

Building Solidarity and Cooperation Among Students Through the *Gotong royong* Program at the Indonesian School of Kuala Lumpur

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ABSTRAK

Pengabdian ini bertujuan untuk mengeksplorasi dan mengevaluasi efektivitas program gotong royong dalam membangun rasa solidaritas dan kerjasama antar siswa di Sekolah Indonesia Kuala Lumpur. Metode pengabdian yang digunakan adalah metode pengabdian dengan pendekatan terjun langsung ke masyarakat. Data dikumpulkan melalui observasi partisipatif, wawancara mendalam dengan siswa dan guru, serta analisis dokumentasi terkait pelaksanaan program. Hasil pengabdian menunjukkan bahwa program gotong royong efektif dalam memperkuat hubungan sosial antar siswa. Partisipasi aktif dalam kegiatan gotong royong mendorong siswa untuk saling membantu, bekerja sama, dan membangun rasa tanggung jawab terhadap lingkungan sekolah. Dalam konteks ini, program tersebut tidak hanya memperbaiki fasilitas sekolah tetapi juga menciptakan ikatan emosional positif di antara peserta. Implikasi dari pengabdian ini adalah pentingnya memperluas dan mempertahankan kegiatan gotong royong sebagai bagian integral dari kurikulum sekolah. Dengan demikian, sekolah dapat menjadi lingkungan yang mempromosikan nilai-nilai sosial seperti kerjasama, solidaritas, dan kepedulian terhadap sesama di antara siswa.

ABSTRACT

This project aims to explore and evaluate the effectiveness of the *gotong royong* program in fostering a sense of solidarity and cooperation among students at the Indonesian School of Kuala Lumpur. The method used in this community service project involves a direct immersion approach. Data was collected through participatory observation, in-depth interviews with students and teachers, and analysis of documentation related to the program's implementation. The results indicate that the *gotong royong* program is effective in strengthening social relationships among students. Active participation in *gotong royong* activities encourages students to help each other, work together, and build a sense of responsibility towards the school environment. In this context, the program not only improves school facilities but also creates positive emotional bonds among the participants. The implications of this project highlight the importance of expanding and sustaining *gotong royong* activities as an integral part of the school curriculum. Thus, schools can become environments that promote social values such as cooperation, solidarity, and care among students.

INTRODUCTION

Education is the primary foundation in shaping the character and personality of young generations (Tilaar, 2012). Besides serving as a vehicle for knowledge transfer, schools play a crucial role in developing social values essential for community life (Zubaedi, 2011). One of the important values to be developed among students is a sense of solidarity and the ability to cooperate. In this context, the Indonesian School of Kuala Lumpur (SIKL) faces similar challenges as many other educational institutions in effectively instilling these values in students.

In the modern era characterized by high individualism and competition, many students are less involved in positive social interactions that can develop a sense of solidarity and cooperation (Putnam, 2000). Healthy and collaborative social interactions are often sidelined by academic pressures and extracurricular activities oriented towards individual achievements. This results in many students lacking opportunities to learn and apply the values of cooperation and solidarity in their daily lives. Moreover, many schools tend to focus on cognitive aspects and academic achievements, while affective aspects such as togetherness and social care receive less adequate attention (Koentjaraningrat, 2002).

Gotong royong, as one of Indonesia's rich cultural heritages, offers a solution to these challenges. The concept of *gotong royong* teaches the importance of mutual help, cooperation, and active participation in social activities aimed at the common good. In Indonesia, the value of *gotong royong* has proven effective in building strong and harmonious communities. However, in the educational context, the implementation of *gotong royong* as a formal program in schools has not been widely optimized. Therefore, integrating the *gotong royong* program into the school curriculum can be an effective strategy to develop a sense of solidarity and cooperation among students (Putnam, 2000).

This project aims to explore and evaluate the effectiveness of the *gotong royong* program in fostering a sense of solidarity and cooperation among students at the Indonesian School of Kuala Lumpur. A qualitative approach with a case study will be used to delve into the experiences and perceptions of students and teachers regarding the implementation of the *gotong royong* program. Data will be collected through participatory observation, in-depth interviews, and program documentation analysis.

