SUPPORTING THE NEED FOR "LIVING IN THE WORLD SKILLS" THROUGH STRENGTHENING CHARACTER VALUES TO PREPARE THE GOLDEN GENERATION IN THE 21ST CENTURY

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ABSTRACT

This paper aims at exploring strengthening character values to instill life skills. This study uses a qualitative approach with descriptive methods. The results of the study show that strengthening character values can be used as learning in instilling life skills in the world (Living in the world skills). These skills take a role as a necessity in the 21st century. In addition, according to the nature of the character, it further leads to the behavior of a positive individual. Character begin to be the main basis in shaping human attitudes with individual moral standard. The character values that can support living in the world skills are environmental and social care. These character values support skills in living in the world skills, namely citizenship, life of care, personal and social responsibility.

KEYWORDS: character values, living in the world skills, 21st century

INTRODUCTION

The 21st century that is known to everyone as a century of knowledge which is the main foundation for supporting various aspects of life. The 21st century paradigm emphasizes the ability of a person to be able to think critically, able to connect science with the real world both contextually and conceptually. The 21st century also requires its generation to be able to master technology and information, communication and collaboration, "The new professionalism entails the acceptance of new roles from the part of the teachers, such as teaching facilitators and co-participants in the learning process, as well as reanalysing the traditional teacher roles, for example the one of adviser (this role is given new dimensions generated by the specific of students nowadays)" (Voinea M et al, 2013). The beginning of the 21st century was marked by the globalization of technology and information "Innovation and educational technology always change. The development of innovation and educational technology can be divided into three eras. In the first era, graphic materials were used as instructional media. In the second era, electronic devices were used. In the third era, computer-based devices have been used as instructional media. Educational technology staff deals with implementing innovation and educational media as well as designing, researching, improving, and teaching others how the media works. Therefore, the educational technology staff should show initiative and be visionary and responsible in order to work effectively" (Ninlawan G, 2015). Information obtained in the 21st century comes from various sources of information in the world that can discuss the same information but from various perspectives. There is a need for basic knowledge to be able to filter the information entered in the 21st century.

Based on these demands, the skills needed in the 21st century were developed by the Partnership for 21st Century Skill (P21) and Assessment and Teaching of 21st Century Skills (ATCS21) as part of organizations that develop the skills needed in the 21st century Some of the skills that must be mastered by children in welcoming and living the 21st century life compiled by P21 broadly cover three groups, namely the ability to learn and innovate, information skills, media and technology, and life and career skills, "Measuring 21st century skills is an important mechanism in reflecting the abilities of individuals on whether they are ready for specialized professions in the 21st century. So far, there were a variety of mechanisms for measuring 21st century skills in other countries. To realize life and career skills, a generation that has good morals is needed thus the demands contained in these skills can be fulfilled. But the moral crisis is still a hot issue in both developed and developing countries" (Ongardwanich, N., et al 2014). Social phenomena in society are worried because of the moral crisis of a people. This moral crisis is not only by people with certain social and economic status, but has spread to all levels of society. Some classic cases that exist in the school environment, a place where children gain knowledge that does not end. Starting from the case to take a role a characteristic culture. For example cheating behavior, violations of ethics to smoking behavior, "Students use this cognitive strategy because they do not want to spend time studying. From a developmental perspective, depending on student's cognitive levels, cheating may occur in different quantities and qualities such as social and moral development." (Kalhori, Z. 2013).

Yogyakarta as a city of culture not only offers aesthetic value but also emphasizes educational values. Tourism potential in Yogyakarta is widely used. As a student city, of course there are many tourist objects that are a requirement of science, ranging from various kinds of museums, Smart Parks, Zoos, and many more that are available in Yogyakarta which of course can provide additional insight for anyone who visit. Stakeholder governments need to conduct interactive management and involve entrepreneurs who are in the world of tourism. Tourism development in Yogyakarta must also be adapted to the concept of ecotourism to support the success of the sustainable development program.

