learning and self-motivation (Loyens, Magda, and Rikers, 2008).

Vygotsky's theory of social development is based on the assumption that social interaction provides learning. With this, Vygotsky distinguished the theory in three fundamental aspects. First, he claims the importance of social interaction in cognitive learning (Soller, 2001). Furthermore, Vygotsky determined more knowledgeable people and zones of proximal development. More knowledgeable people have more knowledge than participants and therefore function as trainers (Chaiklin, 2003). The zone of proximal development describes the distance between guided, independent learning and problem-solving. Learning occurs during these three processes (Rob Foshay, 2003).

Evaluation of constructivist learning theory shows high utilization of training designs that combine independent learning with social opportunities to exchange knowledge about independently learned skills (Jonassen, 2013). When examining problem-based learning, criticism occurs when the impact of learning fades. This effect explains that the early learning stage in a successful case study only leads to a better learning effect than problem-solving (Sweller, Ayres, and Kalyuga, 2011). In terms of training design for the implementation of problem-based learning can lead to the next stage of training.

RESEARCH METHODS
Method of Collecting Data

This research paper uses a case study method to examine the process of implementing participatory learning methods in youth character-building training in the 21st-century Fluency Skills Education, Lifelong Guidelines, and Lifeskills (Universal Values) Workshop with a qualitative approach that explores an event that is conditioned within certain limits. This research is conducted by observing how other people behave and the consequences of that behavior as described in the social learning theory developed by Wenger (2018).

This paper aims to explore the objectives of the study and explain the realities experienced by participants exposed to the training.

This study adopted a mixed research framework using a descriptive survey strategy. The descriptive survey is a method that provides views, opinions, attitudes, and suggestions for improving educational practices and instructions that can be collected (Kothari, 2004).

This study used a purposive sample of one trainer and ten participants in character-building training who applied participatory learning methods. The data collection technique that will be carried out is triangulation or three techniques at once, namely participatory observation, interviews, and documentation studies. The interview method that the researcher chose was individual interviews. The type of interview that is applied to the research is an open and semi-structured interview format. A week after the survey was conducted, the researcher took the survey results from each participant. After the research, the researcher provides the survey results to the training providers to evaluate the effectiveness of the training to improve their short and long-term goals regarding the quality of character-building training using the participatory learning method.

Data Analysis Method

Researchers collected various data on responses from implementing participatory learning methods in youth character building training and participants' responses to learning with these methods. In particular, data collection was mainly focused on investigating the relationship of research participants (trainers and participants) in training when they participated in implementing character-building training in the classroom. This study also focused on exploring the role of participants during the training session, training materials, and procedures used in the learning process using the participatory learning method.

The content analysis technique approach was developed because the study of the communication process and content is the basis for the study of social sciences, including education. Therefore, content analysis always emphasizes three aspects; namely objectivity, systematic, and generalization of concepts. Operationalization of this analysis technique is done by giving symbols, symbols, criteria, and checks on the data to be analyzed. This activity is carried out at the stage of categorizing research data. Next, the researcher classifies the symbols according to the criteria that have been formulated. Then an analysis is carried out to provide predictions for the analyzed data (de la Espriella and Gómez Restrepo, 2020)

RESULTS AND DISCUSSION
RESEARCH RESULT
Participants' Perceptions on the Effectiveness of Character Building Training with Participatory Learning Methods
a. Trainer
1. The trainer's statement about the steps that need to be taken in character building:

The initial step can be done with the closest to the participants. For example, in character building training, participants are asked about their life experiences about abilities/competencies related to good character: have you ever practiced trust in your life? (PL 018). If the training is applied in life, it will form a good character but must be followed by PBL, which is carried out continuously until the end (PL 021), for example: when elementary school is given guidelines and life skills (lifelong guidelines and life skills) then in junior high and high school the habits of mind (habit of thinking) (PL 023). For adult learning, they usually understand that it is not applied because of friends, family, or environmental factors (PL 026), so in 21st-century learning, intuition becomes part of spiritual learning, so just pray for guidance (PL 024). If implemented, it will become a role model for others (PL 027).

The facilitator's statement shows that the steps mentioned above can be used to reference how decisions must be taken to build the character of youth.