Through this project, it is hoped that the *gotong royong* program will not only strengthen social relationships among students but also increase student involvement in maintaining and improving the school environment. Active participation in *gotong royong* activities is believed to encourage students to help each other, cooperate, and develop a sense of responsibility towards their community. Thus, this program not only contributes to physical aspects such as the improvement of school facilities but also to emotional aspects by creating positive bonds among students.

The implications of this project are crucial for the development of more holistic and character-oriented educational programs. The results of this project are expected to provide useful recommendations for other schools in integrating *gotong royong* activities as an integral part of their curriculum. Additionally, this project aims to demonstrate that *gotong royong* activities can be an effective means of character education, capable of building solidarity, cooperation, and a sense of social care among students. Thus, schools can become more inclusive environments that support the comprehensive development of students, both academically and socially.

METHOD

The community service program in the form of *gotong royong* at the Indonesian School of Kuala Lumpur (SIKL) aims to build a sense of solidarity and cooperation among students. This program is expected to not only improve the physical condition of the school but also strengthen social relationships among students, creating a more inclusive and collaborative learning environment. Below are the stages of the community service activities undertaken.

Identification of Needs and Team Formation

The first step is to identify the needs of the school and students through surveys and discussions with teachers, students, and parents. This identification includes physical aspects (such as repairing school facilities and grounds) and social aspects (such as increasing positive interactions among students). Forming a *gotong royong* team consisting of students, teachers, and parents. This team will be responsible for planning, organizing, and executing *gotong royong* activities. Team members are selected based on their willingness and commitment to actively participate in the program.

Planning of Activities for School Environment Cleaning

Drafting a *gotong royong* activity plan that involves the entire school community. This plan includes the activity schedule, types of activities to be conducted, task distribution, and required resources. Activities may include: Repairing school facilities (e.g., painting, fixing benches and desks); Planting trees and creating a school garden; Social activities such as bazaars and festivals promoting the values of togetherness.

Program Socialization and Implementation of Activities

Conducting program socialization to all students, teachers, and parents through meetings, brochures, and the school's social media. This socialization aims to increase awareness and active participation of the entire school community in the *gotong royong* program. Implementing *gotong royong* activities according to the plan. Each activity must involve active student participation to ensure they directly benefit from the activities. Teachers and parents act as facilitators and supporters in each activity.

Monitoring and Evaluation

Conducting regular monitoring and evaluation of the program's implementation. Monitoring is carried out through direct observation and interviews with students and teachers. The evaluation aims to assess the program's effectiveness in building solidarity and cooperation among students and to identify areas for improvement.

RESULT AND DISCUSSION

Result

Understanding Solidarity and Cooperation in School Culture

Solidarity and cooperation are two important concepts closely related to social dynamics within a community, including in a school environment. These concepts not only serve as the foundation of interpersonal relationships but also play a key role in creating and maintaining a positive and inclusive school culture. Here is an in-depth analysis of the understanding of solidarity and cooperation in the context of school culture, accompanied by references from relevant literature.

Solidarity in the school context can be defined as a sense of unity and strong emotional bonds among members of the school community, including students, teachers, and staff. According to Durkheim, solidarity is a social phenomenon that binds individuals in a community through shared values and collective consciousness. In school culture, solidarity is reflected in attitudes of mutual support, respect, and cooperation to achieve common goals (Durkheim, 1893).

Solidarity in schools means that all members of the school community feel interconnected and responsible for each other. This creates a safe and supportive environment where every individual feels valued and recognized. For example, in situations where a student is experiencing difficulties, other students and teachers provide the necessary moral support and assistance. This solidarity strengthens social bonds and enhances the sense of community among students.

Cooperation in school culture can be defined as the process by which members of the school community work together to achieve goals or complete specific tasks. Johnson states that cooperation is a social process in which individuals work together to achieve common goals, with mutual help and shared responsibility. Cooperation in schools involves various activities that require active participation from students, teachers, and staff. This includes group learning activities, collaborative projects, and extracurricular activities. Cooperation teaches students to communicate effectively, fairly distribute tasks, and resolve conflicts constructively. This process not only enhances students' academic and social skills but also builds a sense of responsibility and empathy (Johnson, 1999).