Along with the development of the times, humans who have an obligation to preserve nature are actually the opposite. Human awareness in maintaining the environment has also begun to decrease. Many of the natural damages caused by humans are found ranging from small actions to big deeds. Quoted from http://news.detik.com, the National Disaster Management Agency (BNPB) detected 140 forest and land fires in the West Kalimantan region. A total of 600.6 hectares of forest and land were burned during 2016, of which 509 hectares were community land, 1.6 hectares of plantations, and 90 hectares of conservation areas. The Ministry of Education and Culture has launched a program to implement character education in education units. Habits of character in seven educational units, namely: TK / PAUD, SD / MI, SMP / MTs, SMA / MA, SMK and tertiary institutions (Kemendiknas, 2011: 22). There are 18 values of character education developed in character education, among 18 character values is the value of caring for the environment and social care is an attitude and action that always strives to prevent damage to the natural environment and its

surroundings, and develops efforts to repair the damage that has occurred. Social care is an attitude and action that always wants to help other people and the people who need it. (Kurniawan, 2013: 42).

The new perspective that can be taken from the world of education is by field studies to tourist objects that provide facilitating learning activities. KRKB Gembira Loka cooperates with the Department of Non-formal Education, Faculty of Education, Yogyakarta State University which facilitates non-formal education activities with the Corporate Social Responsibility (CSR) program policies.

The characterization of seven educational units is not easy because schools must package innovative learning activities thus character values are not only known but must be given an understanding through contextual education. Strengthening character education not only involves intelligence, but also involves three aspects that others are physical, feeling, and emotional. The model developed is an effort to conduct character education holistically which involves aspects of "knowledge, feeling, loving, and acting" (Ratna, 2005: 2). Strengthening the character values of environmental care and social care is expected to be able to support the realization of the golden generation in the 21st century by supporting one of the 21st century skills of the KSAVE model, namely Living in the world skills in which there are citizenship, life and career competencies, personal and social responsibility will be held when learning activities outside the school take place starting from picking up participants, conditioning, building atmosphere, creative corner, tour de zoo, to recalling, "Life quality ,which bears more than health ,has been the center of the researchers' attention for recent years .The WHO (world health organization)describes it as the individuals' understanding of their own in their life ,cultural context and systems of values in which they live associated with their goals ,expectations ,standards ,and wills. Life quality includes all the dimensions of physical and psychological health, autonomy level, relationships, communicating with the environment, noumenon, and personal thoughts." (Gatab, T, A,. et al. 2011)

LITERATURE REVIEW
1. Ecotourism Study
Tourism is often used by someone to eliminate boredom on daily activities, many concepts are offered, one of which is ecotourism which is a concept of tourism that is responsible for environmental conditions to support sustainable development. According to Asso, et al. (2012: 33) explained that ecotourism is a tourism activity that is environmentally responsible, contributes positively to environmental conservation, and pays attention to the welfare of local communities. Kannan (2012: 16) explains that ecotourism is tourism based on ecology that is strongly associated with natural resources, cultural resources, and natural infrastructure to preserve the environment. This opinion can explain that ecotourism is related to nature. Natural resources, culture, and efforts to protect and preserve the environment are the basic concepts of ecotourism, because in essence ecotourism is ecology-based tourism. This opinion is also reinforced by the opinion of Janianton and Helmut F. Weber (2006: 72) Ecotourism is a tourism activity that pays great attention to the sustainability of tourism resources. TIES said that the Ecotourism International Society is

responsible for nature tourism by conserving the environment and improving the welfare of local communities. It can be said that ecotourism cares about the sustainability of tourism resources. The International Ecotourism Society states that the community is also responsible for environmental conservation activities and also contributes to the welfare of local communities.

Based on the above theory, ecotourism does not only take material advantage. Ecotourism activities also play a role in realizing the mission of sustainable development, and ecotourism is strongly associated with nature. Natural resources, culture, and efforts to protect and preserve environment are the basic concepts of ecotourism, because in essence ecotourism is ecology-based tourism. The community is also responsible for environmental conservation activities and the welfare of the local community.

2. Study of Non-formal Learning Education

Non-formal education learning can be interpreted as a learning activity carried out outside the classroom. Non-formal education learning can be followed by students with a formal, informal, and non-formal education system, "The pupils performing practical activities within a non-formal education can develop their effort capacity more than the others" (Gloria, R., et al 2013). Non-formal education learning activities are carried out outside the classroom with the aim of supporting learning with fun activities and activities. According to Sujarwo (2013: 58) non-formal education learning which emphasizes the principle of learning from experience has a continuous and continuous cycle starting from the process of experiencing, expressing / sharing experiences, analyzing, inferring, applying, and returning to the process of experiencing.

