

**LAPORAN
PENGABDIAN KEPADA MASYARAKAT INTERNASIONAL**



**PELATIHAN PEMANFAATAN MEDIA ULAR TANGGA DAN KARTU BERGAMBAR
UNTUK STIMULASI KARAKTER PEDULI LINGKUNGAN ANAK USIA DINI
DI KULDESAAT KRABI SCHOOL THAILAND**

Ketua

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Anggota

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Program Studi Pendidikan Guru Pendidikan Anak Usia Dini

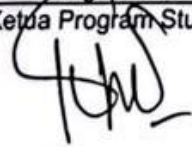


Fakultas Keguruan dan Ilmu Pendidikan

Universitas Muhammadiyah Prof. DR. HAMKA

Tahun 2024

HALAMAN PENGESAHAN PENGABDIAN KEPADA MASYARAKAT

Ringkasan Skema Pengabdian kepada Masyarakat		
Judul	Pelatihan Pemanfaatan Media Ular Tangga Dan Kartu Bergambar Untuk Stimulasi Karakter Peduli Lingkungan Anak Usia Dini Di Kuldesaat Krabi School Thailand	
Dana LPPM UHAMKA	Rp 18.000.000	
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Informasi Mitra		
Nama Mitra	Kuldesaat Krabi School	
Alamat Mitra	Khong Kanan, Nuea Khlong District, Thailand	
Jarak PT dengan Mitra (km)	2488 km	
Dana Mitra (Cash)	-	
Dana Mitra (in kind)	-	
Informasi Luaran		
Publikasi Media Massa (link)	https://www.scrambiupdate.com/2024/03/pentingnya-menanamkan-pendidikan.html?m=1 https://m.visione.co.id/read/detail/2527/dosen-pgpaud-fkip-uhamka-tanamkan-peduli-	
Publikasi Video Kegiatan (link)	https://www.youtube.com/watch?v=rgT-NNd0Moc	
Publikasi Artikel Hasil PkM	Nama Jurnal/Prosiding	Progress Luaran
	International Journal of Multicultural and Multireligious Understanding (IJMMU)	Submitted

Mengetahui, Ketua Program Studi	Jakarta, 30 Juni 2024 Ketua Tim Pengusul
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SURAT PERJANJIAN/KONTRAK KERJA PENGABDIAN KEPADA MASYARAKAT INTERNAL BATCH 2 2023/2024

Nomor : 0252/H.04.02/2024

Tanggal : 4 Maret 2024

Bismillahirrahmanirrahim,

Pada hari ini **Senin**, tanggal **Empat**, bulan **Maret**, tahun **Dua Ribu Dua Puluh Empat** (4-03-2024), kami yang bertandatangan di bawah ini:

1. **Dr. Gufron Amirullah, M.Pd.** bertindak untuk dan atas nama Ketua Lembaga Pengabdian dan Pemberdayaan Masyarakat (LPPM) Universitas Muhammadiyah Prof. DR. HAMKA, selanjutnya disebut **PIHAK PERTAMA**.
2. **Khusniyati Masykuroh M.Pd** bertindak untuk dan atas nama Pengusul dan Ketua Pelaksana Pengabdian kepada Masyarakat yang selanjutnya disebut **PIHAK KEDUA**.

PIHAK PERTAMA dan **PIHAK KEDUA**, secara bersama-sama sepakat untuk melakukan perjanjian pelaksanaan Pengabdian kepada Masyarakat dengan ketentuan dan syarat-syarat dalam pasal-pasal sebagai berikut:

Pasal 1

PIHAK PERTAMA memberikan tugas kepada **PIHAK KEDUA**, dan **PIHAK KEDUA** menerima tugas tersebut untuk melaksanakan Pengabdian kepada Masyarakat yang berjudul **PELATIHAN PEMANFAATAN MEDIA ULAR TANGGA DAN KARTU BERGAMBAR UNTUK STIMULASI KARAKTER PEDULI LINGKUNGAN ANAK USIA DINI DI KULDESAAT KRABI SCHOOL THAILAND** dengan luaran wajib dan luaran tambahan sesuai data usulan pengabdian Batch 2 2023/2024.

Pasal 2

PIHAK KEDUA wajib melaksanakan kegiatan tersebut pada Pasal 1 dalam kurun waktu 3 (Tiga) bulan terhitung sejak tanggal surat ini ditandatangani dan menyampaikan laporan, luaran wajib, dan luaran tambahan paling lambat tanggal 30 Juni 2024.

Pasal 3

PIHAK PERTAMA memberi bantuan dana sebesar Rp **18.000.000** (*Delapan Belas Juta*) kepada **PIHAK KEDUA** untuk melaksanakan kegiatan tersebut pada Pasal 1. Bantuan dana yang diterima dikenakan Pajak Penghasilan (PPh) sebesar 5% (lima persen) pada komponen Honorarium (30%).

Pasal 4

Pembayaran bantuan dana tersebut pada Pasal 3, dilakukan 2 (dua) tahap, yaitu:

1. Tahap I sebesar 70% dari jumlah dana pada Pasal 3, yaitu Rp **12.600.000** (*Dua Belas Juta Enam Ratus Ribu Rupiah*) setelah surat perjanjian ini ditandatangani oleh dua belah pihak.
2. Tahap II sebesar 30% dari jumlah dana pada Pasal 3, yaitu Rp **5.400.000** (*Lima Juta Empat Ratus Ribu Rupiah*) setelah **PIHAK KEDUA** menyerahkan laporan akhir Pengabdian kepada

Masyarakat beserta luarannya kepada **PIHAK PERTAMA**.

Pasal 5

1. **PIHAK KEDUA** diwajibkan melaksanakan kegiatan tersebut pada Pasal 1 dengan sungguh-sungguh dan penuh rasa tanggung jawab serta menjunjung tinggi/menjaga wibawa dan citra positif Universitas Muhammadiyah Prof. DR. HAMKA.
2. **PIHAK PERTAMA** akan melakukan monitoring dan evaluasi pelaksanaan kegiatan tersebut pada Pasal 1.
3. Bila **PIHAK KEDUA** tidak mengikuti monitoring dan evaluasi sesuai dengan jadwal yang ditentukan, maka harus mengikuti monitoring dan evaluasi pada batch berikutnya dan tidak diperbolehkan mengajukan usulan baru.
4. **PIHAK KEDUA** wajib melampirkan bukti progress luaran wajib dan luaran tambahan yang dijanjikan dalam Pasal 1 pada saat monitoring dan evaluasi.
5. **PIHAK KEDUA** wajib mencantumkan ucapan terima kasih kepada **PIHAK PERTAMA** dan Universitas Muhammadiyah Prof. DR. HAMKA dalam setiap luaran wajib maupun luaran tambahan.
6. **PIHAK PERTAMA** akan memberikan sanksi berupa denda sebesar 1% (satu persen) setiap hari keterlambatan penyerahan laporan akhir, maksimal 20% (dua puluh persen) dari jumlah dana pada Pasal 3.
7. Jika **PIHAK KEDUA** tidak bisa melaksanakan kegiatan tersebut pada Pasal 1, maka **PIHAK KEDUA** wajib mengembalikan seluruh bantuan dana yang telah diberikan oleh **PIHAK PERTAMA**.

Pasal 6

Hal yang belum diatur dalam perjanjian ini akan ditentukan oleh kedua belah pihak secara musyawarah.

PIHAK PERTAMA

Dr. Gurton Amirullah, M.Pd

PIHAK KEDUA,

Khusniyati Masykuroh M.Pd

Mengetahui,
Wakil Rektor II,


Dr. Desvian Bandarsyah, M.Pd

1. Pendahuluan

Pendidikan lingkungan penting diajarkan sejak dini karena anak memiliki potensi besar mengembangkan keterampilan, nilai-nilai dan disposisi yang mendukung keberlanjutan, menciptakan landasan kepekaan, minat, dan perilaku lingkungan di masa depan [1]. Pendekatan pembelajaran anak usia dini harus sesuai dengan kebutuhan perkembangan dan minat setiap anak, serta mampu mengakomodir rasa keingintahuan anak yang besar pada lingkungan sekitar [2]. Kepedulian lingkungan dipengaruhi oleh kepribadian dan sistem nilai dimana manusia hidup [3].