In practice, solidarity and cooperation are often seen in everyday activities at school. For instance, the *gotong royong* program is a tangible example where these two concepts are implemented. Through *gotong royong*, students learn to work together in maintaining cleanliness and repairing school facilities, which in turn strengthens social bonds and shared responsibility. Additionally, teaching and learning activities involving group work also reflect the values of solidarity and cooperation. In group projects, students must collaborate to achieve specific academic goals. They learn to appreciate each member's opinions and contributions, as well as develop communication and conflict management skills.

Solidarity and cooperation bring numerous benefits to school culture. First, they enhance trust and respect among students and teachers. An environment based on trust and mutual respect allows students to feel safe and supported, which is crucial for their emotional and academic development. Second, solidarity and cooperation increase student engagement in school activities. Students who feel part of a solid and cooperative community are more likely to actively participate in school activities and have higher learning motivation. This also helps reduce negative behaviors such as bullying and fosters positive interpersonal relationships. Third, cooperation develops students' social and emotional skills essential for their lives beyond school. The ability to work with others, manage conflicts, and show empathy are highly valuable life skills. Education that emphasizes solidarity and cooperation prepares students to be responsible citizens who contribute positively to society.

Although the importance of solidarity and cooperation is widely recognized, their implementation in school culture is not always easy. One of the main challenges is overcoming individual differences among students, such as differences in abilities, social backgrounds, and personalities. Some students may feel uncomfortable or reluctant to participate in activities that require cooperation. To address these challenges, it is important for schools to create an inclusive and supportive environment where every student feels valued and heard. Teachers can play a key role by providing appropriate guidance and support, as well as facilitating activities that

encourage cooperation and solidarity. For instance, group activities should be designed in such a way that every group member has a clear role and can contribute according to their abilities.

Solidarity and cooperation are two crucial pillars in a positive school culture. They create a supportive and inclusive environment where every member of the school community feels valued and supported. Through cooperation in academic and non-academic activities, students learn to appreciate differences, work together to achieve common goals, and develop essential social and emotional skills. Although there are challenges in implementing these values, the long-term benefits for students and the school community are significant. Therefore, fostering solidarity and cooperation should be a top priority in efforts to create a positive and dynamic school culture.

The Concept of Gotong royong in Indonesian Culture

Gotong royong is a fundamental cultural value deeply ingrained in Indonesian society. This concept reflects the attitude of mutual assistance, cooperation, and solidarity within the community. *Gotong royong* is not only a part of daily life but also one of the main pillars shaping the identity and character of the Indonesian nation. Here is an in-depth analysis of the concept of *gotong royong* in Indonesian culture, accompanied by references from relevant literature.

Historically, *gotong royong* is reflected in various traditional activities and customs across Indonesia. For instance, in building houses (constructing traditional homes), communities often engage in *gotong royong* to complete the work. Similarly, in traditional ceremonies such as weddings or religious rituals, people cooperate and help each other with the preparations (Koentjaraningrat, 2009).

Gotong royong embodies several essential values that underpin social life in Indonesia. These values include solidarity, cooperation, mutual respect, and social responsibility (Mulder, 1996). Solidarity in *gotong royong* reflects a sense of unity and care for others. The community feels responsible for helping and supporting each other, especially in situations that require cooperation and mutual assistance. This solidarity strengthens social bonds and creates a strong sense of togetherness within the community.

Cooperation is at the core of *gotong royong*. In every *gotong royong* activity, individuals work together to achieve common goals. This cooperation not only increases efficiency in completing tasks but also teaches the importance of collaboration and mutual aid in social life. *Gotong royong* teaches the importance of respecting the roles and contributions of each individual. Every community member, regardless of social status or background, has the opportunity to contribute and is appreciated for their efforts. This creates an inclusive environment that respects diversity.

Gotong royong reflects a high level of social responsibility. Each individual feels responsible for participating in *gotong royong* activities for the common good. This social responsibility strengthens social ties and ensures that every community member receives the support they need.