2. The trainer's statement about the factors that hinder the formation of character

Habits at home, so parents should also be trained so that they have one language from school to home, so the concepts in this training are suitable for couples and parents to communicate effectively about the same concept. Because if not all have the same language or the same concept, then the children will become stressed. For example, the child wants to change, but his parents throw garbage carelessly. Then the parents insult or drop the child's self-esteem when the child already knows that this should not be done so that education must not conflict in order to succeed (PL 028)

3. The trainer's statement on how character-building should be done:

Everything must be involved, and there is a support system so that if you are in school, then all parts of the school are trained not only two or three teachers but including education personnel such as administration so that all parts of the school have the same understanding or concept (PL 029)

b. Participant
1. Comparison between traditional and participatory learning methods

What distinguishes this method from previous experience in training is the method carried out more on lectures from the trainer. The trainer gave the material; there was a question session after it was over, so it was more like a seminar, but the theme was training (PSM1 019)

I have done the training so far is more on cadre training and character building, while in the training that we do, I see that apart from character building training, we also need to organize the brain, so I see that there is something new that I found in training, namely how to use our creativity and imagination without compromising our emotions (PSP1 016)

When we were in training, we were excited, laughing, and it did not feel like two days had passed. There are forms of games so that the knowledge given is sticky in the brain, so all this time, I have not taught like that, so that learning for students is not successful (PSM2 031). As teachers are not tired, we are not achy; we do not just lecture in class. Even those who lecture if, for example, they are wrong, we direct them. (PSM2 032)

At school, there are standards, so if we do something, there are rules, we can't make noise, we can't move, we sit. In other words, lecturers or teachers made many restrictions (PSP3 084). On-campus, it tends to be monotonous (PSP4 086)

Discussions on campus, we choose our group members. The difference is that presentations on-campus use slides while in training they do not (PSP3 088)

If the seminar or training that I have attended does not activate the participants, they do not move; their expressions do not come out; it is just a monologue and common question and answer, expressing opinions, so there are no activities/activities like yesterday. So the training that I have attended before tends to be between the instructor and the participants, so the dialogue or training is monotonous, so it is as if this instructor is the center of everything, while yesterday's training was just the opposite, so fellow participants gathered ideas and all kinds of knowledge became one new, so it did not work. focused on the instructor/trainer only (PSM3 050).

If the training time is calmer and the lessons are easier to understand than that I have trained because we learn in a relaxed manner and music, we are free to do whatever we want. If I look at it, it is like learning while playing, it looks out of focus, but in reality, it stays focused (PSP5 110)

It is different if the absolute leader were the teacher; we were only told what we were told so that there was no reciprocal interaction between the teacher and the students. the participants there are still respected for their opinions, and we are free to express what we think about the material being discussed (PSP6 137).

2. Participants' perception about the training materials

The material being trained is not new; only the terms are new, or it can be said that it is common in life (PSM1 016). Interesting and impact on my life now because I think it is the basis of character building and I think learning it is too late, but I will discover again after training, such as the topic of multiple intelligence. (PSP1 023). I feel the topics we discussed in training are examples for us to apply in society. Furthermore, at that time, I learn from this method (PSM2 035). I think it is in creative and collaborative activities (PSP4 064). The delivery was lacking, so it did not arrive; like on our first day in the room above, we were distributed papers, but the delivery by the facilitator lacked in my opinion, so I did not connect, so I did not get any learning at all (PSP3 063). All seminars or training topics are different; only the delivery method is different (PSM3 060). I have learned a lot about life skills (PSP5 106). About leadership, how to lead, organize (PSP5 109). Regarding the training material, I saw that it was taken from English translated into Indonesian, so I saw that the translation was imperfect because I did not understand it when I read it (PSP6 133).3. Pendapat peserta tentang pelatih

Friendly, and the facilitator knows the material being trained and can answer participants' questions (PSM3 023). I think the coach acts like a parent, more nurturing, more educating (PSP1 017). We are less focused on, meaning that the participants do not gather immediately when the participants are gathered. For example, we have focused on one lesson, and when we change the topic, we immediately lose all our thoughts because time has run out, and the atmosphere was silent (PSP4 067). I think the facilitator is good, open-minded, does not force, does not lecture, and unteaches (PSM3 069). I do not think there is any problem with the facilitator (PSP6 133).

To strengthen the research findings from interviews with participants, the researchers conducted a survey (attachment 1) on the effectiveness of character-building training using the participatory learning method.