Pentingnya mengenai pemahaman lingkungan menjadi suatu keharusan yang harus distimulasi sejak usia dini sebagai upaya untuk membentuk karakter anak agar peduli terhadap lingkungan [4]. Edukasi tentang sampah pada anak-anak usia dini dianggap penting karena mereka adalah generasi penerus yang akan memegang peranan kunci dalam peradaban. Pemberian pendidikan lingkungan sejak dini diharapkan dapat menjadi fondasi yang kokoh untuk menggalakkan sikap peduli terhadap lingkungan [5]. Oleh karena itu, pembentukan karakter dan edukasi lingkungan harus dimulai sejak dini agar di masa mendatang, bumi dan lingkungan tetap aman dan nyaman untuk ditinggali [6].

Pendidikan anak usia dini dianggap sebagai suatu usaha stimulus yang dilakukan melalui pendidikan untuk mendukung pertumbuhan dan perkembangan anak, baik secara fisik maupun mental, sehingga anak siap menghadapi fase pendidikan berikutnya [7]. Salah satu tujuan pendidikan anak usia dini adalah memberikan dasar yang kuat dan menyeluruh sebagai fondasi pembelajaran sepanjang hidup, sambil memenuhi kebutuhan sosial-emosional, kognitif, fisik, dan moral setiap anak [8]. Masa pendidikan anak usia dini dianggap sebagai waktu yang ideal untuk membentuk karakter dan kepribadian anak [9]. Oleh karena itu, penerapan pendidikan karakter, termasuk pendidikan lingkungan, sejak dini sangatlah penting untuk anak.

Dunia anak usia dini adalah bermain. Kegiatan bermain merupakan metode pembelajaran dapat meningkatkan daya konsentrasi anak dalam waktu yang lebih lama. Menurut Hurlock, anak usia dini memiliki daya konsentrasi yang singkat, sekitar 10-15 menit. Oleh karena itu, dalam proses belajar anak usia dini, diperlukan penggunaan media pembelajaran sebagai perantara. Media pembelajaran ini memiliki kemampuan untuk mengalihkan perhatian anak, mencegah kebosanan, dan memungkinkan mereka untuk lebih lama fokus pada suatu aktivitas, dibandingkan dengan situasi di mana tidak ada penggunaan media pembelajaran [10].

Tim pengabdian telah melakukan survey mengetahui pembelajaran khususnya dalam penanaman karakter peduli lingkungan di Kuldeesat Krabi School yang berlokasi di desa Khlong Khanan, Nuea Khlong District, Krabi, Thailand. Lokasi sekolah tidak jauh dari Pantai dan perkebunan pohon kelapa sawit. Sekolah ini berdiri pada tahun 2020 dengan jumlah murid 178 murid dan 12 guru serta 1 kepala sekolah dan 1 wakil kepala sekolah. Keadaan sekolah yang cukup baik, terdapat 8 ruangan kelas, 2 toilet, 1 ruang kepala sekolah, 1 ruang guru dan 1 area dapur. Jenjang pendidikan yang ada pada sekolah ini adalah tingkat TK dan SD. Jumlah kelas TK ada 3 kelas dari usia 4 sampai 6 tahun, serta untuk tingkat SD ada 5 kelas dari usia 7 tahun sampai usia 11 tahun. Lingkungan sekitar sekolah ada perumahan penduduk yang mayoritas terbuat dari kayu serta rumah panggung yang dibangun di atas permukaan tanah. Lingkungan desa masih belum terjaga dengan baik, masih banyak sampah berserakan di depan halaman rumah.

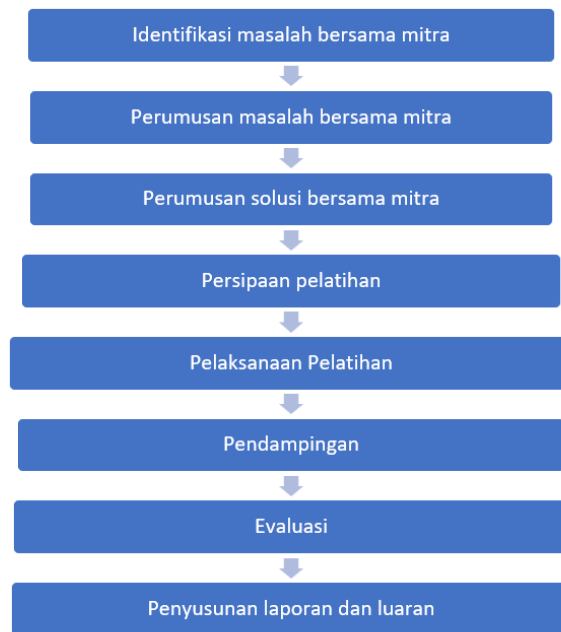


Gambar 1. Suasana di Kuldeesat Krabi School

Hasil wawancara yang dilakukan kepada guru dan Kepala TK, serta observasi yang dilakukan tim pengabdian, ditemukan bahwa pembelajaran di jenjang pendidikan anak usia dini sudah dilaksanakan oleh guru-guru, namun strategi pembelajaran yang digunakan masih konvensional. Hal ini terlihat dari data yang ditemukan bahwa pembelajaran di Kudeesat Krabi School masih didominasi penggunaan lembar kerja tertulis dan masih minim kegiatan bermain yang menggunakan berbagai media pembelajaran. Penanaman karakter peduli lingkungan masih terbatas dengan pembiasaan kebersihan lingkungan dengan membuang sampah pada tempatnya, namun belum digunakan strategi bermain menggunakan berbagai media pembelajaran.

2. Metode

Untuk menjalankan solusi yang telah dirancang, maka metode yang digunakan dalam kegiatan pengabdian masyarakat ini adalah pelatihan dengan menggunakan metode ceramah dan praktek. Adapun tahapan yang dilakukan dalam upaya melaksanakan kegiatan pengabdian masyarakat ini adalah sebagai berikut :



Gambar 1. Alur Pelaksanaan Kegiatan Pengabdian Masyarakat

1. Identifikasi masalah bersama mitra. Tahap ini merupakan tahap awal dalam alur pelaksanaan kegiatan masyarakat yaitu melaksanakan identifikasi masalah bersama mitra Kuldeesat Krabi School
2. Perumusan Masalah bersama Mitra . Tim pengabdian dan mitra Kuldeesat Krabi School merumuskan permasalahan yang akan diangkat melalui kegiatan pengabdian masyarakat. Perumusan masalah dipilih berdasarkan permasalahan yang prioritas untuk ditangani.
3. Perumusan Solusi bersama Mitra Hasil dari perumusan masalah bersama dengan mitra dengan mempertimbangkan prioritas masalah yang akan diangkat selanjutnya dirumuskan solusi berupa kegiatan pelatihan yang akan dilaksanakan guna memecahkan permasalahan mitra.
4. Persiapan pelaksanaan pelatihan. Berkordinasi dengan mitra melakukan persiapan baik dari segi tempat, materi, media, dan sarana prasarana.



5. Pelaksanaan Pelatihan. Tim pengabdian melaksanakan pelatihan sesuai dengan jadwal yang disepakati dengan mitra.



6. Pendampingan, diberikan kepada peserta dalam mempraktekkan hasil pelatihan
7. Evaluasi Kegiatan. Untuk mengetahui tingkat keberhasilan pengabdian yang telah dilakukan dan untuk menyusun rencana tindak lanjut
8. Penyusunan Laporan dan Luaran. Laporan akan dilengkapi dengan luaran yang dijanjikan berupa artikel pengabdian, artikel di media online, dan video

Tugas dan peran tim :

Nama	Jabatan	Tugas
Khusniyati Masykuroh, M.Pd	Ketua	Berkordinasi dengan mitra, menyusun proposal, memberikan pelatihan, menyusun laporan dan luaran
Oktarina Dwi Handayani, M.Pd	Anggota	Menyusun proposal, mempersiapkan materi dan media pelatihan, memberikan pelatihan, menyusun laporan
Zahrotun Nisa,	Anggota	Mempersiapkan sarana prasarana pelatihan, membuat dokumentasi
Cici Sintia Dewi	Anggota	Mempersiapkan media pelatihan, publikasi luaran

Potensi rekognisi mata kuliah adalah :