Gotong royong also plays a significant role in the field of education in Indonesia. The values of *gotong royong* are taught and practiced in school life, helping to shape students' character and create a positive and inclusive learning environment. Many extracurricular activities in schools involve *gotong royong*, such as scouting, communal work, and group projects (Tilaar, 2004). Students learn to work together, share tasks, and help each other in completing these tasks. This teaches them the importance of cooperation and solidarity in achieving common goals.

In academic activities, group projects are often designed to encourage students to work together and engage in *gotong royong*. Students learn to divide tasks according to their abilities, communicate effectively, and resolve conflicts that may arise. These experiences help them develop important social and cooperative skills for life beyond school.

Schools also frequently organize social and environmental activities involving *gotong royong*, such as reforestation efforts, social services, and cleanliness campaigns. These activities not only benefit the community and environment but also teach students about social responsibility and caring for others (Lie, 2012).

Although *gotong royong* is a highly important value in Indonesian culture, there are challenges in preserving and developing this value in the modern era. Urbanization, individualism, and rapid social changes can diminish the spirit of *gotong royong* among the community (Haryono, 2014). However, there are also many opportunities to preserve and strengthen the value of *gotong royong*. Education plays a key role in teaching and internalizing *gotong royong* values to the younger generation. Additionally, technology and social media can be used to promote *gotong royong* activities and strengthen social networks within the community. The government and civil society organizations can also play important roles in supporting and facilitating *gotong royong* activities (Astuti, 2018). Programs that encourage community participation in development and social welfare can help strengthen the spirit of *gotong royong* and improve the quality of life for the community.

Gotong royong is a cultural value of great importance in Indonesian social life. It reflects solidarity, cooperation, mutual respect, and social responsibility, which are the foundation for harmonious and inclusive community life. *Gotong royong* is practiced in various aspects of daily life, including social activities, infrastructure development, and disaster management. In the field of education, *gotong royong* helps shape students' character and create a positive learning environment. Although there are challenges in preserving *gotong royong* values in the modern era, there are many opportunities to strengthen and develop these values through education, technology, and support from the government and society.

The Importance of Character Education in Schools

Character education in schools is an essential aspect of shaping students' personality and morals. Character education encompasses not only the teaching of moral values but also the development of social and emotional skills necessary for living in society. In an era filled with social and moral challenges, character education is increasingly important to ensure that students are not only academically intelligent but also possess strong integrity and ethics. Here is an in-depth analysis of the importance of character education in schools, accompanied by references from relevant literature.

Character education can be defined as a planned effort to teach moral and ethical values to students with the aim of forming individuals who are responsible, honest, caring, and fair. According to Lickona (1991), character education involves three main dimensions: moral knowing, moral feeling, and moral action. The goal of character education is to develop these three dimensions so that students can make ethical decisions and act with integrity.

The Primary Goals of Character Education in Schools. Moral and Ethical Development: Helping students understand and internalize moral values such as honesty, fairness, responsibility, and empathy. Character Formation: Building strong personalities with high integrity. Social Skills Enhancement: Developing social skills such as cooperation, communication,

and conflict resolution. Readiness for Community Life: Preparing students to become responsible and positively contributing members of society (Berkowitz, 2005).

Character education offers numerous benefits to students, schools, and society as a whole. It helps shape students' personalities for the better (Benninga, 2006). By teaching moral and ethical values, students learn to recognize and cultivate positive traits such as honesty, responsibility, and care for others. This creates individuals with greater integrity and ethics. Research indicates that character education can improve students' academic performance (Berkowitz, 2004). When students have a positive attitude towards learning and school life, they are more motivated and committed to achieving high academic success. Character education also helps reduce negative behaviors that can disrupt the teaching and learning process.

Character education is effective in reducing negative behaviors among students, such as bullying, violence, and dishonesty. By understanding and internalizing moral values, students learn to respect one another and avoid harmful behaviors. Character education contributes to the enhancement of students' social and emotional well-being. Students with a good understanding of moral values and social skills tend to have better interpersonal relationships, feel more confident, and are better able to handle stress and conflicts effectively (Battistich, 2000).