Through non-formal learning activities education the process of learning activities will be more fun. Students will be better able to understand in depth through objects encountered in the environment outside the school because in the classroom media and tools are limited, "The close friendship findings held for non-formal school days, and the best friendship findings held for school days, including the during school and before and after-school periods." (Stearns, J, A., et al. 2018). The learning activities outside the school invite students to understand the material by using broader media, for example nature which can only be explored on a limited basis when students are in the classroom. Non-formal education learning activities also provide other experiences for students. Students who usually sit to receive subject matter are invited to carry out activities that require them to think creatively because they do activities that are different from usual, "The non-formal education relies on the objectives and the contents of activities structured and organized in an institutionalized framework, with an optional character, complementary to school. This is made within organizations for youth, leagues and pupils/students' associations, clubs, artistic and sporting associations. Also the extracurricular, para-scholastic activities (training activities, visits to specialized units, exhibits, scholastic contests, Olympics, competitions) and the peri-scholastic (visits to the museum, trips, camps, scientific classes and viewings of shows and movies), organized by the teachers, determine influences which go under the protection of non-formal education." (Moldovan,

O., et al. 2015). In addition to conducting learning activities they were also asked to conduct evaluations related to the material they had obtained. Non-formal education learning activities take advantage of existing learning resources outside the classroom, can be with museum studies, visit botanical gardens, zoos, and can even use large yards or fields to support learning activities, .

3. Study of Character Value

In the Ministry of National Education and Balitbang 2010, 18 values of character education were identified, one of which was the value of caring for the environment. The 18 character values in question can be seen in the following table:

Table 1: 18 Character Values

No.	Values	Description
1.	Religious	Attitudes and behaviors that are obedient in carrying out the teachings of the religion they adhere to, are tolerant of the conduct of worship of other religions, and live in harmony with those of other religions.
2.	Honest	Behavior that is based on efforts to make himself a person who can always be trusted in words, actions, and work.
3.	Tolerance	Attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others are different from his.
4.	Discipline	Actions that show orderly behavior and adhere to various provisions and regulations.
5.	Hard Work	Behavior that shows genuine effort in overcoming various learning obstacles and tasks, and completing tasks as well as possible.
6.	Creative	Thinking and doing something to produce new ways or results from something that has been owned.
7.	Independent	Attitudes and behaviors that are not easily dependent on others in completing tasks.
8.	Democratic	How to think, behave, and act that assesses the rights and obligations of himself and others.
9.	Curiosity	Attitudes and actions that always strive to know more deeply and extensively than something they learn, see, and hear.
10.	Spirit of Nationality	The way of thinking, acting, and having insight that places the interests of the nation and the state above the interests of themselves and their groups.

No.	Values	Description
11.	Patriotism	How to think, behave, and act that shows loyalty, caring, and high appreciation for the language, physical, social, cultural, economic and political environment of the nation.
12.	Appreciating Achievement	Attitudes and actions that encourage themselves to produce something that is useful for the community, and recognize, and respect the success of others.
13.	Communicative	Actions that show pleasure in talking, associating, and working with others.
14.	Loving peace	Attitudes, words, and actions that cause others to feel happy and safe for their presence.
15.	Like to Read	The habit of providing time to read various readings that are good for him.
16.	Environmental Care	Attitudes and actions that always strive to prevent damage to the surrounding natural environment, and develop efforts to repair the natural damage that has occurred.
17.	Social Care	Attitudes and actions that always want to help others and the people in need
18.	Responsible	The attitude and behavior of a person to carry out his duties and obligations, which he should do, towards oneself, society, environment (nature, social, and culture), state, and God Almighty

Kemendiknas and Balitbang 2010

From the 18 character values above there are character values of environmental care and social care. Environmental care is an attitude and action that always attempts to prevent damage to the surrounding natural environment, and develops efforts to correct the damage that has occurred. Whereas social care is an attitude and action that always wants to provide assistance to other people and people in need. In non-formal education in KRKB Gembira Loka Yogyakarta, the two character values were the most dominant and easiest to observe because the KRKB Gembira Loka function as a conservation institution was closely related to the environment and non-formal education activities carried out in groups thus social activities could be observed.