Pendidikan Kerja Lapangan (2 sks)

Kuliah Kerja Nyata (4 sks)

3. Hasil dan Pembahasan

No	Jenis Solusi	Luaran	Status
1	Pelatihan Edukasi Ecoparenting untuk Orangtua	Peningkatan pengetahuan dan sikap orangtua mengenai Ecoparenting	Terjadi peningkatan pengetahuan hasil post-test dibandingkan pre-test sebesar 85%
		Publikasi artikel	Jurnal pengabdian nasional terakreditasi Bemas : Jurnal Bermasyarakat (Submitted)
		Publikasi video	https://www.youtube.com/watch?v=rgT-NNd0Moc&t=63s
		Publikasi artikel online	Dosen PGPAUD Uhamka Bangun Karakter Anak Peduli Lingkungan melalui Pelatihan Ecoparenting https://www.kabarpendidikan.id/2024/01/dosen-pgpaud-uhamka-bangun-karakter.html Dosen PGPAUD Uhamka Bangun Karakter Anak Peduli Lingkungan melalui Pelatihan

			<p>Ecoparenting https://www.serambiupdate.com/2024/01/dosen-ggpaud-uhamka-bangun-karakter.html</p> <p>Dosen PGPAUD Uhamka Bangun Karakter Anak Peduli Lingkungan melalui Pelatihan Ecoparenting https://www.penadigital.id/2024/01/dosen-ggpaud-uhamka-bangun-karakter.html</p>
2	Pendampingan praktek pelaksanaan pengasuhan Ecoparenting	Peningkatan keterampilan orangtua dalam pengasuhan Ecoparenting	Terjadi peningkatan keterampilan mitra dalam pengasuhan Ecoparenting

Berdasarkan hasil kegiatan pengabdian masyarakat yang telah dilaksanakan dapat diidentifikasi yang menghambat/ kendala, faktor yang mendukung serta tindak lanjut kegiatan adalah sebagai berikut :

A. Faktor yang menghambat/ kendala

Pada kegiatan pengabdian masyarakat tidak ditemukan kendala yang menghambat pelaksanaan pengabdian masyarakat, hal ini karena dukungan mitra serta peserta pengabdian yang antusias dan menyambut baik pelaksanaan pengabdian masyarakat yang diselenggarakan.

B. Faktor yang mendukung pelaksanaan pengabdian masyarakat :

1. Antusiasme yang tinggi dari mitra terhadap pelaksanaan kegiatan pelatihan
2. Mitra sangat kooperatif mendukung pelaksanaan pelatihan
3. Mitra mendukung dengan memfasilitasi pelaksanaan kegiatan maupun berkaitan dengan penyelenggaraan PKM

4. Kesimpulan dan Saran

Pelaksanaan pelatihan pada mitra Kuldeesat Krabi School perlu dilaksanakan secara berkelanjutan. Media-media hasil penelitian yang bisa digunakan orangtua dalam menstimulasi karakter peduli lingkungan perlu dilatihkan sehingga orangtua mempunyai berbagai variasi media dalam mengenalkan karakter peduli lingkungan pada anak sejak usia dini,

5. Daftar Pustaka

- 1) W. Musthofa and K. Koentjoro, "The engaging of early age children in environmental behavior through wayang kancil folktale," *Sustinere J. Environ. Sustain.*, vol. 3, no. 3, pp. 144–169, 2019.

- 2) S. Miranto, "Menanamkan literasi lingkungan pada pendidikan anak usia dini," J. Univ. Negeri Jakarta, pp. 517–522, 2019. [9] E. Yetti, T. Syafnita, and E. Siti Syarah, "The Effect of Motion and Song on Children's Speaking Ability," Adv. Soc. Sci. Educ. Humanit. Researcg, vol. 178, no. ICoIE 2018, pp. 429–433, 2019.
- 3) E. Yetti, T. Syafnita, and E. Siti Syarah, "The Effect of Motion and Song on Children's Speaking Ability," Adv. Soc. Sci. Educ. Humanit. Researcg, vol. 178, no. ICoIE 2018, pp. 429–433, 2019.
- 4) Azis, D. M., Antara, P. A., & ... (2021). Instrumen Karakter Peduli Lingkungan pada Pendidikan Anak Usia Dini. *Jurnal Pendidikan Anak* ..., 10, 25–32. <https://ejournal.undiksha.ac.id/index.php/JJPAUD/article/view/42592>
- 5) Masykuroh, K., Yetti, E., & Nurani, Y. (2022). The Role of Parents in Raising Children's Environmental Awareness and Attitudes. *Educational Administration: Theory and Practice*, 28(1), 133–142. <https://doi.org/10.17762/kuey.v28i01.472>
- 6) Rahmawan, D. (2019). Perancangan Ruang Kabin Kendaraan Edukasi Lingkungan Mengenai Sampah di Taman Lalu Lintas Ade Irma Suryani Nasution. *E Proceedings of Art & Design*, 5, 2.
- 7) Maghfiroh, S., & Suryana, D. (2021). Pembelajaran di Pendidikan Anak Usia Dini. *Jurnal Pendidikan Tambusai*, 05(01), 1561.
- 8) Sun, N., Kumar, P. M., & Manickam, A. (2021). Educational philosophies and theoretical perspective for self-cultivation in early childhood education. *Aggression and Violent Behavior*, 101718. <https://doi.org/10.1016/J.AVB.2021.101718>
- 9) Mesiono, M., Vanni, S. O., & Zairina, N. (2020). Pengaruh Penggunaan Media Audio Visual Terhadap Perkembangan Kognitif Anak Usia 5-6 Tahun di TK Dwi Utama Deli Serdang. *Jurnal Raudhah*, 8(1), 58–68.
- 10) Dewi, Kurnia. (2017) *Pentingnya Media Pembelajaran Anak Usia Dini*, Raudhatul Athfal: Jurnal Pendidikan Islam Anak Usia Dini, Vol 1 No 1 (2017)

6. Dokumentasi Kegiatan

1. Persiapan pelaksanaan pelatihan. Berkordinasi dengan mitra melakukan persiapan baik dari segi tempat, materi, media, dan sarana prasarana.