The first three questions in the survey are based on participants' perceptions, how these values or abilities are incorporated into the training. Questions 5 and 7 evaluate how well participants demonstrate and develop certain habits and behaviors in training. Question 6 evaluates participants' perceptions of how well the trainer fosters a supportive and cooperative atmosphere in character building. Questions 8 and 9 are evaluations of how participants feel about their relationship with the trainer regarding mutual respect, support, and courtesy. Questions 10 and 11 are evaluations of participants' opinions of how they perceive the trainer. Question 12 evaluates participants' perceptions of whether participants report bullying; question 13 evaluates participants' opinions about whether they value the importance of these critical values or abilities in their lives.

Table 4.3 Average participant perception to training effectiveness

Statement #	Average responses are rounded to the nearest number
2	4
3	4
4	4
5	4
6	4
7	4
8	4
9	4
10	3
11	4
12	4
13	3

According to the results of the self-assessment questionnaire on character-building training, participants agreed that there should be an integration between teaching and modeling of values or abilities in all aspects of the training (e.g., in discussions, presentations, materials, etc.). Training and procedures in each participant's behavior in order

for them to develop values or skills such as friendship, communication, empathy, creative thinking, and critical thinking, Etc. Two participants (20%) disagreed with the statement above, while the remaining (80%) responded with 'neutral,' 'agree,' or 'strongly agree.'

Participants agree that the trainer demonstrates how to identify, constructively demonstrate, and tell not to be afraid of peer pressure (such as demeaning others, racist and tribal behavior, gender-sensitive statements, discriminatory appearances, economic and cultural levels) and increase-understanding participants about understanding and respecting economic and cultural differences. Two participants (20%) circled statements 2 and 3 above, which were interpreted as the purpose of the response data 2.5. One participant commented, 'In training, some people help people who are harassing and do not help others who are being harassed. 'As indicated on the response average of 4, participants agreed that they developed work-related habits (e.g., creative thinking, problem-solving, decision making) as well as social habits (e.g., empathy, friendships, etc.).

According to the survey results, participants agreed that they detected and expressed positive comments in realistic situations as part of the training. One participant (10%) disagreed with the above statement. The statement 'The trainer is polite to the participants and fellow participants show a sense of friendship and support each other' also gives an average response of 4, indicating that the participants agree with the statement above. One participant (10%) circled the responses to statements 2 and 3, which were interpreted as 2.5 responses from the data objectives. Participants commented, 'Again, it all depends on the participants and trainer.' According to the survey results, participants agreed that the participants perceived that the trainer cared and stated that they could get out of their problems. For the remaining questions on the survey (questions 3, 4), participants indicated that they were neutral. In other words, they both agreed and disagreed with the previous question.

Table 4.4 Participants who agree and disagree with the neutral statement

Item #	# Participants who agree with the statement	% Participants who agree with the statement	# Participants who disagree with the statement	% Participants who disagree with the statement
3	4	40%	2	20%
4	4	40%	3	30%

DISCUSSION

From interviews with trainers and participants regarding their opinions about the effectiveness of character building with the participatory learning method. Researchers found patterns from the interviews, including the following:
a. Inform future decisions

In this training, the participants have different educational backgrounds, occupations, ethnicities, and ages. The best character formation is performed early and must be completed, for example, from elementary to high school (PL 023). For adult learners who are on. This training understands, but many do not apply it. Therefore, 21st-century learning includes intuition as spiritual learning so that guidance can change the behavior of an adult (PL 025).

Barriers to behavior change can be caused by friends, family, and environmental factors, but if applied, the participant can become a role model (PL 027) for the people around him, such as teachers, lecturers, and leaders, both for himself and others. The participants in this study were categorized into two, namely, participants who benefited from training as a participatory learning method and others who benefited from knowledge about abilities that shape character. This difference in participatory learning is motivated by the education and experience of the participants. Participants who see it as a method can apply or train others because apart from understanding the material and applying it in life, they can then deliver it. It will strengthen participant learning. So it can be concluded that character building starts from an early age up to a certain age, for example, lifelong guidelines and life skills given in elementary school followed by habits of mind in junior high and high school. Adult learners are prepared to be role models for those who are younger and the surrounding community.
b. Improving learning standards

The trainer believes that establishing a broad and systematic approach to behavior management will reduce behavior problems and shape the character of youth. The trainer believes that by applying a systematic approach, tangible results will increase efforts to shape the character of youth. To get the desired results, we need to have the exact expectations, teach the same expectations to all, and build a capability through a systematic approach to behavioral initiatives to increase the chances for successful youth character building. Applying the participatory learning method in the classroom is not

as easy as is turning the palm because its application shifts the paradigm implemented in our education for years. In traditional classes, teachers, lecturers, or trainers usually give lectures and are dependent on textbooks in their learning structure. The essence of traditional learning is that the world of knowledge is constant for participants to know. Information is divided into parts and built into a whole concept. Trainers, teachers and lecturers only function as dispensers trying to transfer their experiences to participants who are considered passive recipients, there is little room for participants to ask questions in a learning session, have their thoughts, or interact with participants. The traditional learning objectives are to reproduce the explanations received or the material discussed by the trainer.