4. Study of KSAVE Model
Model framework and assessment in the 21st century, where a number of organizations around the world have developed an independent framework for expertise in the 21st century, "The 21st century youths requires many sets of special skills in order to succeed in work and life. Therefore, educational systems must transform their objectives, curriculum, pedagogies, and assessments to help all students achieve the outcomes required for a prosperous, attractive lifestyle based on

effective contributions in work and citizenship. In the early 21st century, income and wealth comes from applying technology and new ideas to create new products and processes." (Abdullah, M., et al. 2010). Where the goals and objectives of learning in the 21st century prioritize on self-competence to be able to compete in the 21st century. Griffin, P., McGaw, B & Care, E (2012) conducted an analysis of the 21st century skills framework which was later called the KSAVE model. This model describes 10 skills that are grouped into 4 categories, including:

a. *Ways of thinking skills: creativity and innovation, critical thinking, problem solving, decision making, learning to learn, metacognition.*

"The NGO and the private sectors havean important role in many non-formal education programs and trainings." (Abdullai, J., et al. 2012). One way of thinking skills is related to the knowledge of ways of thinking that encourage forward and conceptual thinking. This knowledge emphasizes a higher order of thinking ability and conclusiveness skills. The ability or skill in thinking to be able to face the challenges of the 21st century include creative and innovative, creative which are often described as thinking skills or at least as important aspects of thinking that must be fostered. Critical thinking, is one way of thinking deeply to think things - things beyond expectations or prejudices. In addition, thinking to solve problems is needed to be able to find solutions to problems and challenges that will be faced. The ability to think that is in terms of decision making is also important because in living life certainly will be faced with several choices, and is expected to be able to choose wisely. Metacognition is defined as "rethinking what has been thought", in general metacognition is a person's awareness or knowledge of the processes and results of his thinking (cognition) and his ability to control and evaluate these cognitive processes.

b. *Ways of working skills: communication, collaboration (teamwork)*

These two skills take a role the basis of a person in interacting at work. Communication is divided into various forms, both in reading, writing, listening and speaking. In addition, knowledge about communication includes maternal grammar, awareness in understanding language features, "Most of the resources involved in software development are human resources; therefore, effective human resource management is critical to this industry. As software development take a roles more complicated, the development of human resources with advanced knowledge of software technology and advanced information and communication technology (ICT) skills is required [1]. In the development of human resources for advanced ICT, technical as well as other important skills, such as communication skills, problem finding and solving skills, are particularly important [2]." (Masuda, A., et al. 2016). Language skills are skills for communication in writing, verbal skills to make others understand, the ability to read texts, adopt strategies, the ability to write various texts to write mentoring needs and the ability to form opinions in speaking or writing in a convincing manner. Furthermore the skills of teamwork, knowledge in team work include interacting effectively with others, working effectively in various teams knowing and recognizing the role of individuals and recognizing them with others, and knowing how to plan, organize and fulfill the objectives for managing the project. Skills in effective effectiveness with others, speak clearly, patience, honesty

and professional. Ability to work effectively in teams, create ideas and improve the quality of work and innovation, the ability to manage projects; plan and manage, work to achieve group goals.

c. Tools for working skills : information literacy, ICT literacy

Skills that are termed tools for work. The tools here are not necessarily items that are used but also other tools that are used as media in the learning process. These skills include skills in information literacy and communication technology literacy, "The Partnership for the 21st century skills (2009) also proposed that the students in today's world must have the essential skills to be successful in the 21st century life and workplace, such as information, media and technology skills, communication and collaboration skills, and critical thinking and problem solving skills." (Pheeraphan, N., 2013). Literacy information is related to the search for sources of information, proof of information, and bias from that information. Thus it is not only enough to know the information, but to find the truth and bias of the information. This is due to the rise of hoax culture that sometimes disturbs the community. Thus the skills in information literacy, which explain knowledge in accessing and evaluating information, access information such as time and resources evaluate information such as being critical in receiving information.

d. Living in the world skills : citizenship, life of care, personal and social responsibility