2. Pelaksanaan Pelatihan. Tim pengabdian melaksanakan pelatihan sesuai dengan jadwal yang disepakati dengan mitra.

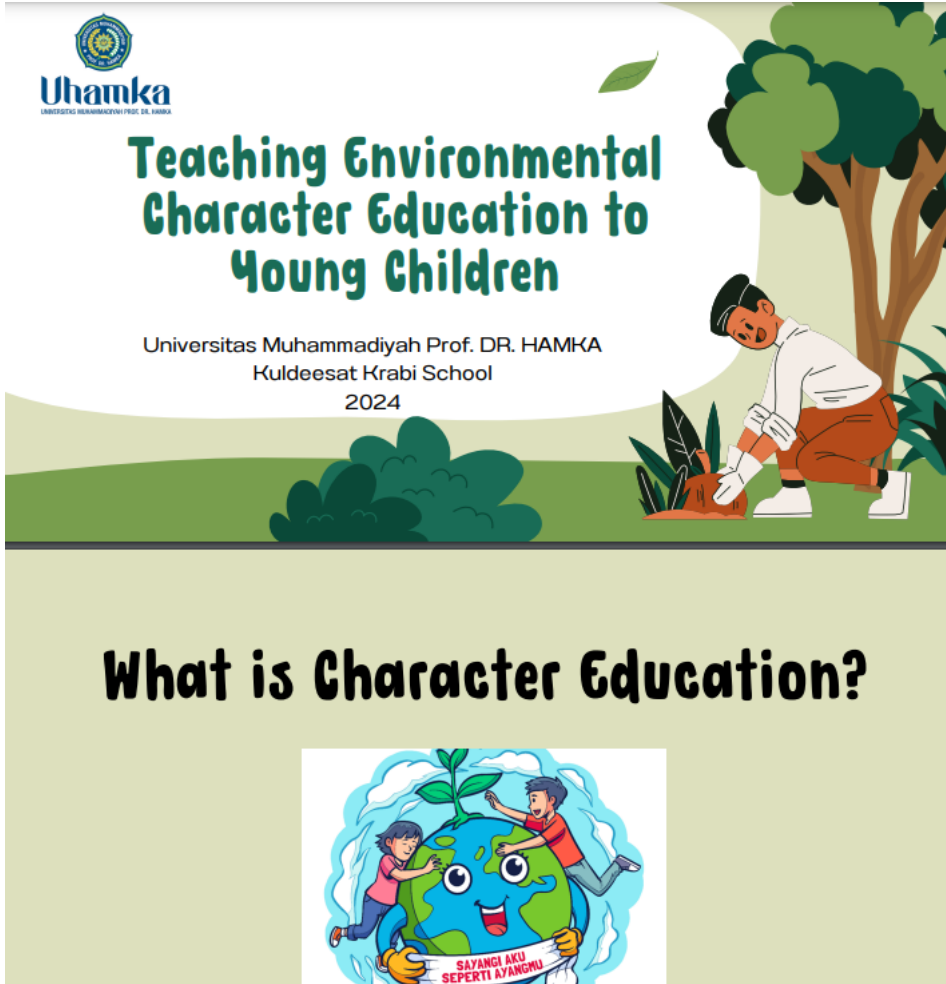


3. Pendampingan, diberikan kepada peserta dalam mempraktekkan hasil pelatihan



LAMPIRAN

1. Instrumen/ Makalah/materi kegiatan



Why is Caring for the Environment Important?



Learning Objectives



- Developing good habits from an early age.
- Fostering a sense of responsibility.
- Raising awareness and encouraging real actions to protect the environment.

Activity 1: Planting Trees

- Steps to plant a tree.
- Benefits of planting trees.
- Encouragement for children to plant trees at home or school.



Activity 2: Recycling

- What is recycling?
- Items that can be recycled.
- How to make crafts from recycled materials.



Saving Energy

- Ways to save energy (turning off lights, using water wisely, etc.).
- Game: Who can save the most energy?



Everyday Behaviors

- Not littering.
- Using reusable water bottles.



Stories and Songs about the Environment

- Short story about a child who cares for the environment.
- Children's songs about protecting the earth.



Snake and Ladders Game



2. Artikel Hasil PkM (draf, status submission atau reprint dll.)



Learning Character Care Environment in Kuldeesat Krabi School Thailand

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Abstract

Study This aim For develop method learning character and learning Language Great English for child age early in Kuldeesat Krabi School, Thailand. Method This designed For overcome approach harsh education applied in school the . Use approach communicative And use technology , study This focused on creation environment Study Which inclusive and supportive development cognitive and social children . Study This implement method learning based song , game , And ice-breaking For increase involvement And motivation Study student . The result show that method This effective in increase motivation , engagement , And performance Study children age early . Additionally , research this also emphasizes importance training for educators to implement fun and learning strategy learning based experience . Study This recommend integration method learning fun to in curriculum as well as collaboration between educator , person old , And community to create environment more learning Good . With Thus , approach This expected can create atmosphere Study Which positive And support development character children age early .

Keywords : Learning Fun , Learning , Character Care Environment , Children Age Early

Introduction

Thailand is one from few countries in the world do not Once colonized by countries West Country. Therefore that , system schools in this country has develop in a way local with focus Which strong on culture And values Thailand. However , Thailand start modernize system his school with enter elements model education West on beginning century 19th, especially in matter education tall . Moment This , system school in Thailand is results reform introduced by the National Education Law of 1999. Curriculum national Thailand consists from eight eye core subjects Thai , math , science , knowledge social , religion and culture , health and education physical , arts , career and technology , and language foreign . In Thailand, education preschool optional offered since age three year . Must school started in level basic , also known as Prathom Blessings , since age six year . School education intermediate , also known as Mathayom Succeed , share become education intermediate First and above , and mandatory done until 15 years old . In short , education base nine year offered in Thailand six year school base And three year school low . school Intermediate .

Generally , year Thai teachings start in May and end in March . There is day holidays in March and April as well holiday in October . Normal school hours in Thailand is o'clock 08.30 until 15.30. Thailand is House for more from 30,000 institution education and more of 20 million student . There is about 45,000 schools pre-school base in Thailand. Besides that , there is more from 30,000 schools elementary and intermediate First whereas amount school intermediate on more from 2,600. In school base , student taught curriculum based on “ Curriculum Core Education Base 2008”.

They will too take two exams national during years school base them and will given Basic Education Certificate after passing the exam the . On the other hand , students school intermediate First And on must reach 41 SKS on eye lesson core, Where One SKS equivalent with 40 hours of lectures per semester. Student assessed at the end Grades 9 and 12 through Test Education National Normal (O-NET) from National Institute of Educational Testing Service. Certificate Lower Secondary Education , also known as Matayom 3 or MS 3, will given to student Grade 9 meanwhile graduate of school intermediate on given Certificate of Secondary Education (Matayom 6 or M.S 6).

About Analysis researcher 's situation regional analysis place stay located in Khlong khaman , Nuea Khlong District, Krabi in general Not yet too congested population , and very seldom very passing vehicles though it's on the way Raya , researcher see seldom walking around vehicles on the road kingdom . Houses in general like House era Formerly Still Lots House Which made of from wood as well as House stage Which built in on surface land . And inthe environment still minimal cleanliness , still Lots rubbish scattered in front page House . Following circumstances House subserve .



Picture 1. circumstances House in rural Khlong Khaman Thailand

Next , analyze on- site situation school that became PLP place for researcher teach namely at Kuldeesat Krabi School Thailand, because place This No Far from the Beach then circumstances environment describe Lots his sand and trees like Lots his tree coconut palm oil . School This stand on year 2020 with amount student 178 student And 12 Teacher as well as 1 head school and 1 deputy head school . Circumstances enough school OK , there are 8 rooms grade 2 toilet, 1 room head school , 1 teacher's room and 1 kitchen area . Level existing education school This is level Kindergarten And elementary school. Amount class Kindergarten There is 3 class from age 4 until 6 year , as well as For elementary school level there are 5 classes from 7 years old until 11 years old . Head school say for class 6 yet There is Because Still in process stages development and will be used on year teachings new . School This No school normal However school Islam integrated implementation And focus on learning religion as well as activity activity worship, like Salat together , sleep afternoon , recite the Koran together and work together to clean up environment school . Activity in school started o'clock 07.30 until o'clock 16.00 from day Monday until Friday. Following documentation school Kuldeesat Krabi School.



Picture 2 School Kuldeesat Krabi School Thailand

Kuldeesat Krabi School Thailand Which apply principle school And boarding schoolit's very good , lots of it method applied learning learning Islamic However on the side other researcher see development character Which in hold in school This done withhard learning , like often The teacher was heard scolding and shouting at the students, hitting them as well as slash head pupil, researcher see exists emphasis is made educator to student, that is Wrong One method they so para his student Can more orderly .

Fun and reinforcing learning character child age early is aspect important in education received attention wide from various expert . Jean Piaget, for example , emphasize importance stage development cognitive child and how learningmust customized with stages this is to be sure that children can understand the concepts taught (Piaget, 1952). Piaget believed that children Study through interaction active with environment they , Which support importance learning Which pleasant And based experience .

Lev Vygotsky introduced the concept of "zone of proximal development" that shows that children Study most effective when they given task Which A little in on ability they moment this , with help from a mentor or Friend peers (Vygotsky, 1978). Approach This very relevant in context learning Which pleasant in where Teachercan play role as facilitator Which support development child in a way optimal.

John Dewey, with theory Study based experience , also encouraging importance environment learning that is supportive and enjoyable (Dewey, 1938). Dewey believes that experience direct is key in learning , and this can achieved through involving methods game And activity Which relevant with life children . Howard Gardner develop theory intelligence compound Which show that children own varioustype method necessary learning and potential supported in various context learning (Gardner, 1983). Learning fun can covers various appropriate activity with various type intelligence Here , start from activity physique until activity artistic .

David Kolb with learning models experimental emphasize importance experience direct in process learning , Which Also support importance create atmosphere Studyfun (Kolb , 1984).

Albert Bandura, via theory learning social , emphasized importance deep observation and modeling learning , which can be applied in situation class in where children Study from One The same other (Bandura, 1977).