Implementing character education in schools requires a structured and systematic approach. Character education should be integrated into the school curriculum. Moral and ethical values can be taught through various subjects, such as religious education, social studies, and languages. Teachers can use stories, discussions, and group activities to teach these values contextually. Teachers and school staff must model moral and ethical behavior for students. Good leadership from the school is crucial for creating a positive school culture that supports character education. Schools should promote and reward behavior that aligns with the character values being taught. Extracurricular activities and social projects are effective ways to teach and practice character values. Through activities like scouting, social clubs, and community projects, students can learn cooperation, leadership, responsibility, and empathy. These practical experiences help students internalize moral values in real-life contexts (Sanderse, 2013).

Character education is not only the responsibility of the school but also involves the role of parents and the community. Schools should foster good cooperation with parents to ensure that the values taught at school are also applied at home. Programs that involve community participation can reinforce character values and create a supportive environment for students (Elias, 2000).

Despite the many benefits of character education, its implementation in schools is not always easy. Here are some challenges that might be faced in character education: Diverse Values and Norms: Differences in values and norms among students, teachers, and parents can be a challenge in character education. Schools must be able to accommodate this diversity and find ways to teach universal values that are acceptable to all parties. Resource Limitations: Limitations in resources, whether in terms of time, personnel, or funds, can hinder the effective implementation of character education. Schools need to find creative solutions to overcome these limitations, such as utilizing technology and partnering with external organizations (Narvaez, 2008).

Commitment and Consistency: Commitment and consistency from all parties involved, including teachers, school staff, and parents, are crucial for the success of character education. A lack of commitment and consistency can weaken efforts to teach and internalize character values. Character education in schools is crucial for shaping individuals with integrity, responsibility, and care for others. It helps develop positive personalities and improve academic performance.

Discussion

The Impact of Gotong royong Programs on Student Solidarity

The *gotong royong* (mutual cooperation) program at the Indonesian School of Kuala Lumpur (SIKL) has significantly contributed to building solidarity among students. Through observation, interviews, and data analysis from various *gotong royong* activities, several key aspects that demonstrate increased solidarity among students can be identified.

Broader and More Inclusive Interaction: Before the implementation of the *gotong royong* program, student interactions were often limited to small groups based on class or social background. However, the *gotong royong* program has created opportunities for broader and more inclusive interactions. Activities such as cleaning the school environment, repairing facilities, and creating gardens together have forced students to interact with peers outside their usual groups. For example, senior and junior students work together in the same team, helping and learning from each other. This not only enhances communication among students but also helps break down social barriers that may have previously existed.

Active Participation and Mutual Assistance: Active participation in *gotong royong* activities encourages students to develop a sense of mutual assistance and care for others. In these activities, students learn to recognize the needs and difficulties of their peers and actively seek ways to help. For instance, in cleaning the school grounds, stronger students help lift heavy loads while others help collect trash or sweep. These simple acts create a deep sense of togetherness and care, which in turn strengthens solidarity among them.

Clear and Shared Goals: The *gotong royong* program sets clear and shared goals, such as improving school facilities or creating a greener, cleaner environment. In achieving these goals, students learn to work together and set aside their differences. They understand that success cannot be achieved individually but requires cooperation and collective effort. This togetherness is reflected in the collective spirit that emerges when they see the results of their hard work, such as cleaner classrooms or beautiful gardens. This shared success creates a sense of pride and ownership among students, reinforcing their solidarity.

Formation of Positive Emotional Bonds: *Gotong royong* activities also play a role in forming positive emotional bonds among students. Through working together, they not only get to know each other better but also build closer relationships. For example, in the process of painting the school walls, students joke, share stories, and laugh together, creating enjoyable moments of togetherness. These emotional bonds are important as they lay a strong foundation for lasting solidarity. When students feel they have good relationships with their peers, they are more likely to support and cooperate with each other in the future.