No less important skills that are able to answer the needs in the 21st century, namely the skills to live in the world. It can be seen that humans are created as social beings. Thus this skill take a roles important to have. Thus later humans can survive not only in their birthplace but also in other countries. Thus these skills are closely related to how one can adapt and have a wider community. The skills include citizenship, concern and personal and social responsibility. Skills for citizenship relate to knowledge of civil rights and the state constitution and government environment; understand the roles and responsibilities of institutions that are relevant to the policy-making process at local, regional and international levels, "Citizenship is more likely to be a salient component of children's identity when they have experience of being treated respectfully as citizens and the opportunity to actively participate as citizens, With political identities, children's opinions need to be included into the larger political culture in a comprehensive manner, as genuine enactment of democratic participation rights." (Masoudi, S., et al. 201).Then have the skills to care about communication / environmental activities in order to make decisions at national and international levels, the ability to display solidarities by showing interest in and helping solve problems that affect local and broad communities, the ability to effectively interact with institutions in the public domain, the ability to make opportunities given by the origin area well. Personal and social responsibility skills are also among the skills needed for life. Personal and social responsibility are taken to include cultural awareness and cultural competence. Having knowledge of adapting to change is aware that in the 21st century is a period of changing priorities in work opportunities and expectations, understanding diverse views and beliefs; especially in the environment.

Education plays an important role in fulfilling good human resources, education is currently very diverse, and each educational institution has its own method that will be designed thus learning activities take a role enjoyable. In order for education not to be felt rigid and saturated, it needed a method that was in accordance with the conditions of the students. Outing class method is a method of learning that takes place outside the class.

Character education plays an important role in improving the moral of the nation's children. In character education there are 18 character values, value is a quality trait inherent in an object, so it is not only seen from objects but other facts that exist in the object. Furthermore, values relate to the ideal world and the real world that are closely interrelated. Where things that are ideal (normative) must be sought for realization in everyday actions in the form of facts or actual actions. Values are also used by humans as a basis for attitudes and behavior in everyday life.

The characterization of seven educational units is not easy because schools must package innovative learning activities thus character values are not only known but must be given an understanding through contextual education. Strengthening character education not only involves intelligence, but also involves three aspects that others are physical, feeling, and emotional. The model developed is an effort to conduct character education holistically which involves aspects of "knowledge, felling, loving, and acting" (Ratna, 2005: 2). Strengthening the character values of environmental care and social care is expected to be able to support the realization of the golden generation in the 21st century by supporting one of the 21st century skills of the KSAVE model, namely 'Living in the world skills' in which there are citizenship, life and career competencies, personal and social responsibility will be held when learning activities outside the school take place starting from Picking up Participants, Conditioning, Building Atmosphere, Creative Corner, Tour De Zoo, to Recalling.

From the 18 character values above there are character values of environmental care and social care. Environmental care is an attitude and action that always attempts to prevent damage to the surrounding natural environment, and develops efforts to correct the damage that has occurred. Whereas social care is an attitude and action that always wants to provide assistance to other people and people in need.

In non-formal education in KRKB Gembira Loka Yogyakarta the two character values are the most dominant and easiest to observe because the KRKB Gembira Loka function as a conservation institution is closely related to the environment and non-formal learning activities carried out in groups thus social activities can be observed.

Environmental care can be interpreted as human efforts or actions in maintaining the environment around them thus there is harmony between people and the environment. Social care means the attitude of paying attention or ignoring the affairs of others (fellow members of society) the social

concern in question is not to interfere in the affairs of others, but rather to help solve problems faced by others with the aim of goodness and peace.

METHOD

This study employed a qualitative design by using case study approach. Data collection techniques in qualitative research were carried out through observation, interviews, and documentation. The data was obtained by using purposive sampling, which is identifying participants who can provide comprehensive information and assist in providing information and understanding of the phenomena that occur. The data analysis technique used in this study was based on data collection, data reduction, data presentation, and conclusion drawing.

RESULT AND DISCUSSION

A. The Concept of Non-formal Education and Non-formal Learning Education

Definition of Non-formal Education according to Coombs in Sudjana (2004: 22) is that every activity is organized and systematic, outside the established schooling system, carried out independently or is an important part of extensive activities, which are deliberately carried out to serve certain students in achieving their learning goals. It can be concluded that non-formal education is managed independently and has extensive activities but is still organized and systematic. Non-formal education is managed independently and has extensive activities but is still organized and systematic. Non-formal education is held outside the formal education subsystem but remains organized and directed. Non-formal education is organized by the community in a systematic and sustainable manner to realize social welfare.