Maria Montessori develop method Which emphasize learning Which personalized and usage tool help concrete learning to support exploration and learning independent children (Montessori, 1912). This Montessori approach often includes game educational designed to engage interest children and support development they in a way holistic . Implementation theories This can seen in approach communicative in learning Language English in Kuldeesat Krabi School Thailand, in where use song , games , and ice-breaking creates atmosphere fun learning (Khusniyati , 2022). Use technology in form application Educational and interactive multimedia also helps children age early For Study with method Which more interesting And relevant with development era (International Journal of Educational Technology).

With Thus , learning is fun and reinforcing character through method innovative and interactive , as well use technology , yes increase involvement and motivation Study children , as well as create environment Study Which inclusive And safe

Approach This No only support development cognitive and social children , but also equip they with Skills Which relevant For period front .

Researcher more focus application learning character And learning in level park child his son , Because For level child age early should apply 10 principle Preschool learning is one of them apply fun learning , here researcher see educator Which teach in park child child Still apply principle Which hard to child , like scold with hard , hit and make child cry , researcher see There is children who feel stressed will matter that , as well application method ongoing learning classic use sheet children's work (LK). more often do assignments , writing , studying letters and counting in paper . And Wrong One educator Kindergarten respond that's it here For learning child age early Already focused on calistung (read , write And counting) .

So with That , researcher make something planning method learning Which fun , that can be more easy child age early understand , feel many game which are actually That is A learning that can be done add knowledge student However student feel pleasure in Study .

Methods

This part Subjects involved in devotion public This is Kindergarten students- Kindergarten (TK) and Primary School (SD) Kuldeesat Krabi School, Thailand. The teaching method used is a learning strategy that can strengthen learning character and method learning Language English Which pleasant with approach communicative as well as use technological media . Election method This done Because characteristics child age early that must be done introduce beginning learning Which pleasant so more effective And easy understood child . Approach communicative chosen for students can develop ability language English in a way experience through songs , *games* and other *ice breakers* . You can sing too create atmosphere fun learning . besides That introduction to technological media for students the more proceed And adapt with development technology moment This .

Framework solution problems for the situation at School Kuldeesat Krabi School Thailand which own principle schools and Islamic boarding schools , but within them there is practice harsh education and less support learning fun for child age early , yes outlined as following :

a) Analysis Situation

- 1) Overview to practice education Which hard And not enough support learning Which pleasant in School Kuldeesat Krabi School.
- 2) Identification impact negative from approach Which hard to development character And learning child age early .

b) Objective Solution Problem

- 1) Develop method fun learning for children age early Which based on principles Education Child Age Early (PAUD) And learning Islam.
- 2) Increase involvement And motivation Study children age early .
- 3) Repair connection between educator And student as well as create environment learning Which inclusive And safe .

c) Strategy Solution Problem

- 1) Training And Enhancement Awareness
 - Organize training For educator about importance learning Which pleasant And strategy For implement it .
 - Increase awareness about impact positive from approach Which more gentle in learning child age early .
- 2) Development Curriculum
 - Revise the curriculum to adapt to PAUD principles and integrate learning Which pleasant with values Islam.
 - Compile plan lesson Which covers game And activity Which support development child in a way holistic .
- 3) Provision Source Study Which In accordance
 - Introduce ingredients learning Which interesting And in accordance with development child age early , like book stories , toys educational , and tools display .
 - Facilitate use the right technology To use in learning , like application educative or multimedia interactive .
- 4) Supervision And Evaluation
 - Apply mechanism supervision For monitor practice learning And interaction between educator And student.
 - Do evaluation to effectiveness method learning new in increase motivation And performance Study child age early .

d. Implementation

- 5) Integrate method learning fun to in practice daily in all level education , start from park child until level school base .
- 6) Push collaboration between educator , person old , And community in support implementation method learning Which new .

With follow framework solution problem This is expected School Kuldeesat Krabi Schools can change approach his learning become more inclusive , support , And pleasant for children age early as well as produce development positive character . Following table framework solution problem .

Finding and Discussion

Researcher use method learning Which pleasant , form realization Which Already indo researcher For give learning Which pleasant And strengthening learning character among them as following :

- 1) Recognize part body in Language English with use cards / flash cards. This way will very effective make child interested see it , as well as child will easy memorize part part Which showed , besides That child in command For line up with neat Then alternate forward to mention part part the body that is shown, teaches child so can orderly , taking turns and respecting Friend . Interspersed with game as well as song . Following form documentation Which in do .



Figure 3. Researchers currently introduce part body in Language English use flash cards

- 2) Before learning started researcher invite child child to do *ice breaking*. Game look for Friend with amount Which in mention in Language English , for example Teacher mention number *Three* then child child must look for Friend totaling 3 people and so on . With step First form circle moreover bye . This *icebreaker* have meaning that is Study about number And counting , child child will Study counting in accordance order the amount mentioned , apart from it also teaches togetherness between fellow Friend . Following documentation activity .



Picture 4. Activities ice breaking count in Language English

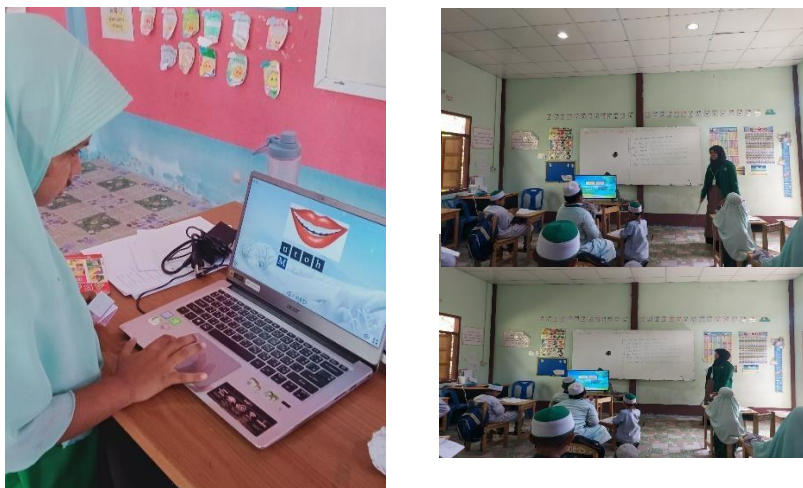
- 3) Outdoor activities indoors open , active movement and song , researcher invite the teacher and child children to take part in the exercises that are demonstrated , apart from practice physique motor gymnastics it also gives learning about order like movement head to on to lower , road in place , as well as order other . Seen child child very like it . Following documentation his activities .

Picture 5. Activity motion And song in field open



- 4) Learning with use media based technology , researcher make something game created from one application making learning games i.e. wrong the only one *wordwall* example game Which in give like Matching picture with say,

fill in blank part of the word , choose mystery box then mention selected image in Language English . Recognize And teach about technology Which the more advanced and can be learned by children and can used for every learning media . Following documentation activity .



Picture 6. Activity learning use media technology

- 5) Meeting with person old as well as Teacher in socialization program learning Which pleasant done day Monday February 19, 2024 , parents respond with Good as well as exists discussion with researcher with intermediary head school that can use Language Malay And Thailand . Socialization program This aim For advance method more learning Good as well as strengthen collaboration between parents with educator . Following documentation his activities



Picture 7. Socialization program to Teacher And person old student

After through process planning And implementation method learning Which pleasant as well as strengthening learning characters for children age early in school Kuldeesat Krabi School, results from implementation Activity Studying Work Real (KKN) can explained as following :

- a) Change in Approach Learning
 - 1) Happen change significant in approach learning in all over level , specifically on park children .
 - 2) Educator start apply method more learning interactive , creative , and fun that integrates games , songs , stories and activities physique in process learning .
- b) Enhancement Motivation And Participation Student
 - 1) students in all level show enhancement motivation And enthusiasmin Study .
 - 2) They more active participate in activity learning And moreenthusiastic For interact with material lesson .
- c) Change in Dynamics Class
 - 1) Environment learning in classes park child become more friendly child And support exploration as well as creativity .
 - 2) Connection between educator And student become more harmonious And each other appreciate , with more A little incident behavior negative like angry andcry .
- d) Enhancement Skills Learning
 - 1) Children age early experience enhancement in Skills academic Andnon-academic , including Skills motor , language , and social .
 - 2) They start show ability Which more Good in communicate ,collaborate , and finish tasks learning .
- e) Change Attitude Educator
 - 1) Educators start adopt attitude which are more sensitive and responsive to need And interest children .
 - 2) They more open to innovation in learning And committed ForKeep going increase practice they in accordance with principles preschool.
- f) Participation Person Old
 - I. Person old in a way active involved in support implementation method learning new , incl through participation at school events and support activity extracurricular .
 - II. They give bait come back positive and giving support addition in provision source Power And facility supporters .