c. Feeling safe and comfortable

Participants who regularly receive skilled and sensitive emotional support through caring from others can reduce the stress of life and, as a result, have better physical and emotional health (Burleson, 2003). According to respondents who have received training on the differences in traditional learning methods, both at school and in the training they have attended, there are opinions about how they feel comfortable being in this training. Trainers act like parents, more nurturing, more educating (PSP1 017). The trainer is open-minded, does not impose, does not lecture, does not patronize (PSM3 069). Both opinions show that participants receive emotional support so that they feel safe and comfortable in learning.d. Lingkungan (suasana) belajar

Respondents also emphasized that the trainer could raise participants' awareness by creating a conducive learning environment so that participatory learning methods could be realized, as of one respondent who stated that the training atmosphere is like learning while playing and accompanied by music so that the atmosphere becomes relaxed, free to do activities but stay focused so that learning is easier to capture (PSP5 110). Another opinion stated that the facilitator was friendly and knowledgeable about the material and answered participants' questions (PSM3 023). From this statement, the description of the learning atmosphere affects the learning of participants.

e. Training effectiveness

In this training, the participants stated the benefits and opinions about character building training using the participatory learning method; the participants did not realize that the statement was not following what they felt during the training. The participant (PSP3 063), which contradicts the philosophy of the participatory learning method, focuses on interactions and activities that participants do not on materials and facilitators because the material is internalized in training activities.

Instructions, the provision of worksheets, and continuous feedback happen throughout the training. Additionally, participants were allowed to learn from each other by studying in groups. It is following the statement of all participants about how fellow participants gathered ideas and all kinds of knowledge into one new knowledge, so it is not focused on the instructor or trainer only (PSM3 050), how to use our creativity and imagination without ignoring emotions (PSP1 016), participants get learning on the topic of life skills (PSP5 106), the learning obtained is about leadership, how to lead, organize (PSP5 109).

CONCLUSIONS AND POLICY IMPLICATIONS
Conclusions

Based on the interviews with participants, there were positive comments or sound judgments that occurred during the training and the respect, courtesy, and supportive behavior shown by participants when interacting with other participants. It is an example of how participants actively demonstrate essential aspects of character-building training. The conclusions from the interviews are:

a. The steps taken at the initial stage of character-building training are that participants are about things that are closest to themselves, such as their life experiences about abilities/competencies related to good character.

b. The factors that hinder character formation are the absence of a familiar concept or language on all parties so that the communication that occurs is not practical.

c. Character building should be done by involving all parties and having a support system

d. The comparison between traditional and participatory methods is from the delivery method and the training process or activity that is more active for participants.

e. Participants' opinions about the trainer were more optimistic, not authoritarian, and mastered the material presented.

Participants perceive that there is concern among participants, as stated by participants in the survey.

Recommendations

The findings of this study indicate that character building training can be successful with participatory learning. Character building is basically an ability that helps provide overall well-being and the ability for youth to face the realities of life.

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APPENDIX 1

Self-Assessment of Character Building Training with the Participatory Learning Method										
	5 = SA, 4 = A, 3 = N, 2 = TS 1= STS									
	Response:									
Statement #	A	B	C	D	E	F	G	H	I	J	AVG
2	5	4	5	5	4	3	4	2	4	4	4
3	5	4	5	4	3	4	2	3	4	2	3,6
4	5	5	5	4	2	3	2	3	4	2	3,5
5	5	4	5	5	5	4	4	3	4	4	4,3
6	5	4	5	4	5	4	4	4	4	2,5	4,15
7	5	5	4	5	4	4	4	4	5	4	4,4
8	5	5	5	5	4	3	4	4	5	4	4,4
9	4	4	4	4	5	3	5	5	3	3	4
10	4	2	5	5	2	4	2	4	3	3,5	3,45
11	4	4	4	4	4	3	3	4	3	2	3,5
12	4	3	4	5	4	3	4	4	3	2	3,6
13	3	3	4	3	4	3	3	3	4	3	3,3