Non-formal education learning has something to do with non-formal education, although it is not entirely the responsibility of education outside of school, but non-formal education has the task of packing material thus it is more enjoyable. In outside learning the school is also given skills related to flora and fauna which are adjusted to the Happy Loka KRKB function which they may not have gotten at school. Non-formal education learning also plays a role in strengthening the character of students and strengthening mental students because when learning takes place the school is encouraged to entrust this activity to the guide, in this case the students of education outside the UNY School.

B. Ecotourism in Gembiraloka in Supporting Living In The World Skill

KRKB Gembira Loka is an ex-situ conservation institution that has a function as a place of research, and an educational place. It is called a conservation institution because of Gembira Loka's function as a breeding and rescue of plants and animals while maintaining its kind of purity. In accordance with ecotourism goals in Sasatrayuda (2010: 6), we are happy to have successfully fulfilled 4 ecotourism goals, namely by building environmental and cultural awareness in tourist destinations for tourists, local communities and policy makers in the fields of culture and tourism. As a KRKB conservation agency, Gembira Loka also plays a role in reducing the negative impact of

environmental damage and local culture due to ecotourism activities. Another goal of ecotourism which is also mentioned in Sasatrayuda (2010: 6) is to provide direct economic benefits for conservation through tourist contributions or expenses. In addition, KRKB Gembira Loka also develops the community's economy and empowers local communities by creating alternative tourism products that prioritize values and uniqueness.

KRKB Gembira Loka is not only a place of recreation but also used for learning that can improve the quality of human resources with knowledge in Gembira Loka's KRKB, one of which is non-formal education activities, besides being taught to love the environment also taught character values of social care by caring with friends one group. In addition, the non-formal education activity guide in this case plays a very important role in conveying these materials, both environmental and socially caring attitudes. Strengthening these two character values is expected to be able to support the skills of living in the world where later participants learning outside the school can grow into a citizen who has a life and career in seeking economic benefits without ignoring environmental sustainability and being able to live a good life and social values. Non-formal education learning participants can also learn about personal and social responsibility by looking at and directly following non-formal education learning which is part of corporate social responsibility (CSR) programs that must be completed thus they can take a role real learning for non-formal education participants. Non-formal education participants experience a significant increase in each year. This is of course also supported by the premise carried out by the management and the development team by holding socialization in schools in DIY. In 2016 the non-formal education participants reach 9743 students from 87 schools, while the latest data in 2017 non-formal education participants reached 11304 students from 102 schools in DIY. In addition to non-formal education, the KRKB Gembiraloka has another program, namely the SMS program (Incoming Schools), this program is provided to support non-formal education activities in terms of the introduction and deepening of material that can be done before and / or after non-formal education visits. This SMS program brings animals to school to introduce them to students without charging fees from both students and the school.

1. Environmental Care Supports 'Living in The World Skill'

"The Life Skills program is a comprehensive behavior change approach that concentrates on the development of the skills needed for life such as self awareness, communication, decision–making thinking, managing emotions, assertiveness, and relationship skills." (Rahmati, B., et al. 2010).One of the principles of environmental ethics is compassion and concern for nature or the environment, the word caring is to pay attention, heed, pay attention, and ignore. Caring for the environment means participating in preserving the environment as well as possible, by maintaining, managing, restoring and protecting the environment. According to Amos Neolaka (2008: 41) Factors that affect humans related to environmental concerns are: 1) Knowledge, 2) Economic status, 3) Humanity, 4) Lifestyle.

In non-formal education learning, participants are always accompanied by a guide (Non-formal Education Learning Assistant), the guide feels very instrumental in the ongoing non-formal education learning activities because they communicate directly with students, in learning activities outside the school there are strengthening character values of environmental care namely: 1) The habit of throwing rubbish in its place. 2) Planting Plant Seeds. 3) Learning Flora and Fauna. It is hoped that strengthening the character values of the environment will take a role defective in their skills related to living in the world.