Through results implementation of this KKN , School Kuldeesat Krabi School is a success create environment more learning inclusive , supportive , and fun for children age early , Which impact positive on development academic , social , And emotional they .

Conclusion

Through implementation Activity Studying Work Real (KKN) in Schools Kuldeesat Krabi School Thailand, happen change positive in approach learning , motivation student , dynamics class , as well as Skills learning child age early . Approach more learning interactive , creative , and fun has applied , caused enhancement motivation and participation student . Connection between educators and students also become more harmonious , temporary Skills academic and non- academic children experience enhancement . Educators also point out attitude Which more sensitive And responsive to need student .

In this process , participation active parents join in role important in support implementation method learning new . Whole , implementation KKN This has succeed create environment inclusive , supportive and fun learning for child - child age early in school Kuldeesat Krabi School, which has an impact positive on development they in a way academic , social , And emotional .

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- e. Draft publikasi di media cetak/daring

Dosen PG PAUD UHAMKA Memberikan Pelatihan Pemanfaatan Media Pembelajaran Karakter Peduli Lingkungan di Kuldeesak Krabi School Thailand

Dosen Program Studi Pendidikan Anak Usia Dini Universitas Muhammadiyah Prof. DR. Hamka melaksanakan pengabdian masyarakat internasional dengan memberikan pelatihan Pemanfaatan Media Pembelajaran Karakter Peduli Lingkungan di Kuldeesak Krabi School di Thailand. Kegiatan pengabdian dilaksanakan pada tanggal 4 Maret 2024 kerjasama antara Lembaga Pengabdian dan Pemberdayaan Masyarakat UHAMKA dengan Kuldeesak Krabi School.

Narasumber kegiatan Khusniyati Masykuroh, M.Pd dan Oktarina Handayani, M.Pd, dosen PG PAUD FKIP UHAMKA menyampaikan pentingnya kreativitas guru dalam menanamkan karakter peduli lingkungan sejak usia dini menggunakan berbagai media pembelajaran. Kuldeesak Krabi School yang berlokasi di Khlong Khanan, Nuea Khlong District masih menggunakan model pembelajaran konvensional dan belum optimal dalam pemanfaatan media pembelajaran.

“Dunia anak usia dini adalah bermain. Oleh karena itu kami membawa hasil penelitian dosen dan mahasiswa PG PAUD berupa big book, kartu bergambar, dan ular tangga karakter peduli lingkungan yang bisa digunakan untuk permainan anak usia dini di Kuldeesak,” jelas Khusniyati Masykuroh selaku narasumber. Oktarina Dwi Handayani juga menjelaskan bahwa melalui permainan, guru bisa mengenalkan nilai-nilai karakter peduli lingkungan seperti membuang sampah sesuai jenisnya, memakai barang yang ramah lingkungan dan tidak hanya satu kali pakai, menjaga kebersihan lingkungan, dan lain sebagainya.

Pelatihan diikuti dengan antusias oleh para guru Kuldeesak Krabi School dan dipraktekkan langsung bersama 15 anak usia dini. Guru dan siswa menunjukkan respon yang baik dan terlibat langsung dalam praktek bermain, tanya jawab, dan diskusi bersama tentang kampanye peduli lingkungan. Mr. Anat Kuldee, Kepala Sekolah Kuldeesak sangat mengapresiasi kegiatan pengabdian masyarakat dosen PG PAUD FKIP UHAMKA dan menyampaikan bahwa materi yang disampaikan sangat bermanfaat untuk guru-guru dan siswa di sekolah.

f. HKI, publikasi, *leaflet*, dan produk lainnya.

The banner features a white background with blue and yellow geometric accents. At the top, logos for Uhamka (Integrity, Trusty, Compassion), LPPM, and Kampus Merdeka (INDONESIA) are displayed. The main title is 'PENGABDIAN MASYARAKAT INTERNASIONAL 2024'. Below it, the subtitle reads 'Pelatihan Pemanfaatan Media Ular Tangga dan Kartu Bergambar Untuk Stimulasi Karakter Peduli Lingkungan Anak Usia Dini'. The location is 'in Kuldeesat Krabi School, Thailand'. Two circular portraits of women are shown, with their names and titles: Khusniyati Masykurah, M.Pd and Oktarina Dwi Handayani, M.Pd.

**PENGABDIAN MASYARAKAT
INTERNASIONAL 2024**

Pelatihan Pemanfaatan Media Ular Tangga dan Kartu Bergambar
Untuk Stimulasi Karakter Peduli Lingkungan Anak Usia Dini

in Kuldeesat Krabi School, Thailand

*Khusniyati
Masykurah, M.Pd*

*Oktarina Dwi
Handayani, M.Pd*

REPUBLIK INDONESIA
KEMENTERIAN HUKUM DAN HAK ASASI MANUSIA

SURAT PENCATATAN CIPTAAN

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Nomor dan tanggal permohonan : EC00202389435, 5 Oktober 2023

Pencipta
Nama : **Khusniyati Masyuroh dan Ernawati**
Alamat : Perum Grand Cibubur Blok C No 10, Jatisampurna, Kota Bekasi, Jawa Barat,
Jati Sampurna, Bekasi, Jawa Barat, 17433
Kewarganegaraan : Indonesia

Pemegang Hak Cipta
Nama : **Khusniyati Masyuroh dan Ernawati**
Alamat : Perum Grand Cibubur Blok C No 10, Jatisampurna, Kota Bekasi, Jawa Barat,
Jati Sampurna, Bekasi, Jawa Barat, 17433
Kewarganegaraan : Indonesia
Jenis Ciptaan : **Alat Peraga**
Judul Ciptaan : **Permainan Ular Tangga Berkarakter Peduli Lingkungan**
Tanggal dan tempat diumumkan untuk pertama kali : 26 Juli 2023, di Jakarta Timur
di wilayah Indonesia atau di luar wilayah Indonesia
Jangka waktu perlindungan : Berlaku selama hidup Pencipta dan terus berlangsung selama 70 (tujuh puluh) tahun setelah Pencipta meninggal dunia, terhitung mulai tanggal 1 Januari tahun berikutnya.

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g. Daftar Peserta

TRAINING ATTENDANCE LIST
USE OF MEDIA SNAKES AND LADDERS AND PICTURE CARDS
TO STIMULATE ENVIRONMENTAL CARING CHARACTER IN EARLY CHILDREN
AT KULDESAAT KRABI SCHOOL THAILAND

No	Name	Position	Note
1	Anaat Kuldee	Headmaster	✓
2	Fatima Masyura	Teacher	✓
3	Linda Nughol	Teacher	✓
4	Maosha cleana	Teacher	✓
5	Azzahra Ferlina	Teacher	✓
6	Tsalina Mahara	Teacher	✓
7	Dina Swaldita	Teacher	✓
8	Abdulrahman Chumneang	Student	✓
9	Aisha Srisuwan	Student	✓
10	Ahmad Yusof	Student	✓
11	Amalina Buranaprasert	Student	✓
12	Anisa Jamiuree	Student	✓
13	Fatimah Noor	Student	✓
14	Habibah Charoen	Student	✓
15	Hafizuddin Wichai	Student	✓
16	Hana Nawarat	Student	✓
17	Hassan Phongpan	Student	✓

h. Realisasi Anggaran (beserta kuitansi)