Teachers play a crucial role in supporting and facilitating *gotong royong* activities. They not only organize and supervise the activities but also actively participate, setting a positive example for the students. Teachers help create a supportive and inclusive environment where every student feels valued and heard. In this way, they help reinforce the values of solidarity and cooperation among students. The presence of teachers as active facilitators also ensures that *gotong royong* activities run smoothly and achieve their objectives.

Although the *gotong royong* program has shown positive results, there are several challenges that need to be addressed to further enhance student solidarity. One of the main challenges is ensuring equal participation from all students. There are still some students who are reluctant or less active in participating in these activities. To overcome this, more intensive socialization about the importance of *gotong royong* is necessary, along with providing rewards or incentives for active participation. Another challenge is ensuring that *gotong royong* activities

do not interfere with students' academic schedules. Flexible scheduling and good planning can help address this issue.

On the other hand, the program also opens up opportunities for further development. For instance, *gotong royong* activities can be expanded to include larger and more complex projects that require more intensive cooperation. Additionally, involving the broader school community, including parents and the surrounding community, can strengthen the sense of togetherness and solidarity not only among students but also throughout the school community.

Overall, the *gotong royong* program at the Indonesian School of Kuala Lumpur has successfully built a sense of solidarity among students. Through increased positive interactions, mutual assistance, shared goals, and the formation of positive emotional bonds, students learn to work together and support one another. Although there are challenges that need to be addressed, this program has great potential for continuous development and expansion, creating a more inclusive and harmonious school environment. Thus, *gotong royong* is not just a physical activity but also an effective tool for character education and social development of students.

The Impact of Gotong royong on Student Cooperation

The *gotong royong* program at the Indonesian School of Kuala Lumpur (SIKL) has shown significant impact in enhancing cooperation among students. Based on observations, in-depth interviews with students and teachers, and data analysis from various *gotong royong* activities, several key aspects reflecting increased cooperation among students can be identified.

Enhanced Cooperation Skills: One of the most notable impacts of the *gotong royong* program is the enhancement of cooperation skills among students. Before the program was implemented, many students tended to work individually or in small, homogeneous groups. Through the *gotong royong* program, students are encouraged to work in larger, diverse teams composed of students from different classes, ages, and abilities. This encourages them to develop cooperation skills such as effective communication, task division, and joint decision-making. For example, in cleaning the school environment, students learn to share responsibilities and work together to achieve common goals. They must communicate with each other to ensure that all tasks are completed well and nothing is overlooked. This process helps students to appreciate each team member's role and understand the importance of working together to achieve optimal results.

Effective Task Division: During *gotong royong* activities, students are taught to divide tasks according to each person's abilities and interests. This effective task division not only increases the efficiency of team work but also helps students recognize and appreciate each team member's contributions. For instance, in painting the school walls, some students who are more skilled at painting take the lead roles, while others assist with preparing materials and cleaning up afterward. This clear and structured task division also teaches students the importance of planning and organization in working together. They learn to discuss and plan tasks before starting work, ensuring that each team member knows their role and responsibilities. This not only enhances team effectiveness but also helps students develop important time management and organizational skills.

Leadership and Responsibility Development: The *gotong royong* program also helps develop leadership and responsibility skills among students. Some students show strong leadership abilities by taking the initiative to lead groups and ensuring that tasks are completed well. For example, in tree planting activities, some students voluntarily lead small groups, divide tasks, and ensure that each team member contributes maximally. This experience not only helps

students develop leadership skills but also fosters a greater sense of responsibility towards their school environment and community. Students learn that leadership is not just about giving directions but also about supporting and motivating team members to work together to achieve common goals.

Increased Trust and Respect: *Gotong royong* activities also help increase trust and respect among students. While working together, students learn to rely on each other and appreciate each team member's contributions. For example, in creating a school garden, students must collaborate in digging soil, planting, and caring for plants. This process requires close cooperation and mutual trust that each team member will do their part well. Additionally, *gotong royong* activities help break down stereotypes and prejudices that may exist among students. By working together in diverse teams, students learn to appreciate differences and see the value of different perspectives. This creates a more inclusive and harmonious school environment where every student feels valued and accepted.