Career exploration, according to Super (Sharf, 1992: 157) is the ability of individuals to search for career information from various career sources, such as parents, siblings, relatives, friends, study teachers, school counselors, and so on. Career exploration carried out in non-formal education learning is carried out by introducing ecotourism, where they are taught to love the environment by removing garbage in its place, planting plant seeds, and studying the types of flora and fauna. The love of the environment is expected to be a provision in living a life and career that is not only aimed at seeking economic benefits but also being environmentally responsible.

Organ, Podsakoff & MacKenzie (2006) mention that one dimension of citizenship constructs is Civic virtue, which is the involvement of individuals in an organization's activities and care about the survival of the organization. Voluntary participation, responsibility and involvement in overcoming the problems faced by the organization. In non-formal education individuals are introduced to a PKBSI (Zoo Association of Indonesia) organization that guarantees the survival of the organization and the involvement of individuals in it to focus on protecting the environment of both plants and animals thus they take a role citizens who care about the environment.

Personal and Social Responsibility in the character values of environmental care are found in throwing garbage in its place, planting plant seeds, and studying the types of flora and fauna. Strengthening the character values of environmental care can strengthen their responsibility for environmental sustainability. Participants see and directly follow non-formal education learning which is part of the company's corporate social responsibility (CSR) program as a social responsibility that must be completed thus it can be a real lesson for non-formal education participants.

1. Social Care Supports 'Living in The World Skill'

Social care is an important thing that must be instilled in every child, thus they can appreciate art and culture to the fullest, "Teacher has an important role both as a teacher and as a model in the process during which children acquire basic social skills. Thus, primary school teachers' social skills and the reasons of the factors forming these skills are thought to be important." (Akti, S., et al. 2012). This will be the basic capital of the child to take a role a human with character, a personality based on Pancasila. According to Endri (2013) there are several factors that influence strengthening character values of environmental care, internal factors (interest, motivation, enthusiasm) and external factors

namely family factors, environment, electronic media, nature (weather), as well as facilities and infrastructure.

In non-formal education learning participants are always accompanied by a guide (Non-formal Education Learning Companion), guides are felt to be very instrumental in the ongoing non-formal education learning activities because they communicate directly with students, in non-formal education learning activities there are strengthening social caring character values, namely: 1) Be polite. 2) Able to work together. 3) Love humans and other creatures. It is hoped that strengthening the character of social caring can take a role a provision in their skills related to living in the world. Shertzer and Stone (Winkel and Sri Hastuti, 2005: 647), divide the factors that influence career development as internal and external factors. Factors that influence individual career maturity can come from internal factors (factors that arise from within) and external (factors that arise from environmental influences) individuals. Besides that it is also influenced by family, society, socioeconomics, individuals, as well as psychosocial and emotional factors. Strengthening social caring character values can externally influence student life in society, the environment, socioeconomics, psychosocial, and emotional when he starts his life and work later.

Organ, Podsakoff & MacKenzie (2006) mention one dimension of construct is Altruism which is showing a voluntary behavior of helping others and not a duty and obligation. In non-formal education this construct dimension is also carried out when strengthening the character values of social care when students are encouraged to cooperate and love their fellow humans and other creatures.

Personal and Social Responsibility is supported by strengthening the value of social care when they are asked to act politely as personal responsibility, and work together as social responsibility. Participants was seeing and directly following non-formal education learning which is part of the company's corporate social responsibility (CSR) program as a social responsibility that must be completed thus it can be a real learning for non-formal education participants.

CONCLUSION

Non-formal education learning activities carried out at the Gembira Loka KRKB aside from learning to love the environment are also taught the character values of social care by caring for their group mates. Strengthening these two character values is expected to be able to support the skills of living in the world where later non-formal education participants can grow into a citizen who has a life and career in seeking economic benefits without ignoring environmental sustainability and being able to live life and social values well. The non-formal education activities carried out at the Gembira Loka KRKB which support living in the world skills can be described in the form of activities such as character values of environmental care through the habit of disposing garbage in places, planting plant seeds, learning flora and fauna. Then the character values of social care are learning activities outside the school that apply an attitude to act politely, cooperate and love humans and other

creatures. Strengthening environmental and social care values demonstrated through non-formal education learning activities can support skills and can be a provision for children to face the challenges of the 21st century. Because strengthening the character values of environmental and social care is closely related to living in the world skills in citizenship, life and competency career, social and personal responsibility.

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