No	Jenis Pembelanjaan	Jumlah Dana	
		Dana LPPM	Dana Mitra
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2	Biaya Pelatihan : <ul style="list-style-type: none"> • Pembuatan media pelatihan • Spanduk • Alat tulis • Rapat persiapan pelatihan • Rapat pembuatan laporan 	<ul style="list-style-type: none"> Rp 3.100.000 Rp 375.000 Rp 550.000 Rp 960.000 Rp 1200.000 	
3	Perjalanan : <ul style="list-style-type: none"> • Tiket Berangkat Jakarta – Krabi (2 orang) • Tiket Pulang Kuala Lumpur- Jakarta (2 Orang) • Tiket berangkat ke bandara Soeta • Tiket dari bandara Soeta • Penginapan Krabi • Paket perjalanan Krabi- Kualalumpur (2 orang) 	<ul style="list-style-type: none"> Rp 4.406.010 Rp 2.946.910 Rp 253.000 Rp 293.500 Rp 775.739 Rp 2.447.858 	
4	Luaran <ul style="list-style-type: none"> • HAKI • Publikasi 	<ul style="list-style-type: none"> Rp 400.000 Rp 300.000 	
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1	Design and Illustrate of Big Book Our Environment	Rp 750.000	Rp 750.000
1	Design and Illustrate of Flash Card	Rp 750.000	Rp 750.000
1 pc	Print of Big book	Rp 250.000	Rp 250.000
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Total				Rp375.000

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Total			550.000
Dp.			
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Terima dari : PG. paud Uhamka
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8	Snack Box + minum	10.000	80.000

TANDA TERIMA, PERHATIAN !!!
 Barang yang sudah dibeli
 tidak dapat ditukar/dikembalikan

Jumlah Rp. 80.000
 Hormat Kami,

24 - 02 20 24

Kepada Yth,


NOVA No. :

Banyaknya	NAMA BARANG	Harga	JUMLAH
8	Snack Box	10.000	80.000

TANDA TERIMA, PERHATIAN !!!
Barang yang sudah dibeli tidak dapat ditukar/dikembalikan

Jumlah Rp. 80.000

Hormat Kami,



27 - 02 20 24

Kepada Yth,


NOVA No. :

Banyaknya	NAMA BARANG	Harga	JUMLAH
8	Snack Box + minum	10.000	80.000

TANDA TERIMA, PERHATIAN !!!
Barang yang sudah dibeli tidak dapat ditukar/dikembalikan

Jumlah Rp. 80.000

Hormat Kami,



5. Rapat pelaporan

3 Juni 2024

Tuan Toko

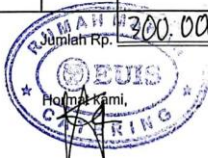
NOVA NO.

BANYAKNYA	NAMA BARANG	HARGA	JUMLAH
10	Nasi box wrap ayam	20.000	200.000
10	Snack box	10.000	100.000

Jumlah Rp. 300.000

Tanda Terima

Hormat Kami,



4 Juni 2024

Tuan Toko


NOVA NO.

BANYAKNYA	NAMA BARANG	HARGA	JUMLAH
10	Nasi box ayam Gakar lalap	20.000	200.000
10	Snack box	10.000	100.000

Jumlah Rp. 300.000

Tanda Terima

Hormat Kami,



5 Juni 2024

Tuan
Toko

NOTA NO.

BANYAKNYA	NAMA BARANG	HARGA	JUMLAH
10	Nasi box ikan ca bulnat jagung	10.000	200.000
10	snack box	10.000	100.000
			2
			Jumlah Rp. 300.000

Tanda Terima



6 Juni 2024

Tuan
Toko

NOTA NO.

BANYAKNYA	NAMA BARANG	HARGA	JUMLAH
10	Nasi box rebandang tumis leangkung	20.000	200.000
10	snack box	10.000	100.000
			2
			Jumlah Rp. 300.000

Tanda Terima



B. PERJALANAN

1. Tiket berangkat



BUKTI PEMBELIAN (RECEIPT)

Nomor : #1792056183787387490
Tanggal : 27 Feb 2024, 19:45 (Selasa)

DETAIL PEMBAYARAN

P.O. NUMBER: 1119540844

PEMBELIAN MELALUI: Virtual Account

DETAIL TRANSAKSI: Lunas

DATA PEMESAN

Nama : Oktarina Dwi Handayani
Email : oktarina2h@uharmka.ac.id
No. Kontak : +6281218594974

DETAIL PERUSAHAAN

Nama : Trinusa Travelindo
NPWP : 31.616.320.3-031.000
Alamat : Traveloka Campus [d/h Green Office Park 1] South Tower
Lantai 2 Zone 10, Jl. Grand Boulevard BSD Green Office
Park, Sampora, Cisauk, Kab Tangerang, Banten 15345

DATA PENUMPANG

MRS Oktarina Dwi Handayani (DEWASA)
MRS Khusniyati Masykuroh (DEWASA)

DETAIL PEMBELIAN

No.	Jenis Barang	Deskripsi	Jml.	Harga satuan Rp	Total Rp
1	Tiket Pesawat	AirAsia Indonesia (Dewasa) CGK - KUL 3 Mar 2024 AirAsia Berhad (Malaysia) (Dewasa) KUL - KBV 3 Mar 2024	2	2.203.005	4.406.010
TOTAL					4.406.010
Dibayar dengan BRI Virtual Account					4.406.010
JUMLAH PEMBAYARAN					4.406.010



Untuk pertanyaan apa pun, kunjungi Traveloka Help Center: www.traveloka.com/help

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2. Tiket Pulang

Bukti Pembayaran Pesawat



Order ID #1262976993

Nama Pemesan
Khusniyati Masykuroh

Alamat Email
khusniyati.masykuroh@uhamka.ac.id

Nomor Ponsel
+6281212465365




Detail Pembayaran

No.	Produk	Deskripsi	Jumlah	Total
1	Tiket Pesawat	Airasia Berhad (malaysia) - Economy (KUL - CGK) Dewasa (x2)	2	IDR 2.946.910
			Subtotal	IDR 2.946.910
			Biaya Lainnya	
			Biaya Platform	IDR 29.469
			Pajak	Termasuk
Waktu dan metode pembayaran Rab, 06 Mar 2024, 20:47 - Virtual Account BCA				Total pembayaran IDR 2.976.379

*Imbal jasa penjualan sudah termasuk PPN sebesar 11%

3. Transportasi ke Bandara Soekarna Hatta PP

 Sunday, 03 March 2024
Order ID: RB-169775-6115942

Hi Imaz,
Thanks for ordering GoCar

Total paid Rp253.000

Payment details


Trip fare	Rp241.000
Platform fee	Rp9.000
SafeTrip+ fee	Rp1.000
Parking fee	Rp10.000
Discount	-Rp6.000
Total payment	Rp253.000
Paid with cash	Rp253.000


Trip details


MUHAMAD YASIN
B2085P1VY • Toyota Avanza
Picked up on 03 March 2024 at 05:02 from **Grand Cibubur Boutique Residence**
Distance 57.3 km
Trip duration 66 mins
Arrived on 03 March 2024 at 06:08 at **Bandara Soekarno Hatta**
Pajang, Tangerang City, Banten

[Help](#) [Report problem](#) [About GoCar](#)

This trip is insured. The total payment is the price paid when the order is completed. Additional fees such as tips given after the order is completed are not included in this receipt.

Connect with us

[Verify email](#)


Pasaraya Blok M GD B, 7th Floor, Kebayoran Baru, DKI Jakarta Indonesia 12160

 Friday, 07 March 2024
Order ID: RB-176878-6319058

Hi Imaz,
Thanks for ordering GoCar

Total paid Rp293.500

Payment details



Trip fare	Rp283.500
Platform fee	Rp 10.000
Total payment	Rp 293.500
Paid with cash	Rp293.500

Trip details

Apnert Tumpal Sijabat
B242751N • Toyota Avanza
Picked up on 07 March 2024 at 10:20 from **Bandara Soekarno Hatta**
Distance 58.4 km
Trip duration 1 hour 16 mins
Arrived on 07 March 2024 at 11:46 at **Grand Cibubur Boutique Residence**
Pajang, Tangerang City, Banten
JWFJ+55J, Jl. Grand Cibubur, RT.002/RW.017, Jatisampurna, Kec. Jatisampurna, Kota Bks, Jawa Barat 17433, Indonesia

[Help](#) [Report problem](#) [About GoCar](#)

This trip is insured. The total payment is the price paid when the order is completed. Additional fees such as tips given after the order is completed are not included in this receipt.