Although the *gotong royong* program has shown positive results, there are several challenges that need to be addressed to further enhance cooperation among students. One of the main challenges is overcoming individual differences, such as differences in abilities and interests. Some students may feel less confident or reluctant to participate actively in *gotong royong* activities. To address this challenge, it is important to provide appropriate support and guidance to students, helping them develop the necessary skills and providing positive reinforcement for their participation. Additionally, time and resource constraints can also be obstacles in the implementation of *gotong royong* activities. To overcome this issue, it is important to plan activities well and ensure that the necessary resources are available. Involving the broader school community, including parents and the surrounding community, can also help overcome these constraints and strengthen cooperation among students.

To continue improving cooperation among students through the *gotong royong* program, several recommendations can be proposed. First, it is important to continuously develop and expand the types of *gotong royong* activities, ensuring that they are engaging and relevant to the students. More varied and challenging activities can help students develop broader and deeper cooperation skills. Second, involving more parties in *gotong royong* activities, including parents and community members, can help create a more supportive and collaborative environment. The participation of parents and the community can provide positive examples for students and help them see the value of cooperation on a larger scale. Third, it is crucial to continually evaluate and reflect on the *gotong royong* program, ensuring that activities are evolving and providing maximum benefits to the students. Gathering feedback from students, teachers, and parents can help identify areas that need improvement and ensure that the program remains relevant and effective.

Overall, the *gotong royong* program at the Indonesian School of Kuala Lumpur has successfully enhanced cooperation among students. Through the development of cooperation skills, effective task division, leadership and responsibility development, and increased mutual trust and respect, students learn to work together and support each other. Despite some challenges that need to be addressed, this program has great potential for continuous development and expansion, creating a more inclusive, harmonious, and collaborative school environment. Thus, *gotong royong* is not just a physical activity but also an effective tool for character education and social development of students.

Impact of the Program on the School Environment

The *gotong royong* program at the Indonesian School of Kuala Lumpur (SIKL) has had a highly positive impact on the school environment. Through various activities designed to repair, beautify, and maintain the school's cleanliness, the program has not only improved the physical condition of the school but also created changes in students' attitudes and behavior towards their environment. Here is an in-depth analysis of the program's impact on the school environment.

Improvement of Physical Facilities: One of the most visible impacts of the *gotong royong* program is the improvement of the school's physical facilities. Activities involving painting walls, repairing benches and tables, and maintaining other public facilities have created a more comfortable environment that supports the learning process. Before this program was implemented, many school facilities were damaged or poorly maintained. Through joint efforts, students, teachers, and school staff worked together to repair and maintain these facilities. For example, during the wall painting activities, students learned to work neatly and meticulously, ensuring that their work had a lasting positive impact. As a result, classrooms and common areas became brighter and more pleasant, creating a more conducive learning atmosphere. Students took pride in their contributions to improving the school facilities, which also increased their sense of ownership of the school environment.

Enhancement of Cleanliness and Aesthetics: *Gotong royong* activities also focused on improving the cleanliness and aesthetics of the school environment. Activities such as cleaning the school grounds, creating gardens, and planting trees have helped create a greener and cleaner environment. Before the *gotong royong* program, the school areas were often filled with trash and untended plants. Through *gotong royong*, students were encouraged to clean and tidy up the school environment regularly. A concrete example is the school garden creation activity. Students worked together to dig the soil, plant, and take care of the plants until they flourished. This activity not only beautified the school environment but also taught students the importance of maintaining cleanliness and beauty. The well-maintained garden became a pleasant place for students to learn and play, positively impacting their health and well-being.

Increased Environmental Awareness and Responsibility: The *gotong royong* program has significantly increased students' awareness and responsibility towards their environment. By actively participating in *gotong royong* activities, students learned to appreciate and take care of their surroundings. They understood that the cleanliness and beauty of the school environment were collective responsibilities that required effort and cooperation. For instance, students learned not to litter and to ensure that the school environment remained clean at all times. They also learned to maintain the facilities they had repaired, such as benches and tables, to keep them in good condition. This awareness extended beyond the school environment, encouraging students to become agents of change in their communities.