Connect with us


Pasaraya Blok M GD B, 7th Floor, Kebayoran Baru, DKI Jakarta Indonesia 12160

4. Penginapan

BUKTI PEMBELIAN (RECEIPT)
Nomor : #1639747780577077405
Tanggal : 26 Februari 2024, 15:48 (Senin)

traveloka

DATA PEMESAN
Nama : Khusniyati Masykuroh
Email : khusniyati.masykuroh@gmail.com
No. Kontak : +6281212485365

DETAIL PEMBAYARAN
P.O. NUMBER : 501850740
PEMBELIAN MELALUI : Bank Transfer

DETAIL TRANSAKSI : Lunas

TAMU
Khusniyati Masykuroh

DETAIL HOTEL
Centara Life Phu Pano Krabi
Alamat: 879 Moo 2 Soi Ao Nang 11 Muang, Ao Nang, Krabi, Thailand, 81180
Check-in: 05-03-2024
Durasi: 1 malam

DETAIL PEMBELIAN

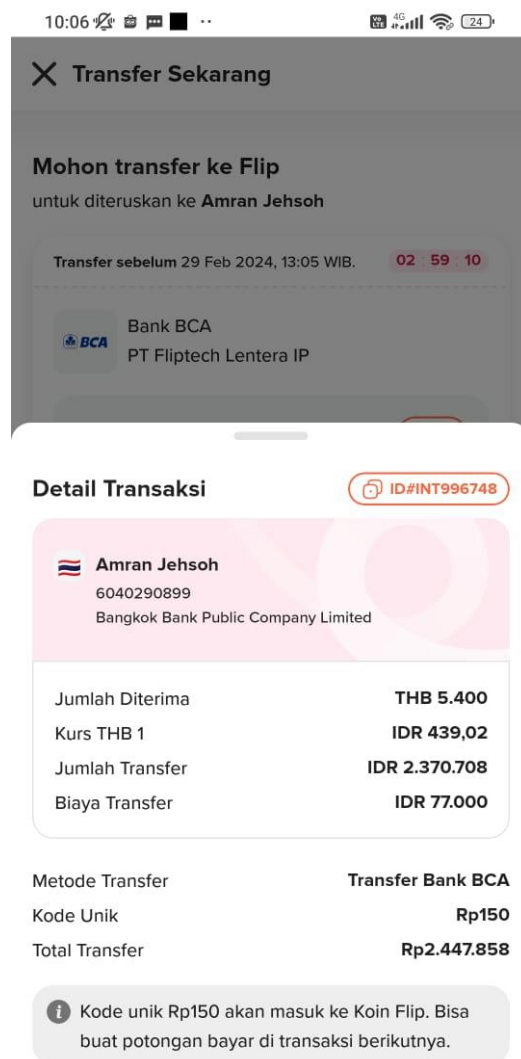
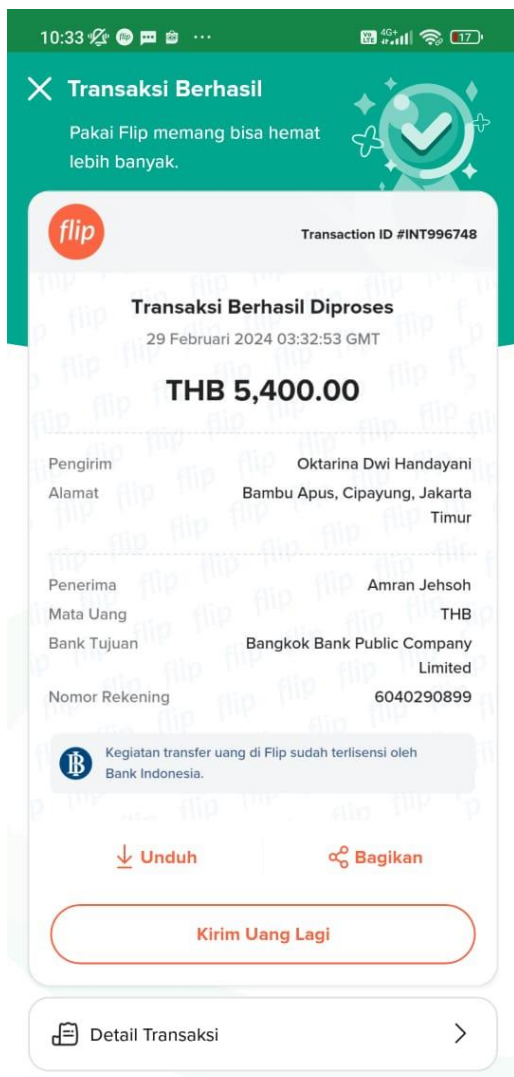
No.	Jenis Barang	Deskripsi	Jml.	Harga satuan Rp	Total Rp
1	Akomodasi	Centara Life Phu Pano Krabi, , Standard Double Bed – 2 tamu	1	776.000	776.000
TOTAL					776.000
BIAYA ADMINISTRASI					-281
JUMLAH PEMBAYARAN					775.739



Jika Anda membutuhkan informasi lebih lanjut, silakan hubungi kami [No. Handphone: +62-804-150-0000](tel:+62-804-150-0000) [Email: cs@traveloka.com](mailto:cs@traveloka.com)

Syarat dan Ketentuan berlaku. Silakan lihat <http://www.traveloka.com/termsandconditions>





5. Paket perjalanan darat Krabi-Thailand (with Mr. Amran)



6.

C. LUARAN

1. HAKI

14.07    

Ditjen Anggaran

Transaksi Berhasil

Tanggal Transaksi	05/10/23
Waktu Transaksi	14:06:58 WIB
Tanggal Buku	05/10/23
Institusi	Penerimaan Negara
NTB	000000732124
STAN	744682
Kode Billing	820231005724592
Nama Wajib Bayar	2023100837-INDAH MURSYIDAH
Kementerian / Lembaga	013
Unit Eselon I	07
Satuan Kerja	097102
Nominal Tagihan	400.000,00
Mata Uang	IDR
NTPN	E2F8B2G4VGPKFNTG
Fee Bank	0
Total Pembayaran	400.000,00
Terbilang	empat ratus ribu rupiah
Nomor Rekening	1638659440

[Kembali ke Menu](#)

2. Publikasi



Transfer Bank Syariah Indonesia

Status: SUCCESS

Transaction No.: FT24065TYBY4
Transaction Date: 05 Mar 2024 16:50:47

Receipt No.: 051650389190
Terminal: XXXXXXXX5365

Sender: KHUSNIYATI MASYKUROH
From Account: XXXXXX2991

To Account: 1303414432
Destination Bank: BSI
Recipient: SERAMBI UPDATE

Amount: Rp 300,000
Description: Publikasi KKN internasional

Thank you for using BSI Mobile.
Hopefully our services bring blessings to you.

i. Surat Mitra



**MEMORANDUM OF AGREEMENT
(MoA)**

**EARLY CHILDHOOD TEACHER EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND PEDAGOGY
UNIVERSITAS MUHAMMADIYAH PROF DR. HAMKA**

AND

KULDEESAT KRABI SCHOOL

The undersigned,

1. Purnama Syae Purrohman, M.Pd., Ph.D., Dean of Faculty of Teacher Training and Pedagogy Universitas Muhammadiyah Prof. Dr. HAMKA; (**FIRST PARTY**) and
2. Mr. Anas Kuldee, Principal of Kuldeesat Krabi School (**SECOND PARTY**)

Agreed to cooperate with each other in terms of:

A. Education and Learning

1. Providing training or public lectures conducted by the first party;
2. Implementation of internships for students of the Early Childhood Teacher Education Study Program;
3. Providing scholarships for Kuldeesat Krabi School students who are interested in studying at the Early Childhood Teacher Education Study Program;
4. The second party prepares facilities in the form of human resources, time, and place.

B. Research

Conducting collaboration research between both parties.

C. Community Service


Conducting community service program at Thailand and Indonesia.

This Memorandum of Agreement shall enter into force on the date of signature and remain valid for a period of five years. Either Party may terminate this Memorandum of Agreement at any time by giving at least sixty days advance written notification to the other Party prior to termination.

Krabi, 4 Januari 2024

Dean of Faculty of Teacher Training and
Pedagogy
Universitas Muhammadiyah Prof. Dr.
HAMKA

Principal of Kuldeesat Krabi School


Purnama Syae Purrohman, M.Pd.,
Ph.D. 