Formation of Positive Habits and Cooperation Culture: *Gotong royong* activities helped form positive habits and a culture of cooperation among students. Through routine activities involving collaboration and active participation, students learned to work well together and develop positive habits in maintaining cleanliness and taking care of the environment. They learned to appreciate the hard work and contributions of every individual in creating a better environment. This culture of cooperation was also reflected in students' daily attitudes and behaviors. They were more likely to help their peers in maintaining classroom cleanliness and the school environment. Additionally, this cooperation culture helped create a more harmonious and inclusive school environment where every student felt valued and supported.

Improvement of Learning Environment Quality: The positive impact of the *gotong royong* program on the school environment was also reflected in the improved quality of the learning environment. A clean, beautiful, and well-maintained school environment created a more conducive and enjoyable learning atmosphere. Students felt more comfortable and motivated to learn in a well-organized environment.

For example, classrooms with freshly painted walls and well-equipped facilities create a more pleasant atmosphere that supports the teaching and learning process. This contributes to increased concentration and motivation for students. Additionally, a clean and beautiful environment helps reduce stress and improve student well-being, which in turn has a positive effect on their academic performance. While the *gotong royong* program has shown significant positive impacts on the school environment, there are several challenges that need to be addressed to enhance its effectiveness. One of the main challenges is ensuring equal participation of all students in *gotong royong* activities. Some students may be less motivated or reluctant to participate. To address this challenge, more intensive socialization about the importance of *gotong royong* is needed, along with providing incentives or rewards for active participation. Additionally, resource limitations can be an obstacle in carrying out *gotong royong* activities. To overcome this issue, it is important to seek support from the school, parents, and the surrounding community to provide the necessary resources. Involving the broader school community in *gotong royong* activities can also help overcome these limitations and strengthen the sense of togetherness and shared responsibility.

There are also ample opportunities for further development. The *gotong royong* program can be expanded to include larger and more complex projects that require more intensive cooperation. For example, greening activities around the school environment or recycling projects involving the entire school community. These activities will not only have a positive impact on the environment but also strengthen cooperation and solidarity among students.

Overall, the *gotong royong* program at the Indonesian School of Kuala Lumpur has had a very positive impact on the school environment. Through the improvement of facilities, enhancement of cleanliness and beauty, as well as the formation of positive habits and a culture of cooperation, this program has successfully created a more comfortable, beautiful, and supportive school environment for teaching and learning. Although there are challenges that need to be addressed, this program has great potential for continuous development and expansion, providing long-term benefits for students and the school community as a whole. Thus, *gotong royong* is not only a physical activity but also an effective tool for character education and social development of students, creating a better school environment for everyone.

CONCLUSION

Based on the above discussion, it can be concluded that the community service activities conducted at the Indonesian School of Kuala Lumpur have proven effective in fostering a sense of solidarity and cooperation among students. Through the analysis conducted, it can be concluded that *gotong royong* activities have a positive impact not only on the physical environment of the school but also on the social and emotional relationships among students. Firstly, *gotong royong* encourages students to actively participate in collaborative activities. They learn to help each other, work together, and feel responsible for the school environment. This not only increases efficiency in maintaining school facilities but also strengthens social bonds among them. Secondly, the program helps build awareness of the importance of maintaining the cleanliness and safety of the school environment together. By collectively taking

care of the school environment, students learn to appreciate and take better care of school facilities. Another positive impact is the creation of an inclusive and supportive learning environment. Students from various backgrounds and social groups learn to work as a team to achieve common goals, regardless of their differences. However, to achieve optimal results, it is important for the school to continuously encourage and support *gotong royong* activities as an integral part of school life. The active role of teachers and school staff in providing positive examples and coordinating *gotong royong* activities regularly is crucial. Additionally, parental involvement can strengthen the values taught at school and extend the positive impact of the *gotong royong* program. Thus, through consistent and comprehensive implementation, the *gotong royong* program at the Indonesian School of Kuala Lumpur not only improves physical facilities but also shapes stronger character and social relationships among students, bringing long-term benefits to the entire school community.

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